EXPLORING TEACHERS' PERCEPTIONS OF COOPERATIVE JIGSAW MODEL IN TEACHING ENGLISH READING: A STUDY AT SENIOR HIGH SCHOOL

THESIS

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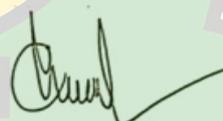
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Exploring Teachers' Perceptions of Cooperative Jigsaw Model in Teaching English Reading: A Study at Senior High School

Adalah benar-benar karya saya, kecuali semua kutipan dari referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 Juli 2024

Saya yang membuat pernyataan

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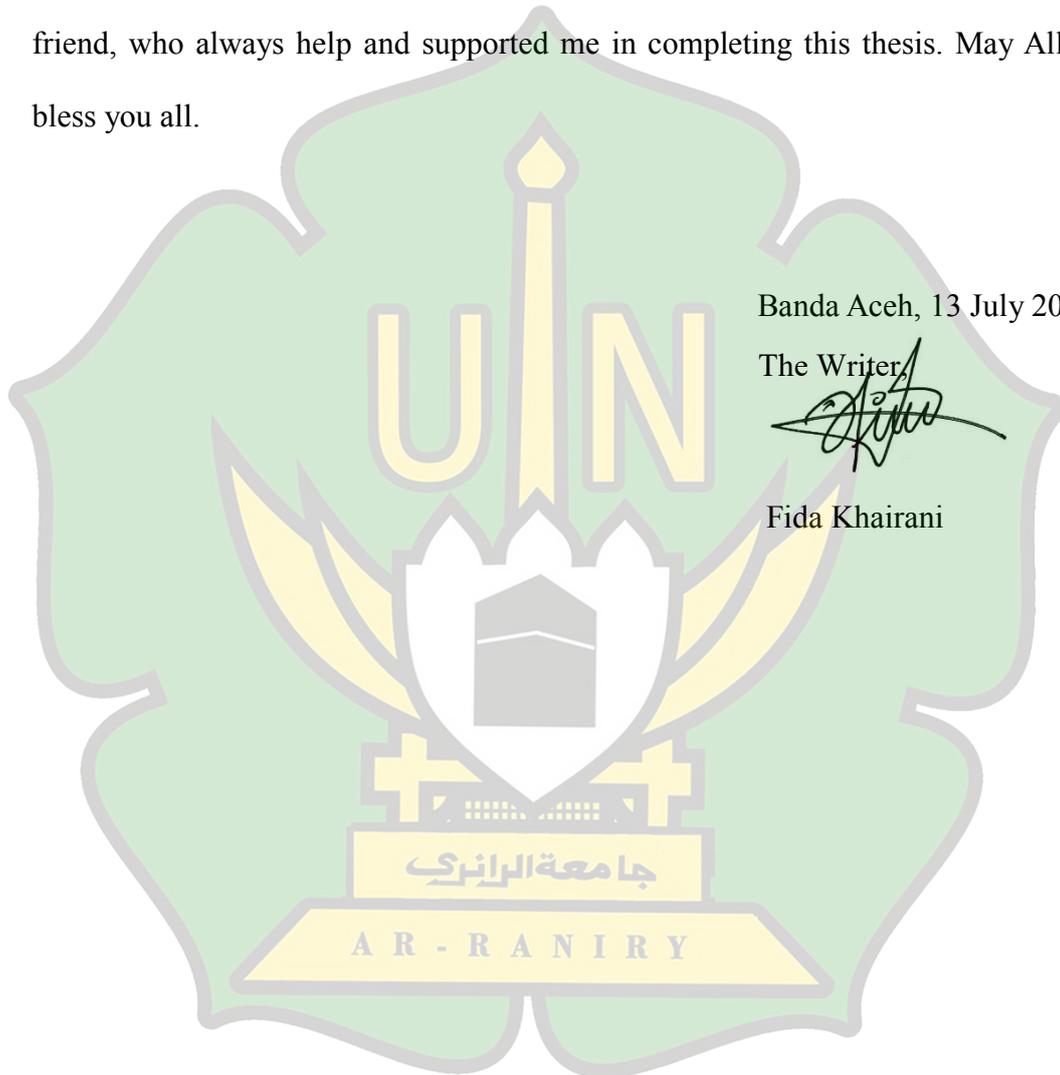
ABSTRACT

Name	: Fida Khairani
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This study aims to find out teachers' perceptions of Cooperative Jigsaw model in teaching English reading, including how the implementation, the challenges faced by teachers, and the strategies used by teachers to overcome the problems in using this learning model. This is a qualitative study used semi-structured interview as a method of data collection. The participants of this study were three English teachers at one of Islamic senior high schools in Aceh Besar. The results shows that the Cooperative Jigsaw model was perceived effective in enhancing students' reading comprehension and fostering students' collaboration. However, challenges faced by teachers such as varying language proficiency levels, limited access to resources, and students' motivation were identified. Teachers overcome these problems by used several strategies such as; arranging group composition, providing access to resources, and motivating the students.

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CHAPTER I

INTRODUCTION

A. Background of The Research

Teaching and learning are processes. In teaching and learning process, teacher need to uses certain tools to improve the process of teaching and learning's efficiency. The ability to communicate is the most important thing, this is because the ability to communicate can help teacher and students to express ideas and exchange information (Patel & Jain, 2008).

An effective and quality teaching and learning process will be realized if the teaching and learning process held in an interactive, inspiring, fun, challenging and motivating manner students to participate actively, and provide sufficient space for emergence inventiveness and being independent correlate with skills, passions, physical maturation, and student psychology. Starting from this, we should start to focus on learning packaging collaborative. From this educational foundation, an orientation towards learning emerges which is directed at the use of cooperative learning groups (Sutapa, 2020). Furthermore, teachers must choose a teaching method that related with learning strategy. One learning method that can be used to build students' cooperative learning is Cooperative Jigsaw model (Foldnes, 2016; Zhang, 2015).

Based on the researcher's experience, during the English language learning process teachers usually only use monotonous learning methods and models. Teachers never use interesting learning methods or modes to attract

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students to learn. The researcher once participated in learning using the Cooperative Jigsaw model in biology subjects and this model was very interesting and also really forced students to read because they had their own responsibility for the material that had been distributed by the teacher. Therefore, the researcher wants to find the teachers' perception of Cooperative Jigsaw model in teaching English reading.

The Cooperative Jigsaw model is a research-based cooperative learning method created and advanced in the early 1970s by Aronson and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used Cooperative Jigsaw model with tremendous success. Cooperative Jigsaw model is one type of cooperative learning method It assists students in breaking down learning materials into manageable learning pieces and then assigns them to teach others the part they have mastered, integrating those pieces into a single cohesive whole. Cooperative Jigsaw model is based on the perspective that each student will first become an expert in a small part of the whole learning material, and then teach other students in his group this part of the material (Tran, 2012).

It has been a number of previous studies conducted regarding teachers' perception in exploring the effectiveness of cooperative jigsaw model. The previous study from Halimah (2019) with the title "The Role of Jigsaw Method in enhancing Indonesian Prospective Teachers' Pedagogical Knowledge and Communication Skill". This paper's overall framework is derived from the authors' fieldwork experience executing a cooperative

learning approach comparable to a jigsaw. The purpose of the paper is to investigate how prospective teachers' comprehension of pedagogical material knowledge and how it might be combined with their instructional communication competence is affected by the Jigsaw Model. The study's findings demonstrate that adopting a cooperative learning approach comparable to jigsaw puzzles is effective in enhancing the prospective teachers' verbal communication skills and pedagogical content understanding. The similarities between this research, the researchers tried to find out the teachers' perception on cooperative jigsaw model. In the other hand, the difference of this research focus on teachers' perception on exploring the effectiveness of cooperative jigsaw model in English language teaching, while Halimah's focus on pedagogical knowledge and communication skill.

The second previous study from George (2017) with title "Teacher Perception of Cooperative Learning Strategies Impacting English Learner Engagement and Academic Performance Level". The purpose of this study was to find out how teachers felt about cooperative learning techniques and how they affected English language learners' academic performance and levels of involvement. This study aimed to determine whether cooperative learning techniques improve English language learners' academic performance in English courses. The findings showed that teachers believe cooperative learning techniques improve academic achievement and the involvement of English language learners. The advantages of this research demonstrate the beneficial effects that cooperative learning techniques have on English

language learners and indicate that teachers find these techniques to be helpful in the classroom. The similarities between this research, the researcher tried to find out the teacher perception of cooperative jigsaw model. The difference of this research is this research will focus on teachers' perception in exploring the effectiveness of cooperative jigsaw model in English language teaching, while George's focus on cooperative learning strategy.

B. Research Question

To address the problems, this study was guided by the following research questions about teachers' perceptions of Cooperative Jigsaw model in teaching reading:

1. How teachers' general perceptions of Cooperative Jigsaw Model in teaching English reading?

2. Based on teachers' experience, what are the challenges faced by teachers while using the Cooperative Jigsaw model in teaching English reading?

3. What are the strategies used by teachers to overcome the problems?

C. Research Objective

1. To find out teachers' general perceptions of Cooperative Jigsaw Model in teaching English reading.

2. To find out the challenges faced by teachers while using the Cooperative Jigsaw model in teaching English reading.

3. To know the strategies used by teachers to overcome the problems.

D. Research Significant

The findings of this research are expected to be useful for teachers who use learning methods especially on that are appropriate to the type of skill they want to improve. The researcher hoped that the students will get a suitable treatment in learning English so they are going to learn English comfortably and do not get any challenges in learning English anymore. And researcher also hope that students can enhance their cooperative spirit in the classroom.

E. Research Terminologies

1. Teachers' Perceptions

Teachers' perceptions are critical in understanding and implementing educational strategies and models. According to Guskey (2002), teachers' attitudes and beliefs significantly influence their classroom practices and the effectiveness of new educational programs. Teachers' perceptions are shaped by their prior experiences, personal beliefs, and contextual factors, which collectively impact their willingness to adopt and effectively utilize innovative teaching methods. Additionally, Fullan (2001) argued that teachers' perceptions of the relevance, practicality, and benefits of educational reforms determine their commitment and engagement in the change process. These perceptions are also influenced by the support they receive, the professional development opportunities available, and their interactions with colleagues.

2. Teaching Method

Activities are the various ways in which these methods can be put into practice, while teaching methods are the more general strategies utilized to assist students in meeting learning objectives. Teaching strategies assist students in: mastering the course material. discover how to use the information in specific situations. The method is "the assembly or the system of processes or modes of execution of the operations involved in the learning process, integrated into a single flow of action, in order to achieve the objectives proposed" (Cerghit, 2006). Additionally, A teaching method is a systematic and organized set of strategies, techniques, or approaches used by teachers to help students learn. It includes how instructional content is presented as well as how teachers engage students to promote understanding and skill acquisition (Gagne et al, 1992).

3. Cooperative Jigsaw Model

The Cooperative Jigsaw model is a research-based cooperative learning technique invented and developed in the early 1970s by Aronson and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used Cooperative Jigsaw model with great success. Jigsaw learning is based on the perspective that each student will first become ―an expert in a small part of the whole learning material, and then teach other students in his group this part of the material (Tran, 2012).

4. Teaching English Reading

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must able to decode the printed words and also comprehend what we read (Linse, 2005). Reading is a receptive skill that people use to gather information from written content. It involves the ability to comprehend not just the explicit meaning of the text but also the deeper message that the author aims to convey (Septiani, 2024)

In English learning, reading is one of the main skills that must be mastered by student to have a language competence because the success of learning any subject matter depends on the competence of reading. In teaching reading, the teacher has to concern about the material that is used. The topic and type of reading texts are worth considering too. The topic and reading texts should depends on who students are. If the students are junior high school students, reading recount text maybe a priority.

According to Cahyono et al. (2011), teaching reading is more influenced by interactive strategies. Teachers teach skills directly, especially in the beginning and provide plenty of opportunities for the students to experience by having them read whole books.

CHAPTER II
LITERATURE REVIEW

A. The Cooperative Jigsaw Model

1. Definition of The Cooperative Jigsaw Model

Cooperative Jigsaw model is one of the most adaptable cooperative methods. The Cooperative Jigsaw model is an alternative to the collaborative learning paradigm, namely a group learning process in which each member contributes information, experience, ideas, attitudes, opinions, abilities and skills that they have to jointly improve the understanding of all members. Cooperative Jigsaw model is one type cooperative learning that motivates students to participate in class and support one another in understanding the topic in order to attain their highest potential (Slavin, 2005).

Cooperative Jigsaw model is a kind of cooperative learning in which many group members are tasked with learning a certain topic and being qualified to instruct other group members in it. In this technique, students can work together with other students and have more responsibility and also have many opportunities to cultivate information obtained and improve communication and social skills.

According to Mayer (2009), learning is an active process where learners build new knowledge based on their interactions with material and their surroundings. In the context of reading instruction, the Cooperative Jigsaw model supports this principle by encouraging students to understand

texts independently before sharing their knowledge with group members. This process not only reinforces students' understanding of the material but also develops their communication and collaboration skills.

From the opinion above, it is possible to deduce that Cooperative Jigsaw model is cooperative learning technique in which the student, not the teacher, has responsibility greater ability to carry out learning. This kind of learning model is a must optimized because it can improve students' creative abilities and of course improve student achievement. Besides that, this learning can also improve student communication because they dare to convey what they have learned to other groups or their own groups, so that students lack confidence to convey opinions can be trained to be bolder by learning this model.

2. Purpose of The Cooperative Jigsaw Model

According to Saputra, Jigsaw model is a cooperative learning technique that encourages students to engage in group activities to remember and understand the subject matter (Saputra, 2019). This method supports students in being actively involved in the learning process. Cooperative Jigsaw Model can be useful, well-structured template for carrying out effective in class group work. Teams are formed from the class, and each team prepares assignments that are different but connected to one another. Once every team member is ready, the class is split up into mixed groups (expert group), with one person from each team. This technique works just as effectively for

reading assignments as it does for assignments involving data analysis or fieldwork.

Since each student brings an essential component of information to the group, they are all important. Cooperative Jigsaw concept has several advantages when used in an educational setting. It's a productive approach to learning the content. Since every group member plays an important role to the academic activity, students are encouraged to participate, listen, and show empathy. The group's members must cooperate in order to establish a shared objective. Each member is interdependent on each other. Cooperation and communication are necessary because no one can succeed completely unless each member contributes (Slavin, 2005).

According to Johnson (2009) collaborative learning improves students' understanding through cooperation and mutual support among group members. The Cooperative Jigsaw model, as a form of collaborative learning, emphasizes the importance of teamwork among students in comprehending and teaching different parts of the material.

3. **Steps for Implementing the Cooperative Jigsaw Model**

According to Aronson, there are some steps in implementing the Cooperative Jigsaw model, namely:

a. Divide students into five to six members in home group. The group should be diverse in terms of gender, ethnicity, race and ability.

b. Divide the material into 5-6 sub-material based on number of groups that have been determined.

c. Assign each student to learn one sub-material.

d. Student who gets some sub-material ordered to join with other friends to form an expert group.

e. Give students time to read and become familiar with their sub-material.

f. Bring student back to their home group.

g. Ask each student to present her or his sub-material to the group.

h. When students make presentations, carry out assessments from group to group, observing the process

i. At the end of the class, give a quiz on the material.

4. The Advantages of The Cooperative Jigsaw Model

Aronson (2000) identifies several advantages of cooperative Jigsaw model, such as:

a. Enhances students' motivation

Cooperative Jigsaw model boosts students' motivation by actively involving them in the learning process. Instead of passively receiving information from the teacher, students take on the responsibility of learning a segment of the material and then teaching it to their peers. This responsibility and active participation increase their interest and engagement with the content. When students know they play a crucial role in the group's success,

they are more likely to put in the effort to understand and convey the material effectively, leading to a heightened sense of motivation.

According to Bandura's social learning theory (2018), such interactive and participatory learning environments foster greater engagement and motivation among students. Cooperative Jigsaw model leverages this by requiring all students to contribute to their group's understanding, which promotes a higher level of involvement compared to more traditional teaching methods.

b. Makes the learning process more enjoyable

The collaborative nature of the jigsaw method transforms the traditional classroom dynamic. By breaking down the material into smaller, more manageable pieces and encouraging students to work together, the learning experience becomes more interactive and enjoyable. Group discussions and peer teaching sessions provide variety and movement, which can reduce the monotony of lecture-based learning. This interactive approach not only keeps students engaged but also helps build a supportive learning environment where students feel comfortable and excited about sharing their knowledge.

According to Vygotsky and Cole (2015), cooperative Jigsaw model transformed the traditional classroom dynamic by emphasizing social interaction and collaborative learning. Vygotsky's posited that learning becomes more engaging and effective when students participate in

interactive and cooperative activities, which made the learning process more enjoyable and dynamic.

c. Improves educational outcomes

Cooperative Jigsaw model has been shown to lead to better educational outcomes. When students are required to teach their peers, they must thoroughly understand their segment of the material, which enhances their comprehension and retention. The process of explaining concepts to others reinforces their own learning and clarifies their understanding. Additionally, the collaborative aspect allows students to learn from one another, gaining different perspectives and insights that they might not get from a single instructor. This peer-to-peer interaction often results in a deeper and more nuanced understanding of the subject matter.

Piaget and Inhelder, 2019 supported the improvement of educational outcomes observed with cooperative Jigsaw model. Piaget's suggested that active engagement, such as teaching peers, solidified understanding and promoted cognitive development. When students were required to explain concepts to others, they deepened their own comprehension and retention of the material, thereby enhancing their academic performance.

d. Ensures each students have a crucial role

In cooperative Jigsaw model, each student is assigned a unique and essential piece of the overall material, making their contribution critical to the group's success. This structure ensures that every student feels valued and important, as their peers rely on them to provide crucial information. This sense of responsibility and significance can boost students' confidence and self-esteem, encouraging them to take their role seriously and contribute meaningfully to the group's learning process. It also helps in developing a sense of accountability and teamwork among students.

According to Bandura (2018) cooperative Jigsaw model's effectiveness in ensuring that each student had a significant role. Bandura highlighted the importance of self-efficacy and social roles in learning. By assigning each student a unique and essential part, the jigsaw method promoted a sense of responsibility and importance, boosting students' confidence and motivation to contribute effectively.

e. Easy for teachers to implement

One of the key advantages of the jigsaw method is its simplicity and ease of implementation. The structure is straightforward: the teacher divides the material into segments, assigns each student a segment, and then facilitates the group discussions and peer teaching sessions. This method does not require extensive training or preparation, making it

accessible for teachers to adopt and integrate into their existing teaching practices. The clear and organized format of the jigsaw method allows teachers to efficiently manage classroom activities and ensure that all students are actively engaged in the learning process.

Gagne's defined the essential requirements for effective teaching, highlighting the importance of clear and well-organized instructional strategies. The straightforward nature of cooperative Jigsaw model made it accessible for teachers to learn and incorporate into their teaching practices, facilitating efficient classroom management and active student engagement's principles outlined the conditions necessary for effective teaching, emphasizing clear and structured instructional methods. The straightforward nature of cooperative Jigsaw model made it accessible for teachers to learn and incorporate into their teaching practices, facilitating efficient classroom management and active student engagement (Gagné & Merrill, 2016).

5. The Disadvantages of Cooperative Jigsaw Model

In implementing the Cooperative Jigsaw model, it also has several disadvantages that educators need to consider, such as:

a. Require more time to prepare students to learn

Time management in implementing this learning model is another critical issue. Implementing Cooperative Jigsaw model requires careful

planning and coordination to ensure all activities are completed within the available time. The process of dividing the material, facilitating group discussions, and managing transitions between individual and group work can be time-consuming and may not fit easily into standard class periods. Gillies (2007) emphasized that effective time management is essential to prevent the process from becoming fragmented or rushed.

Preparing students to effectively work in groups involves teaching them essential collaborative skills and norms. This preparation includes guiding students on how to communicate, share responsibilities, and resolve conflicts within the group. Such training requires dedicated time to ensure that students understand and practice these skills, which can ultimately enhance their ability to work together effectively. Without proper preparation, students might struggle with teamwork, which can hinder the overall effectiveness of group-based learning activities.

b. Require more time to make groups that each group has heterogeneity in their member ability

Forming groups with a diverse range of abilities and skills is crucial for maximizing the effectiveness of cooperative learning. Creating such heterogeneous groups involves careful planning to ensure that each group includes members with varying levels of knowledge and expertise. This diversity allows for a richer exchange of ideas and promotes peer teaching, which can benefit all group members. However, achieving this balance

requires time and consideration to assess and match students' abilities appropriately.

Bandura (2018) highlighted that diverse group compositions can enhance learning outcomes by allowing students to learn from peers with varying levels of expertise and perspectives. Creating heterogeneous groups facilitates a richer exchange of knowledge and promotes peer-to-peer learning, which is beneficial for all members. Properly forming such groups requires careful planning and time to ensure that each group benefits from the diverse skills and abilities of its members.

c. **Teacher should make special preparation for teaching in the class**

Effective teaching using methods like group work requires the teacher to engage in thorough preparation. This preparation includes designing lesson plans that accommodate different learning styles, developing strategies for managing group dynamics, and ensuring that instructional materials are suitable for collaborative activities. By investing time in these preparations, teachers can create a well-organized and supportive learning environment that facilitates productive group interactions and helps students achieve their learning objectives.

d. Students low English proficiency

Another disadvantage is the pressure it places on students to teach their peers. For students who are less confident or who struggle with public speaking, this requirement can be particularly stressful and may result in anxiety rather than engagement. According to Walker and Crogan (1998), some students may feel overwhelmed by the responsibility of teaching their peers, which can negatively affect their participation and learning outcomes.

6. The Challenges in Using Cooperative Jigsaw model

a. Group Dynamics

Managing group dynamics is crucial in cooperative learning environments. According to Johnson and Johnson (2009), successful cooperative learning depends on positive interdependence, individual accountability, and effective group processing. In the Jigsaw model, each student relies on their group members to understand different sections of the material. However, issues can arise when some students dominate discussions while others remain passive. Dominant students may overshadow quieter ones, leading to an imbalance in participation and potentially causing some students to disengage. Teachers need to facilitate balanced interactions and ensure that all students contribute equally to the group's success.

b. Time Management

Slavin (2014) emphasized that cooperative learning requires careful time management to ensure each phase of the Jigsaw model is completed

effectively. The Jigsaw model involves several steps: dividing the material, assigning sections to students, allowing time for individual study, facilitating group discussions, and conducting whole-class reviews. Fitting these phases into a limited class period can be challenging. Teachers often struggle to allocate sufficient time for each step, especially when unexpected issues arise, such as students needing more time to understand their sections. Effective time management strategies and careful planning are essential to ensure the smooth implementation of the Jigsaw model within the available class time.

c. Student Preparation

Gillies (2016) highlighted the importance of student preparation in cooperative learning. For the Jigsaw model to be effective, students must come prepared with a good understanding of their assigned sections. This preparation is crucial because each student's comprehension of their part directly impacts their ability to teach their peers. If students come unprepared, it undermines the effectiveness of the Jigsaw model, as peers rely on each other to learn different parts of the material. Teachers can support student preparation by providing clear instructions, offering resources, and checking students' understanding before group discussions begin.

d. Resource Availability

According to Kagan and Kagan (2009), adequate resources are essential for the success of the Jigsaw model. Teachers must ensure that all groups have the necessary materials, such as texts, reference books, and other

learning aids, to complete their tasks. In resource-constrained environments, this can be challenging. Limited access to materials can hinder students' ability to understand their sections and teach them effectively to their peers. Teachers need to be resourceful in managing and distributing available materials, possibly supplementing with digital resources or creating their own instructional materials to support the Jigsaw activities.

e. Differentiated Learning

Tomlinson (2015) argued that addressing diverse learning needs within cooperative groups requires careful differentiation. In a typical classroom, students have varying levels of ability, background knowledge, and learning styles. The Jigsaw model necessitates that each student not only understands their section of the material but also communicates it effectively to their peers. Teachers must plan activities that cater to these varying abilities to ensure all students benefit from the Jigsaw model. This might involve providing additional support to struggling students, offering extension activities for advanced learners, and using diverse instructional strategies to meet different learning needs. By differentiating instruction, teachers can help all students succeed in their roles within the Jigsaw groups.

B. Teaching English Reading

1. Definition of Teaching English Reading

Teaching English reading is a complex process that involves various strategies and approaches aimed at developing students' reading

comprehension skills. Effective reading instruction encompasses both explicit teaching of decoding skills and fostering comprehension through authentic text engagement (National Reading Panel, 2000).

The best teacher of reading is a teacher who conveys not only the value of reading, but also the joy of reading. Reading is a competence that teachers have to actively teach since learners do not simply "pick up" reading skills. There is no clear pathway for progress in learning to read unless the teacher has a plan for teaching the learners how to read. Teachers need to know what is expected of learners. They need to know precisely how to help learners to achieve satisfactory reading levels, and where necessary, they should ask for extra professional support (Republic of South Africa Education Department, 2008).

Gerry et al. (2012) clarified that reading is one strand of literacy. The reading process is complex and multi-dimensional. Effective teachers have an understanding of this complexity and are able to use a range of teaching approaches that produce confident and independent readers. Gerry et al. (2012) identified several components that need to be considered in the teaching of reading towards recognizing this complexity. Among these are: the establishment of varied and rich vocabulary, development of phonological processes, the provision of a framework for teaching comprehension strategies, a need to ensure that motivation and enjoyment of reading are key aspects of the reading process, and a renewed focus on reading fluency.

2. The Challenges of Teaching English Reading

Teaching English reading presents several challenges that educators need to address to ensure effective learning outcomes. Some of the key challenges include:

a. **Language Proficiency Levels**

Students often come to English reading classes with varying levels of language proficiency. This diversity can make it challenging for teachers to cater to the individual needs of each student (Kim et al., 2019).

b. **Access to Resources**

Limited access to reading materials, such as books and online resources, can hinder students' reading development. Teachers may struggle to provide sufficient materials that cater to students' interests and reading levels.

c. **Motivation and Engagement**

Maintaining students' motivation and engagement in reading can be a persistent challenge. Factors such as competing interests, lack of interest in reading, and ineffective teaching methods can contribute to low motivation levels among students.

3. Teachers Strategies to Overcome the Challenges in Teaching English Reading

To effectively address the challenges in teaching English reading at the high school level, educators employ various strategies that target specific

issues related to language proficiency levels, access to resources, and student motivation.

a. Group Composition in Cooperative Learning

Teachers carefully consider the composition of groups in cooperative learning activities, such as the Jigsaw model. By ensuring a balanced mix of abilities and knowledge levels within each group, teachers can promote peer learning and support. This strategic grouping helps lower proficiency students learn from their peers while providing higher proficiency students with the opportunity to reinforce their understanding by teaching others. This approach aims to create a collaborative learning environment where all students can benefit (Johnson, Johnson & Smith, 2014).

b. Ensuring Access to Resources

To reduce resource access issues, teachers emphasize the importance of bringing necessary materials, such as dictionaries, to the classroom. They regularly remind students to come ready and can even provide additional resources whenever possible. For example, teachers may keep a set of classroom dictionaries that students can access (Johnson et al., 2014).

c. Motivating Students

Continuous motivation is a crucial strategy for engaging students in reading activities. Teachers use various techniques to encourage active participation and boost students' confidence. This can include positive reinforcement, setting achievable goals, and creating a supportive classroom

atmosphere where students feel safe to take risks and make mistakes. Teachers might also incorporate interesting and relatable reading materials to spark students' interest and connect the content to their lives. By fostering a positive attitude towards reading, teachers aim to enhance student motivation and engagement (Schunk, 2016).

C. The Previous Study

The researcher found some previous studies about cooperative jigsaw model in English language teaching. It is conducted by Halimah et al (2019) with the title "The Role of Jigsaw Method in enhancing Indonesian Prospective Teachers' Pedagogical Knowledge and Communication Skill". This paper's overall framework is derived from the authors' fieldwork experience executing a cooperative learning approach akin to a jigsaw. The purpose of the paper is to investigate how prospective teachers' comprehension of pedagogical material knowledge and how it might be combined with their instructional communication competence is affected by the Jigsaw Model. The study's findings show that adopting a cooperative learning approach comparable to jigsaw puzzles is effective in enhancing the prospective teachers' verbal communication skills and pedagogical content understanding.

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was to find out how teachers felt about cooperative learning techniques and how they affected English language learners' academic performance and levels of involvement. This study sought to determine whether cooperative learning techniques improve English language learners' academic performance in English courses. The findings show that teachers believed cooperative learning techniques improve students' academic achievement and their participation in learning process. The advantages of this research demonstrate the beneficial effects that cooperative learning techniques have on English language learners and indicate that teachers find these techniques to be helpful in the classroom.

The third previous study conducted by O'Leary (2014) with title "Physical Education Undergraduate Students' Perceptions of Their Learning Using the Jigsaw Learning Method". This case study aimed to investigate Physical Education in light of the paucity of research on the application of cooperative learning in higher education. Views of the students regarding their experience learning with the Jigsaw technique. Increased and more efficient use of this cutting-edge technique in classrooms may be encouraged by students' improved perceptions of their social, cognitive, and psycho-motor development.

The fourth previous study conducted by Hoe et al (2021) with title "Perception of Sport Science Undergraduates on the Jigsaw Learning Method". Given the potential of the Jigsaw Learning Method (JLM) and the paucity of research on its application in higher education, the goal of this case

study was to investigate how sport science students perceived their experiences with JLM learning. Although JLM is thought to be a successful teaching method, students expressed concerns about the accuracy of the team members' responses and the deliverable material. Despite its limitations, JLM's study demonstrated that classroom instruction may be both informative and enriching.

The fifth previous study conducted by Huang and Lai (2020) a comprehensive meta-analysis titled "The Impact of Jigsaw Method on English Language Learners' Reading Comprehension." Their research revealed that the Jigsaw method significantly enhanced reading comprehension in classes with students who had higher English proficiency. In these settings, students were able to efficiently use the Jigsaw model to understand and engage with the material due to their existing language skills. However, the study also found that in classes with lower English proficiency, the effectiveness of the Jigsaw method was notably reduced. Students in these classes faced challenges such as needing more time and additional support to fully understand and discuss the text. This finding highlighted the importance of adapting the Jigsaw method to address the varying proficiency levels within a classroom. To maximize the benefits of the Jigsaw model, educators needed to implement additional strategies and supports for students with lower language skills, ensuring that all students could participate effectively and benefit from collaborative learning.

The sixth previous study conducted by Ibrahim and Al-Hajri (2020) with title "Challenges of Teaching Reading to EFL Learners in Oman: Teachers' Perspectives," published in the *International Journal of English Linguistics*. This research explored the key challenges faced by teachers in teaching reading to English as a Foreign Language (EFL) learners in Oman. The study revealed that teachers encountered several significant obstacles, including varying levels of student language proficiency, which made it challenging to tailor reading materials effectively. The lack of resources, such as textbooks and technological tools, further hindered their ability to deliver effective instruction. Additionally, low student motivation and limited exposure to English outside the classroom were noted as factors that complicated teaching efforts. These findings highlighted the need for improved support and tailored instructional strategies to address these challenges and enhance reading outcomes in EFL contexts.
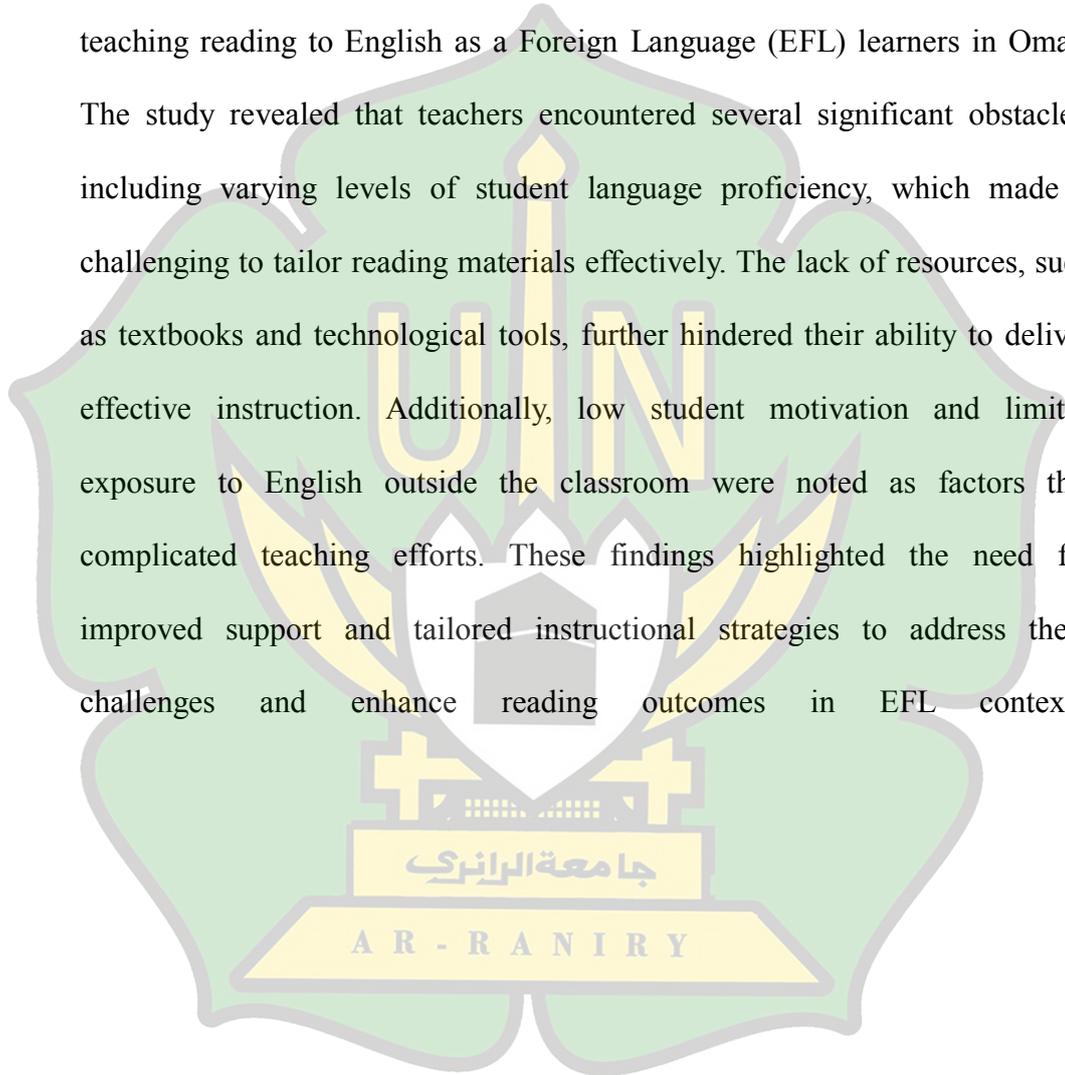
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This study used a qualitative method to find out teachers' perceptions of cooperative Jigsaw model in teaching English reading. Qualitative research focuses on the intricacies of social interactions in everyday life and the ways in which participants interpret these interactions. This research method typically emphasizes words, language, and personal experiences over numerical data, measurements, or statistics. It is also deeply interested in understanding how opinions are shaped and reflected in the study's findings (Marshall & Rosman, 2006).

B. Research Participants

This research conducted at one of Islamic senior high school in Aceh Besar. The participants in this research were the English teachers at MAS Darul Ihsan. In this research, researcher's use purposive sampling to take the sample. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique where the researcher selects participants based on their judgment and the purpose of the study. This method is often used when the researcher wants to focus on specific characteristics of a population that are relevant to answering the research questions (Etikan et al., 2016).

In purposive sampling, the researcher selects individuals who are particularly knowledgeable about or experienced with the topic of interest. The selection is based on the researcher's expertise and judgment, making it different from random sampling methods (Palinkas et al., 2015). In this study, the population of this study are seven English teachers. The sample taken was English teacher who have used cooperative Jigsaw model, teachers who are experienced in using cooperative Jigsaw model, and teachers who teach English reading, with total three English teachers.

C. Technique of Data Collection

The researcher used interview to collect the data. The interview aided the researcher in gathering more detailed information on what are the teachers' perception of cooperative Jigsaw model in teaching English reading. Interview is a qualitative research method in which a researcher interacts directly with a participant or group of participants. This method enables in-depth examination of perspectives, experiences, and opinions, resulting in rich and context-specific data (Kvale,1996).

To gain deeper insights from the participants, the researcher employed semi-structured interviews. This method involves asking questions within a pre-established thematic framework. According to Jamshed (2014), a semi-structured interview is a tool where researchers create interview questions with a regular structure. However, if participants do not specifically address

the key points during the interview, additional questions are introduced to clarify their previous responses.

D. Method of Data Analysis

In the last process of analyzed the data, the researcher interviewed 3 teachers at MAS Darul Ihsan. The data has been recorded based on purposes of the study that to find out the teachers' perception in exploring the effectiveness of cooperative jigsaw model in English language teaching. Creswell's (2016) approach to qualitative data analysis, often used in interview data analysis, involves several systematic steps. There are some steps that researchers used to process the interview data:

1. Organize the Data: Start by transcribing the interviews and sorting all the collected information.

2. Read Through the Data: Read all the transcripts to get a sense of the overall content.

3. Coding: Break the data into chunks and label these chunks with codes to describe their content.

   a. Open Coding: Identify and label key ideas in the data.

   b. Axial Coding: Find connections between these ideas and organize them into a framework.

   c. Selective Coding: Pick the main idea and relate it to other ideas, checking if these relationships make sense.

4. Identify Themes: Use the codes to find broader themes or categories that represent major findings.
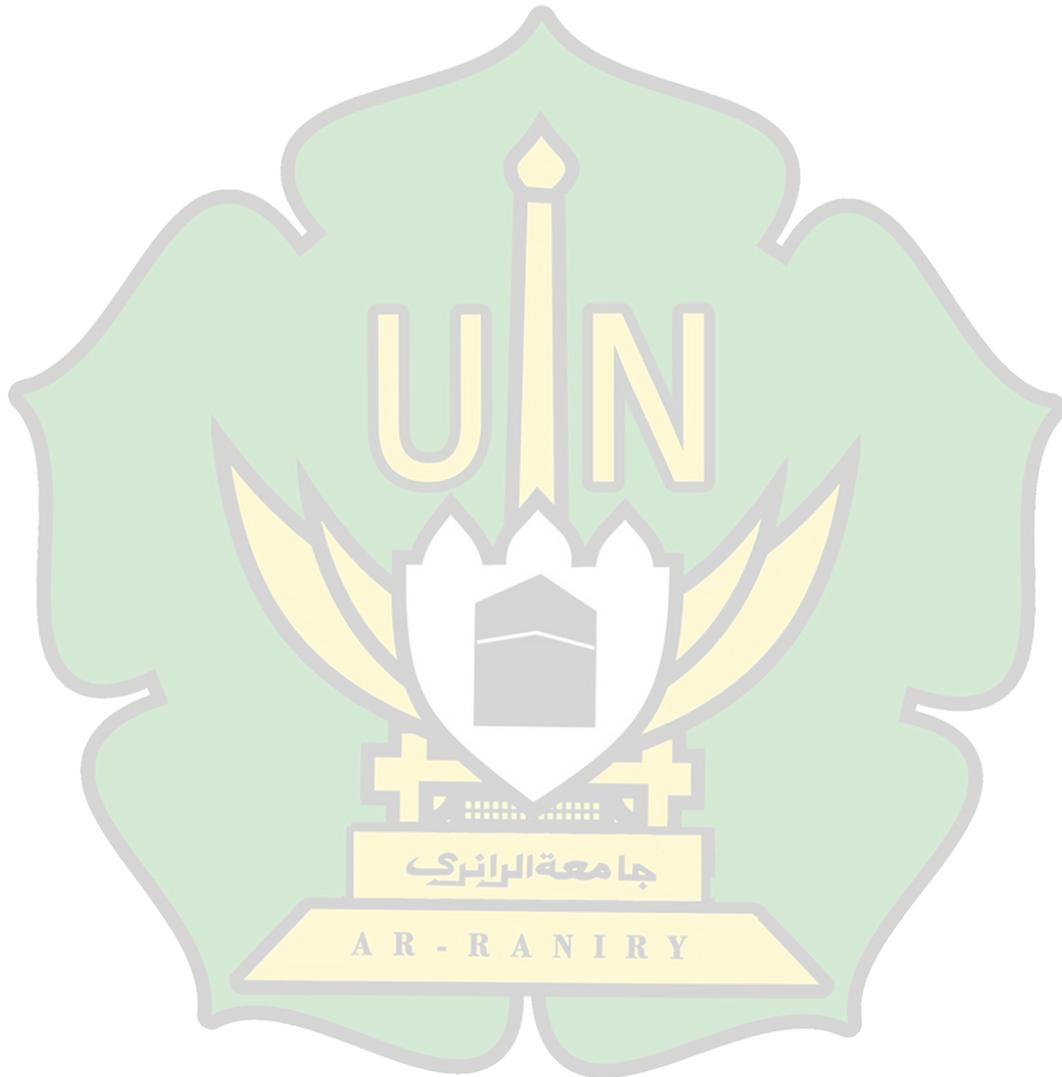
CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This section presents the findings obtained from interview conducted with teachers about their perceptions of Cooperative Jigsaw model in teaching English reading at one Islamic senior high school in Aceh Besar. Three teachers participated in this research as respondents. The interview process took about ten until twenty minutes for each teacher. Participants in this study were initialized as Kristoff, Elsa and Ana.

After conducting the interview, the researcher gathered responses to the first research question. Teachers gave their opinions on the implementation, time efficiency, students' responses, students' achievement, students' motivation and students' sense of responsibility of this learning model.

1. Teachers' General Perceptions in Using Cooperative Jigsaw Model in Teaching English Reading.

a. Time efficiency

When teachers implemented this learning model, they felt that this cooperative Jigsaw model had an effect on time efficiency. Cooperative Jigsaw model enhances time efficiency by breaking down the content into distinct segments, allowing students to focus on mastering individual parts before sharing their knowledge with peers. As said by participants:

Kristoff:

> I like using this learning model because this learning model is time efficient, we can discuss several texts in just a few weeks.

Elsa:

> As I said, this learning model will be quite effective in terms of time if used in classes that have good English skills.

Ana:

> I think this learning model is very effective to use especially in teaching reading. In addition, if this learning model is used in a class with smart students, it can save a lot of time.

Based on the results of the interview, the teachers thought that the Cooperative Jigsaw model was a fairly effective learning model in terms of time if used in classes where students had good English skills.

b. Students' active participation

During the learning process, students participated very well. The students gave positive responses and this learning model can create a different learning atmosphere than usual. As mentioned by participants:

Kristoff:

> The students are quite happy, especially in the superior class. They want to show their abilities. We can say that this learning model can be a place for students who want to show their abilities.

Elsa:

> Most students feel happy because they are learning or work in groups, but some students feel objected because they have personal responsibility.

Ana:

> Students' responses were quite good during the learning process using this Jigsaw model. Because this learning model is integrative and also students exchange information among themselves.

Based on the interview results, it can be concluded that students can participated very well in learning process, students can find out about the segment they get and understand it in their own way, and students can be more active during the learning process. Especially for students who are smart and have very often explained the material to their friends, this is not a difficult thing for them.

c. Improve students' vocabulary

In cooperative Jigsaw model, students improved their vocabulary by becoming "experts" on their assigned sections of text, which required them to look up and understand new words. This process was reinforced when they taught their sections to peers, leading to better vocabulary retention and mastery through peer explanations and discussions. As highlighted by participants:

Kristoff:

> What has definitely improved is students' vocabulary. Because in my opinion, the main focus in learning reading is to add insight. For example, this school is boarding school, so the materials used are materials related to Islam.

Elsa:

> Because they have worked together in two different groups, they have been actively involved too, of course the process greatly affects the results of their own learning.

Ana:

> Based on my experience, this learning model helps a lot. And there is an end goal that I target to achieve and the results are satisfactory. From there it can be seen that there is an increase in terms of student vocabulary, and also student responsibility.

From the explanation above, it can be concluded that after using this learning model, students showed good vocabulary improvement. This learning model really helps students in improving their ability both in terms of understanding and responsibility. This learning model is also very helpful for students in increasing their vocabulary.

d. Students' motivation

The cooperative learning process requires and motivated students to actively participate during the learning process. Students not only have to understand the learning material but also have the task of explaining the material that has been mastered to other friends.

Ana:

> I found that this Cooperative Jigsaw model very useful because it requires that all students are active, besides that this learning model is also very effective in learning, especially in reading.

Elsa:

> In my opinion, cooperative Jigsaw model is a good learning model. This model is quite effective for students to actively participate during the learning process.

In the learning process, teachers cannot ensure that all students can actively participate. Teachers must have their own ways to make students want to participate in the learning process. One way that can be used is by instructing students that they have a task that must be done and accounted for. As said by Kristoff below:

Kristoff:

> For student participation, not a hundred percent of all students can actively participate during the learning process, but I emphasize to each student that they have a task that must be accounted for.

Based on the interview results, it is evident that cooperative Jigsaw model can help increase students' active participation in class. The teachers argue that this model effectively engages students by assigning roles and encouraging them to take ownership of their learning. Students are more motivated to actively participate as they collaborate with peers, discuss the material and teach each other.

e. Students' sense of responsibility

In cooperative Jigsaw model, students have responsibility for their own learning and the learning of their peers. Each student is assigned to master a specific segment of material. This responsibility requires students to be diligent, prepared, and actively involved in the learning and teaching process. By fostering a sense of responsibility, cooperative Jigsaw model encourages students to take over responsibility for their education.

Kristoff:

> So, when the teacher distributes tasks for each student it means that the portion obtained by the student is his responsibility. Students have the task of understanding the text or paragraph and providing understanding to other friends in the home group.

Elsa:

> The material obtained by students is not only to be understood individually, but also must be conveyed to other friends. And this is the responsibility of every student. Expert group mates also not only to find out about the material obtained, but also ensure that expert friends can explain the material well to others.

Ana:

> This model is cooperative learning, automatically requiring cooperation between friends to achieve the desired goals. Of course, each student has their own duties and responsibilities … The responsibility of students in this cooperative Jigsaw model is to be able to understand well the parts they get, so they can explain to other friends.

The interviews highlighted that in cooperative Jigsaw model, students' responsibilities are not only limited to their own understanding, but also include the learning of their peers. Students are responsible for mastering their assigned material and effectively teaching it to their group members. As highlighted by Kristoff: "this learning model is student-centred learning, so it is a good learning to use for reading skills". By distributing learning responsibilities among students and utilizing peer teaching, cooperative Jigsaw model facilitates a more effective and efficient teaching and learning process.

2. Teachers' Challenges in using Cooperative Jigsaw model in teaching English reading

After analyzing the interview data, the researcher collected responses to the second research question. According to the interview results, the teachers faced several challenges, such as time consuming, language proficiency levels, access to resources, motivation and engagement.

a. Time consuming

In cooperative Jigsaw model, can be time-consuming and challenging to apply in classrooms with students of lower ability. The model requires each student to become an expert on a segment of the material and then teach it to their peers, which can be difficult if students struggle with the content or lack foundational skills. As said by Elsa:

> Elsa:
>
> If this learning model used in classes whose English skills are not good, it can take more time. Because they don't understand, ask a lot of questions and so on.

From the explanation above, it can be concluded that for lower-ability students, the time needed for them to understand their segment and effectively convey it to others may be extended, potentially slowing down the overall process.

b. Language proficiency levels

Based on data gathered from the interview, the first challenges faced by teachers is students' language proficiency levels. The variation in students' language proficiency levels poses a significant challenge. Some students may have a limited vocabulary and struggle with comprehension, while others may excel. This disparity can hinder the group's overall progress, as students with lower proficiency levels may require additional support.

Kristoff:

One of challenges is the students' language proficiency levels. Some students are very advanced while others struggle with basic vocabulary. This difference makes it hard to ensure everyone understands their part of the text.

Elsa:

Varying language proficiency levels are a significant hurdle in implementing cooperative Jigsaw model. Students with limited vocabulary and reading skills struggle to keep up, and this can lead to a lack of confidence and reluctance to participate.

Ana:

Some students don't have enough vocabulary to understand the text well, which makes it hard for them to join in group discussions. I often have to spend extra time helping these students catch up, but this isn't always possible during class.

Implementing the Cooperative Jigsaw model in teaching English reading presents challenges due to diverse language proficiency levels among students. Advanced learners may quickly grasp assigned tasks, potentially finishing early and becoming disengaged. In contrast, students with limited language skills may struggle to understand the material, hindering their active participation in group discussions.

c. Access to resources

Teachers highlighted the difficulty in ensuring all students have access to necessary resources, such as dictionaries or additional reading materials. Often, students forget to bring these resources to class, leading to wasted time as they borrow from others. This lack of preparedness can disrupt the flow of the lesson and impact the effectiveness of the Cooperative Jigsaw model.

Kristoff:

> The teacher has given tasks to each group to understand but the students didn't bring dictionaries that day, so they had to borrow from others. It took a long time, and they couldn't find the vocabulary they were looking for. In the end, it was handled by two or three students in the group.

Ana:

> We are a boarding school so students are not allowed to bring electronics. If there is a lesson that requires the use of electronics, we can go to the multimedia laboratory, and even then, it is limited, not too often. So, the only way is for students to use printed dictionaries, but the problem is that sometimes students forget to bring dictionaries.

Based on the responses regarding the challenge of access to resources in using the Cooperative Jigsaw model, it is clear that this issue often disrupts learning activities.

d. Motivation and engagement

Maintaining student motivation and managing group dynamics are also challenging. Some students may lack motivation and fail to engage actively in the group discussions, focusing solely on their individual tasks. This can lead

to imbalances in participation, with some students dominating the conversation while others remain passive. Teachers must find ways to motivate all students and ensure equitable participation.

Kristoff:

> For students who are not too motivated to learn, sometimes they just focus on their tasks. He doesn't care too much about other materials… There are some students who do not want to appear for presentations. He/she only expects group grades.

This lack of motivation can hinder group productivity and reduce the quality of interaction among students. From the explanation above, researcher can conclude that the diverse range of language proficiency levels among students poses a significant hurdle. Some students felt difficult to complete texts due to limited language skills, while others with higher proficiency levels may require more advanced materials to remain engaged and challenged.

3. Teachers' strategies to overcome the challenges

a. Group composition

To address these challenges, teachers can implement different teaching strategies tailored to the students' proficiency level. Before initiating group assignments, teachers can identify several students with high language proficiency to serve as leaders within each group. These leaders are responsible for guiding discussions and ensuring that every group member comprehensively understands the material. By selecting leaders based on their language abilities, teachers can enhance the efficiency of cooperative Jigsaw

model, ensuring that each student can contribute effectively according to their capabilities.

Kristoff:

So usually in the division of the group, I just choose the leaders of each group. For example, if I divide students into five groups, then I choose five students who can speak English well. We spread it to five groups and were appointed as the leaders of the group.

Elsa:

For the division of the group, so use the Lucky Draw system at the beginning. Lucky Draw is for students whose skills are still average, but there are some students who are specially selected so that there are still those who are experts in the group.

Another strategy used by teachers was to always remind students to participate actively and emphasize that they had responsibilities that must be accounted for. As Kristoff said:

Kristoff:

Not a hundred percent of all students can actively participate during the learning process, but I emphasize to each student that they have a task that must be accounted for.

In conclusion, addressing varying language proficiency levels in Cooperative Jigsaw model requires proactive strategies such as appointing high-proficiency students as group leaders. This approach helps ensure effective communication and understanding among all group members, fostering a more equitable learning environment. By leveraging the strengths of advanced students to support their peers, teachers can enhance collaboration

and ultimately improve the overall effectiveness of the Cooperative Jigsaw model in teaching English reading.

b. Ensuring access to resources

The unavailability of textbooks, dictionaries and additional reading materials can slow down the learning process and hinder students' active involvement in group discussions. Therefore, it is imperative for teachers to effectively manage available resources to ensure that every student can participate effectively in Cooperative Jigsaw model.

> Kristoff:
>
> > Because we don't have other media that can be used, I always remind students to bring dictionaries in every English lesson, dictionaries are very important during the learning process.

In addition, teachers should consistently remind students to bring their dictionaries to every English lesson. This approach can help minimize disruptions caused by the lack of necessary resources and allow for a more effective implementation of the Cooperative Jigsaw model.

c. Continuously motivate students

To address these challenges, teachers need to develop strategies that enhance individual student motivation and increase their engagement in group activities. Clear rules and structured group management practices can also create a supportive learning environment, allowing each student to benefit optimally from the Cooperative Jigsaw model.

Kristoff:

> In classes that are lacking in speak English, there are some students who don't dare to perform. I just motivate them. The point is, I tell the others not to laugh at their friends who can't do it. Both the question and the answer. That's all. So, there are some who have problems with that, I motivate them continuously so that they remain confident.

In conclusion, addressing the challenges of lack of motivation and engagement is crucial for the successful implementation of the Cooperative Jigsaw model. Motivating students continuously are essential to maintaining engagement and ensuring productive learning outcomes. By fostering a supportive environment and implementing clear guidelines, teachers can overcome these challenges and enhance the collaborative learning experience facilitated by the Cooperative Jigsaw model.

d. Familiar Text

In cooperative Jigsaw model, using familiar texts was crucial for enhancing student engagement and comprehension. When students worked with materials they already recognized or had prior knowledge about, they could more easily focus on understanding and discussing the content, rather than struggling with unfamiliar vocabulary or concepts. This familiarity helped reduce cognitive load and allowed students to engage more deeply with the text, facilitating a more effective learning experience and promoting better overall comprehension.

Ana:

> So sometimes students feel lazy if the text or material given is a bit difficult. That's why sometimes I look for texts that are easier in the beginning. Or they have known stories before, for example folklore about Malin Kundang. Even from elementary school, we already know about the story of Malin Kundang. So, even if we share, they are no stranger to the story.

Based on the interview results, using familiar texts in cooperative Jigsaw model was crucial for enhancing student engagement and comprehension. Familiar materials allowed students to focus more on understanding and discussing content, rather than struggling with unfamiliar vocabulary, which led to a more effective learning experience.

B. Discussion

This part of the research discussed the data findings. The researcher used interview as the technique of data collection. Based on the interview, the researcher found some important points related to the research questions of this study. The research questions of this study are how teachers' general perceptions of cooperative Jigsaw model in teaching English reading, what are the challenges faced by teachers in using Cooperative Jigsaw model in teaching English reading, and what are the strategies used by teachers to overcome the problems.

To answer the first research question, there were six themes discussed in this study: time efficiency, students' active participation, improving students' vocabulary, students' motivation, and students' sense of responsibility in the Cooperative Jigsaw model in teaching English reading.

The Cooperative Jigsaw model proved to be highly effective in classes where students had good English skills. Students were more likely to comprehend and convey information efficiently, making collaborative learning smooth and productive. However, in classes where students had weaker English skills, the Cooperative Jigsaw model became time-consuming. Students struggled with text comprehension and communication, requiring more time to understand and explain the material.

This in line with Huang and Lai (2020) in their meta-analysis that the Jigsaw method was more effective in improving reading comprehension in classes with higher English proficiency. However, in classes with lower English proficiency, its effectiveness decreased because students required more time and support to understand the material. The study highlighted the need to adjust the Jigsaw method to ensure its benefits in classes with varying proficiency levels.

In the cooperative Jigsaw model, each student was accountable for mastering a specific segment of the material and then teaching it to their group members. For instance, Slavin (2017) emphasized the importance of cooperative learning structures in fostering student accountability and interdependence. These structures not only enhanced cognitive development but also built a sense of responsibility among students, as they realized their contribution was crucial for the group's success. By holding each student accountable for both their own learning and the learning of their peers, the

cooperative Jigsaw model ensured that students remained engaged and took ownership of their educational outcomes (Gillies, 2016).

The second research question was what challenges were faced by teachers in using the Cooperative Jigsaw model in teaching English reading. According to Kim et al. (2019), there were three challenges in using the Cooperative Jigsaw model: language proficiency levels, access to resources, and motivation and engagement.

Based on the data gathered from the interview, the main challenges faced by teachers were selecting group leaders in terms of abilities and responsibilities, ensuring the availability of resources such as dictionaries to support vocabulary comprehension, and the lack of student motivation in the learning process. This was in line with Ibrahim and Al-Hajri (2020) who identified several key challenges in teaching reading to EFL learners. Teachers struggled with varying levels of language proficiency among students, making it difficult to tailor reading materials appropriately. They also faced a lack of resources, which hindered effective instruction. Additionally, low student motivation and limited exposure to English outside the classroom further complicated teaching efforts.

The third research question explores the strategies teachers use to overcome challenges. To tackle these issues, teachers employ several approaches. They strategically plan group compositions to ensure a mix of abilities, which facilitates peer learning and mutual support. Teachers also remind students to bring dictionaries to class, stressing the importance of

having necessary resources readily available. Additionally, maintaining continuous motivation is crucial; teachers encourage students to actively participate and build their confidence, fostering a positive learning attitude. By implementing these strategies, teachers aim to create an inclusive, resource-rich, and motivating learning environment for all students.

CHAPTER V
CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and suggestion of the study. The conclusion is obtained based on the research finding while the suggestion is proposed to provide following improvement of the study.

A. Conclusion

This study aims to find out about teachers' perceptions of Cooperative Jigsaw model in teaching English reading, challenges faced by teacher in using the Cooperative Jigsaw model, and what are the strategies used by teachers to overcome the problems. The findings reveal that how is the implementation of the Cooperative Jigsaw model as an effective learning model for teaching reading, emphasizing its ability to foster independent understanding and collaborative learning among students. Cooperative Jigsaw model is a collaborative learning model that provides many benefits in educational settings. For example, such as time efficiency, this learning model can be very effective if implemented in the right class.

Cooperative Jigsaw model promotes active participation and cooperation among students, enhancing students' communication skills and teamwork abilities. Secondly, by dividing tasks and responsibilities among group members, this model reduces dependency on direct teaching from the teacher and encourages students to learn independently.

The study also identified some challenges faced by teachers while using the Cooperative Jigsaw model, they are language proficiency level, access to resource, and motivation and engagement. Based on the findings, teachers also highlighted various strategies to maximize the effectiveness of Cooperative Jigsaw model. These strategies include motivating students to confidently present their work and reminding them not to laugh of others during presentations, thereby creating a supportive and respectful learning environment. Another important strategy is the appointment of knowledgeable students as group leaders to ensure balanced participation and effective learning within each group.

B. Recommendation

Based on the conclusion, the following is the recommendation suggested by the researcher for teachers and also researchers who want to conduct further related research. For teachers, the researcher suggests using this learning model by minimizing the factors that can hinder the smoothness of the learning process as mentioned in the previous chapter, such as differences in student proficiency levels, limited access to resources and lack of motivation and engagement.

For researchers who want to conduct research similar to this study, researchers suggest conducting observations in collecting the data, which aims to get maximum results by directly seeing the process of implementing this learning model in the classroom.

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APPENDIX A: Appointment letter of supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-1715/Un.08/FTK/Kp.07.6/01/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Fithriyah, S.Ag., M.Pd

Untuk membimbing Skripsi
Nama : **Fida Khairani**
NIM : 200203022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : **Exploring Teachers' Perceptions of Cooperative Jigsaw Model in Teaching English Reading: A Study at Senior High School**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 31 Januari 2024
Dekan,
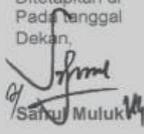
Saiful Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

APPENDIX B: Recommendation letter of conducting a research field

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-4501/Un.08/FTK.1/TL.00/6/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala MAS Darul Ihsan Kecamatan Darussalam Kabupaten Aceh Besar
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **FIDA KHAIRANI / 200203022**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Lambhuk, Ulee Kareng

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Teachers' Perception of Cooperative Jigsaw Model in Teaching English Reading : A Study at Senior High School*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Juni 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 31 Juli 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C: Confirmation Letter from the School

KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA DARUL IHSAN
معهد دار الإحسان للتربية الإسلامية
DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE

NPSN:10114246; NSM:131211060004; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

SURAT KETERANGAN PENELITIAN
Nomor: 056/Ma.01.038/PP.00.6/07/2024

Kepala Madrasah Aliyah Swasta Darul Ihsan, Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, menerangkan bahwa:

Nama	:	Fida Khairani
NIM	:	200203022
Prodi/Jurusan	:	Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan Ihsan dengan judul:

Demikian surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Aceh Besar, 18 Juli 2024
Kepala Madrasah,

Ataillah, S.Ag
NIP.19760103 200710 1 002
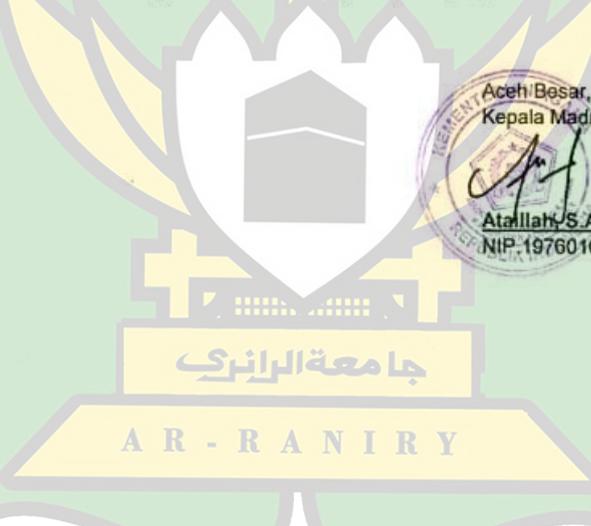
APPENDIX D: Interview protocol

Interview Protocol

Project : Exploring Teachers' Perceptions of Cooperative Jigsaw

Model in Teaching English Reading: A study at Senior

High School

Time of interview : 10.00 AM and 11.00 AM

Date : 6, 8, 13 June 2024

Place : Dayah Darul Ihsan

Interviewer : Fida Khairani

Informant : Kristoff, Elsa, Ana

LIST OF THE QUESTIONS

No	Question	Note
1	What do you think about the cooperative Jigsaw model in teaching English reading? 　a. Can you describe your experience in implementing cooperative Jigsaw model in teaching English reading?	
2	Jigsaw is cooperative learning model that requires students to work in groups. Did students participate well in this learning process?	
3	If there are students who do not participate well in group, what solution or instruction do you do? 　a. Is that solution provide a positif impact?	

4	Based on your experience what are the advantages of cooperative Jigsaw model?	
5	Based on your experience what are the disadvantages of cooperative Jigsaw model?	
6	What are challenges do you face when using this learning model? a. What challenges do you often experience?	
7	What strategies do you use to overcome these challenges? a. How do you motivate the student?	
8	After using this learning model, is there any improvement in students' abilities?	
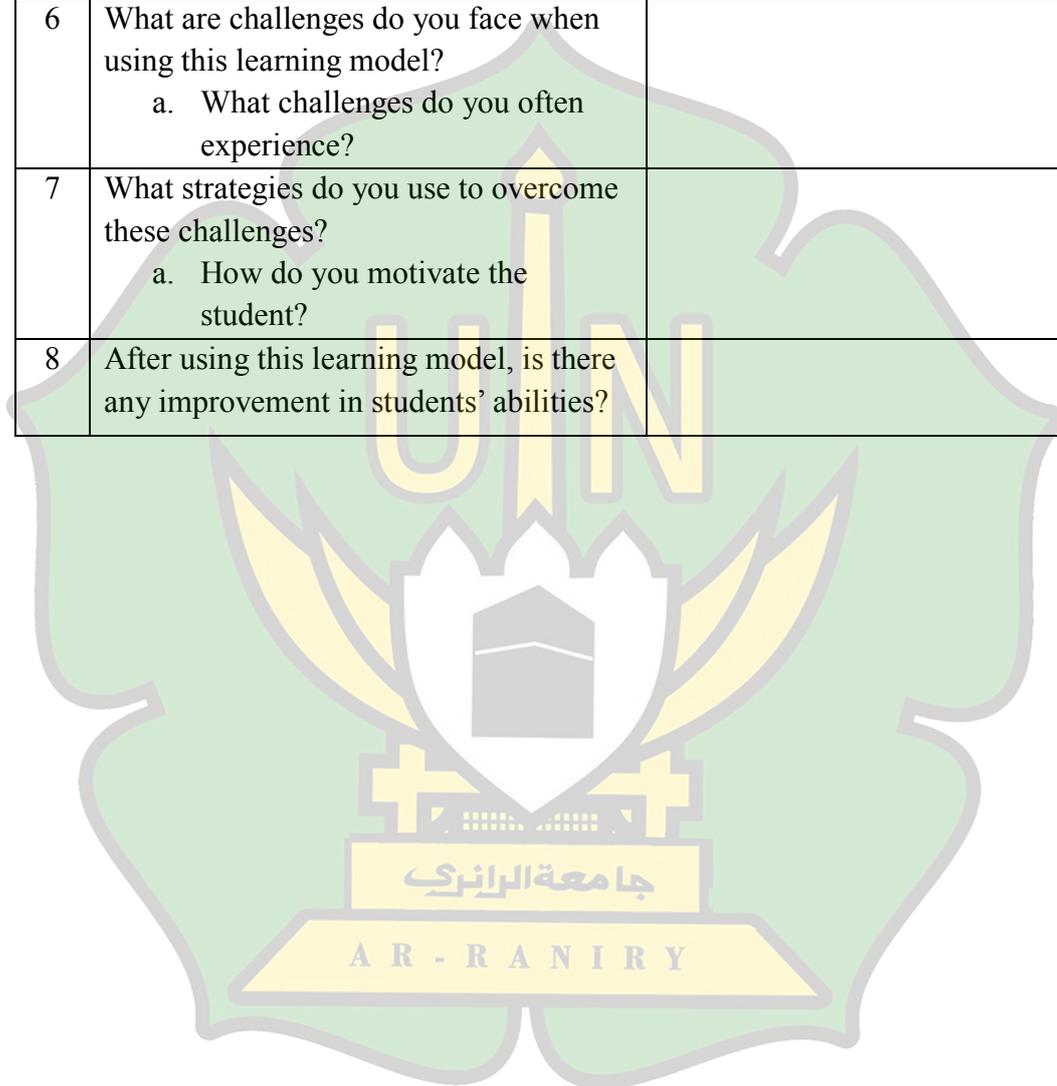
AUTOBIOGRAPHY

1. Personal Identity
    a. Name   : Fida Khairani
    b. Place/Date of Birth   : Sinabang/August 10th 2002
    c. Gender   : Female
    d. Religion   : Islam
    e. Nationality   : Indonesia
    f. Adress   : Air Dingin, Sinabang, Simeulue
    g. Email   : 200203022@student.ar-raniry.ac.id
    h. Occupation   : Student
2. Parents
    a. Father's Name   : Alisman, SE
    b. Mother's Name   : Asmawarni, S.Pd
    c. Father's Occupation   : Civil Servant
    d. Mother's Occupation   : Teacher
3. Educational Background
    a. Elementatry School   : MIN 1 Simeulue
    b. Junior High School   : SMP Negeri 2 Simeulue Timur
    c. Senior High School   : SMA Negeri 1 Sinabang
    d. University   : UIN Ar-Raniry Banda Aceh

Banda Aceh, 13 Juli 2024

The Writer,

Fida Khairani