

STUDENTS' PERCEPTION ON THE JIGSAW TECHNIQUE IN LEARNING

READING AT SMPN 7 PADANG

Thesis

*Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



By:

NADYA LA VIOLA

18018075

Advisor

Dra. Yetty Zainil, MA., Ph.D.

NIP. 196407311989032008

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2022**

HALAMAN PERSETUJUAN SKRIPSI

Judul : **Students' Perception on The Jigsaw Technique in Learning Reading at SMPN 7 Padang**

Nama : Nadya La Viola
NIM : 18018075
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, November 2022

Disetujui oleh,
Pembimbing



Dra. Yetty Zainil, M.A., Ph.D.

NIP. 196407311989032008

Mengetahui,
Ketua Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph. D.

NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang dengan Judul

Students' Perception on The Jigsaw Technique in Learning Reading at SMPN 7 Padang

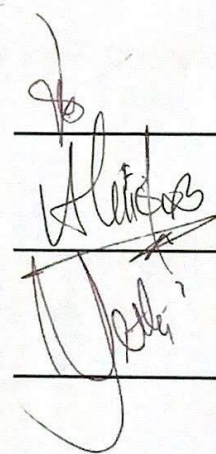
Nama : Nadya La Viola
NIM : 18018075
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 10 November 2022

Tim Penguji

Tanda Tangan:

1. Ketua : Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.
2. Sekretaris : Nora Fudhla, M.Pd.
3. Anggota : Dra. Yetty Zainil, MA., Ph.D.





SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Nadya La Viola
NIM / TM : 18018075 / 2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul "*Students' Perception on The Jigsaw Technique in Learning Reading at SMPN 7 Padang*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum, Ph.D
NIP.19710525.1999802.2.002

Saya yang menyatakan,



Nadya La Viola
NIM. 18018075

**STUDENTS' PERCEPTION ON THE JIGSAW TECHNIQUE IN LEARNING
READING AT SMPN 7 PADANG**

Thesis

*Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



By:

NADYA LA VIOLA

18018075

Advisor

Dra. Yetty Zainil, MA., Ph.D.

NIP. 196407311989032008

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2022**

ABSTRACT

Viola, Nadya La. 2022. Students' Perception on The Jigsaw Technique in Learning Reading at SMPN 7 Padang. Padang: English Language and Literature. Faculty of Languages and Arts. Universitas Negeri Padang

This research aimed to find out students' perception on the use of the Jigsaw technique in learning reading. The design of this study belonged to descriptive quantitative approach. This research used questionnaire and interview questions as the instrumentations. The researcher found that the implementation of the Jigsaw technique in learning reading has a good response from the students. Students showed positive perception after the researcher calculated the data. The highest score gained from this study was reading phase with 4.16 or 82.83% while the lowest score was quiz phase with 3.96 or 79.10%. The result of this study could be reference for the teacher to evaluate teaching technique or method. The teacher can redetermine his/her teaching technique or method that is suitable for students' need which can improve students' motivation.

Keywords: Students' perception, learning reading, the Jigsaw technique.

ABSTRAK

Viola, Nadya La. 2022. Students' Perception on The Jigsaw Technique in Learning Reading at SMPN 7 Padang. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap teknik pembelajaran Jigsaw dalam pembelajaran membaca teks. Peneliti menggunakan pendekatan kuantitatif dalam bentuk deskriptif. Penelitian ini menggunakan dua instrumentasi yaitu kuisisioner dan pertanyaan wawancara. Peneliti memperoleh data bahwa pengimplementasian teknik pembelajaran Jigsaw memiliki respon yang positif dari siswa. Para siswa menunjukkan persepsi yang positif setelah peneliti menghitung data yang diperoleh. Skor tertinggi dari hasil perhitungan adalah sintaks reading dengan rata-rata 4.16 atau 82.83% sedangkan skor terendah adalah sintaks quiz dengan rata rata 3.96 atau 79.10%. Hasil dari penelitian ini dapat menjadi referensi bagi guru Bahasa Inggris untuk mengevaluasi teknik atau metode mengajar. Guru juga dapat memutuskan kembali metode atau teknik pembelajaran yang tepat untuk kebutuhan siswa yang dapat meningkatkan motivasi siswa dalam belajar.

Kata kunci : Persepsi siswa, pembelajaran membaca, Teknik pembelajaran Jigsaw.

ACKNOWLEDGEMENTS

Alhamdulillahorrabil'alamin. Praise be to Allah Subhanahu Wata'ala, Lord of all living and dead creatures. With his majesty and kindness, I was allowed to complete a thesis entitled; Students' Perception on The Jigsaw Technique in Learning Reading at SMPN 7 Padang, as a partial fulfillment of the requirement to obtain bachelor's degree in education in the department of English language and literature at Universitas Negeri Padang. Shalawat and salam are delivered to the great prophet Muhammad Salallahu Alaihi Wassalam.

In this occasion, the writer would like to express her sincere gratitude to the honorable advisor Dra. Yetty Zainil, MA., Ph.D who has supported, guided and given meaningful advice and time to the writer from the beginning until the finishing stage to finish her thesis. The writer also would like to express her gratefulness to the honorable examiners Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. and Nora Fudhla, M.Pd. who has shared and given her advice and guidance to finish the thesis. Great thanks are also delivered to the honorable validator of instrumentations Fitrawati, S.S., M.Pd. The deepest thanks are delivered to Dra. Aryuliva Adnan, M.Pd. as academic advisor who has always given her support to the writer in any situation.

The writer also wants to deliver her gratitude to the English teacher at SMPN 7 Padang Rima Feni, S.Pd., M.Pd. who has helped the writer to obtain the data of the research. Gratefulness is also delivered to beloved students at SMPN 7 Padang who

has become participants of the research. The writer hopes all students be successful to reach their goals.

Moreover, the writer would like to deliver her gratefulness to her beloved parents and family who have always supported the writer mentally and financially. Special thankfulness are delivered to her beloved friends who has given big love and spirit to the writer.

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER 1	1
INTRODUCTION	1
1.1 Background of the Problem.....	1
1.2 Identification of the Problem.....	6
1.3 Limitation of the Problem	7
1.4 Formulation of the Problem	8
1.5 Purpose of the Research	8
1.6 Significance of the Research	8
1.7 Definition of Key Terms	9
CHAPTER 2	10

REVIEW OF LITERATURE	10
2.1. Review of Related Theories	10
2.1.1 The Jigsaw II.....	10
2.1.2 Reading.....	16
2.1.3 Perception	19
2.2 Relevant Studies.....	26
2.3 Conceptual Framework	28
CHAPTER 3	29
RESEARCH METHOD.....	29
3.1 Research Design.....	29
3.2 Population and Sample.....	29
3.2.1 Population.....	29
3.2.2 Sample	30
3.3 Instrumentation.....	31
3.4 Technique of Data Validation	33
3.5 Techniques of Data Collection	33
3.6 Techniques of Data Analysis.....	34
CHAPTER 4	36

FINDING AND DISCUSSION	36
4.1 Data Description.....	36
4.2 Data Analysis and Findings.....	38
4.3 Discussion	43
CHAPTER V.....	47
CONCLUSION AND SUGGESTION	47
5.1 Conclusion.....	47
5.2 Suggestion	48
REFERENCES.....	49
APPENDICES	52

LIST OF TABLES

Table 3. 1 The Number of Students Grade VII SMPN 7 Padang	30
Table 3. 2 Indicators of Questionnaire	32
Table 3. 3 Degree of Ordinal Scale	32
Table 3. 5 Indicators of Score Interpretation	34
Tabel 4. 1 The Result of Students' Perception of the Jigsaw technique in Learning Reading at SMPN 7 Padang Questionnaire	36

LIST OF APPENDICES

Appendix 1 The Student's Perception in Learning Reading by Using Jigsaw Technique at SMPN 7 Padang Questionnaire.....	52
Appendix 2 Students' Perception Interview Guideline.....	57
Appendix 3 Validation Sheets.....	60
Appendix 4 Result of Questionnaire.....	67
Appendix 5 Interview Transcript	71
Appendix 6 Surat Izin Penelitian	85
Appendix 7 Surat Keterangan Penelitian	86

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

People say that reading is a window to the world. Reading is one way to get information through alphabet, character and word. It is very important in human life. Reading knows no age, not only children, but also adults. People may read some information through newspapers, magazines, announcements, manual books and etc. Those texts can be found in every corner. That is the reason why reading cannot be separated in our daily life. In the early of age, it is important to learn how to read. Learning reading is extensively taught in school.

Reading has an important role in learning activities especially for students. Students get knowledge through reading. In the learning process, students have to read a lot of books. Students also can develop critical thinking through reading. In order to enrich their knowledge, students also need to read new information. In reading, there is interaction between the reader and the text being read. In learning reading at school, teacher takes an active role. Teacher usually starts with introducing new alphabets and characters, moving on to a word and finally to a sentence, a paragraph, an essay and so forth.

Teacher may get difficulties in teaching reading. Teaching reading text in junior high school may face some challenges. The availability of aids, time management and class condition are some external challenges in teaching kinds of

text as stated by Hidayati (2018). Her participants mentioned that they only used paper and blackboard or whiteboard in teaching reading text. It is important to use some properties to teach how to read text. Some audio-visual aids are available to be used but they need more time to teach than the time provided by the school.

In reading, students need to have a good attitude and a good motivation. The common reason why students do not like reading is that students have lack of motivation in doing it. Thus, teacher needs to look for various teaching technique or method. An interesting teaching method or technique may make the students being interested and motivated especially in reading text. A study conducted by Kresma (2014) found that students' saturation point of learning by using the conventional method is higher than learning by solving a problem. There are some methods or techniques of learning by solving a problem, such as problem-based learning, cooperative learning, project-based learning, team games tournament, and etc.

Various teaching methods are commonly used by high school teachers such as the inquiry method, the lecture method and the discovery learning method. The researcher has interviewed two English teachers at SMPN 7 Padang. The researcher found that few teachers apply more varied learning methods and techniques. The teacher usually conveys the material by the lecture and inquiry method. Based on the researcher's interview, teachers at SMPN 7 Padang began to look for more interesting learning techniques due to the lack of motivation and enthusiasm for students in reading text. The issuance of a new education policy

from Indonesian minister of education that students must do offline learning after doing online learning in the last two years made the teachers must look for a good learning activity to increase socialization between students. Interesting cooperative methods began to be applied in grade 7. One of the cooperative methods applied is the Jigsaw technique. This technique brings students to a wider scope of socialization. According to Silberman (2007), Jigsaw Learning is a widely used technique that has similarities to the “group-to-group exchange” technique with an important difference: every learner learns and teaches something. This technique is suitable to be applied while teaching text. According to curriculum 2013, one of the texts learned by junior high school students is descriptive text. Teacher in SMPN 7 Padang tried to use this technique to deliver descriptive text material such as the social function, language features and generic structure of the text.

There were some reasons why the teacher used the Jigsaw technique. The teacher thought that the Jigsaw technique can be a way to carried out student-centered method in the learning process. The teacher also considered advantages of the Jigsaw technique in teaching reading. Students not only learn but also teach their friend so they should master what they teach. Moreover, there are some studies about the effectiveness of the Jigsaw technique in teaching reading that strengthen the teacher why she use the technique.

Learning methods and techniques used by teachers must be continuously evaluated in order to increase the effectiveness of teaching and learning activities. Students' perceptions of the applied learning methods and techniques are also

needed to be known to determine whether these methods and techniques are suitable for use and create positive perceptions of teaching and learning activities or not. Students' perception is very important for learning process because it affects students self-confidence, interest and motivation towards learning in the classroom (Agustina et al., 2019). In addition, Sugiyanti (2013) stated in her research that students' perception about the teaching method or technique influenced students achievement.

There have been some studies about the Jigsaw technique. First, Suciati (2019) conducted a research about the students' perception in their reading activity by using the Jigsaw technique. She took 105 students in Junior High School as her samples. Her instrumentation was questionnaire. After she analyzed the data, the majority of students had positive perception, feeling and opinion about the Jigsaw technique. Finally, she hoped the teacher could consider in maintaining the Jigsaw technique or not in the reading activity.

In addition, Prawitasari (2017) conducted research that aimed to know how the students perception on the Jigsaw technique in enhancing reading comprehension. It was a study in SMAN 1 Pakem. She also wanted to know the difficulties that students faced when the Jigsaw technique was implemented. There were 160 students in grade X who became the sample of the study. By analyzing the questionnaires, data and observations, she concluded that the Jigsaw technique had a positive perception from the students. She also wrote that the Jigsaw technique helped students to improve their reading skill.

Moreover, Agustina et al. (2019) conducted a students' perception on the Jigsaw technique implementation in learning speaking. This study was conducted by collecting data from SMAN 7 Bandar Lampung. By analyzing the data in descriptive qualitative, the result showed the number of positive students' perceptions is higher than negative perception. In addition, she assumed that the Jigsaw technique facilitates the students in learning to speak more effectively and efficiently. Thus, learning activities became more interesting and enjoyable.

A study about students' perception of the use of the Jigsaw technique to develop students' language skills was conducted by Fitriana (2019). Her research aims to find out the roles of the Jigsaw technique in developing listening and speaking skills. The data were collected by interviewing three students who experienced the Jigsaw technique in their university. The result was that there are four roles of jigsaw technique in developing speaking and listening skills: increasing students' confidence, facilitating students in discussion session, sharing their thought and increasing students' vocabulary mastery. Nevertheless, the participants faced three difficulties while doing the Jigsaw technique. They felt shy discussing with friends, confused about pronunciation and needed more time.

Last, Ruantika et al., (2019) conducted research on students' perception of the implementation of the modified Jigsaw technique in students' writing ability. The objectives of the study were to find out students' perceptions toward the implementation of the Jigsaw technique and the correlation between students' perceptions with their writing achievement. They collected the data from tenth-

grade students of SMKN 1 Natar. They analyzed the questionnaire and interview data by using SPSS. The study result showed that students gave positive responses and perceptions of the technique after applying the Jigsaw technique in the classroom.

However, a fact was found by the researcher that students have been through online learning in the last two years. Students used to do the lecture and inquiry method in the classroom. It makes a different understanding and motivation in reading. That is why the researcher needed to investigate the students' perception of the Jigsaw technique in learning reading. The perception may be different from the previous studies because of the sample and situation at hand. Thus, based on the discussion above, the researcher intends to conduct a research about students' perception of the Jigsaw technique in learning reading at SMPN 7 Padang.

1.2 Identification of the Problem

Some cooperative techniques are used to teach English such as the Jigsaw technique, student team achievement divisions, group investigation, etc. The researcher has observed that in SMPN 7 Padang, English teachers mostly use the lecture method. Since applying the Jigsaw technique in teaching reading text, the researcher thinks it is important to identify students' perceptions of this technique. It can be positive or negative feeling they felt when studying with the Jigsaw technique due to some aspects. The example of an advantage is a good relationship

among students because they may discuss their topic with friends who almost never talk.

On the other hand, the disadvantage of this technique is that not all students contribute to their discussion. The smarter students are usually dominant contributing to their discussion. Students' perception is very important to be studied because they can be a reference for teachers who want to apply this technique in their classes.

The other reason which strengthens researchers to carry out this research is the change in learning from online to offline which results in social inequality between students which may decreased student learning motivation if the methods and techniques used are not varied. This raises a question about the implementation of jigsaw techniques as a form of cooperative learning, whether this implementation will result in positive or negative perception of the students. So, the researcher chose the students' perception of learning reading by using the Jigsaw technique in seventh-grade students at SMPN 7 Padang as her research topic.

1.3 Limitation of the Problem

From the explanation of identification of the research above, the researcher decided to focus on the Jigsaw technique in learning descriptive text. This research described the students' perception of learning descriptive text by using the Jigsaw technique. The students are seventh-grade students in SMPN 7 Padang who learn

about descriptive text using the Jigsaw technique in the second semester.

1.4 Formulation of the Problem

Based on the research limitation above, this research can be formulated into “What is the students’ perception on the Jigsaw technique in learning reading at SMPN 7 Padang?”

1.5 Purpose of the Research

The purpose of the research is:

To find out the students’ perception on the Jigsaw technique in learning reading at SMPN 7 Padang.

1.6 Significance of the Research

There are two significances of this study. This research finding is expected to contribute both theoretical and practical significance. The result of this study is expected to be theoretically useful for the English teacher in doing some teaching techniques especially the cooperative technique Jigsaw type to improve students’ understanding of the material taught. This research will help some English teachers know the students’ perception of using the Jigsaw technique so the teacher can arrange and modify the classroom. Besides, the research finding is also expected to significantly contribute to find learning styles for high school students, especially in understanding text.

1.7 Definition of Key Terms

There are some key terms used in this research. They can be explained as follows:

1. Perception

Perception is human thinking process about a phenomenon they see or hear from the environment through the sense of body.

2. Jigsaw Technique

Jigsaw is a kind of cooperative method for students to take an active role in their learning activity as they teach others what they have learned. This technique is suitable for building the 4Cs (critical thinking, cooperative, communicative and creative) which is demanded in the twenty-first learning paradigm in Indonesia.

3. Reading Text

Reading is a way to get information through a written word.