

University of Groningen

Student interaction in the implementation of the jigsaw technique in language teaching

Tamah, Siti Mina

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2011

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Tamah, S. M. (2011). *Student interaction in the implementation of the jigsaw technique in language teaching*. [Thesis fully internal (DIV), University of Groningen]. [s.n.].

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

The publication may also be distributed here under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license. More information can be found on the University of Groningen website: <https://www.rug.nl/library/open-access/self-archiving-pure/taverne-amendment>.

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

REFERENCES

- Anggraiani, L. (2006). *Elementary School Students' Perception on the Implementation of Jigsaw Technique in Their Reading Class*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Aronson, E. (2005, 2010). *Jigsaw Classroom*. Retrieved on 3 October 2005 and 6 June 2010 from <http://www.jigsaw.org> 2000-2005; 2000-2010
- Aronson, E. (2008). *Basics Jigsaw I*. Retrieved on 1 June 2008 from <http://www.Jigsaw.org/tips.htm> 2000-2008 and <http://www.jigsaw.org/pdf/basics.pdf?logged=true>
- Bales, R. F. (1951). *Interaction Process Analysis: A Method for the Study of Small Groups*. Cambridge: Addison-Wesley Press, Inc.
- Barnes, D. (1973). *Language in the Classroom*. Bletchley: Open University Press.
- Bejarano, Y. (1994). An integrated group work model for the second language classroom. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp.193-212). Westport: Greenwood Press.
- Bell, J. (1993). *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. Philadelphia: Open University Press
- Bellack, A. A., Kliebard, H. M., Hyman, R. T., & Smith, F. L. (1966). *The Language of The Classroom*. New York: Teachers' College Press.
- Berg, B. L. (2004). *Qualitative Research Method for the Social Sciences* (5th ed.). Boston: Pearson Education, Inc.
- Blatchford, P., Kutnick, P., Baines, E., Galton, M. (2003). Toward a social pedagogy of Classroom group work. *International Journal of Educational Research*, 39, 153–172.
- Blatchford, P., Baines, E., Rubie-Davies, C., Bassett, P. & Chowne, A. (2006). The effect of a new approach to group work on pupil–pupil and teacher–pupil interactions. *Journal of Educational Psychology*, 98 (4), 750–765.
- Bobrink, E. (1996). *Peer Student Group Interaction within the Process-Product Paradigm*. Unpublished Dissertation, The Faculty of Social Sciences Umeå University.
- Boulima, J. (1999). *Negotiated Interaction in Target Language Classroom Discourse*. Amsterdam: John Benjamins Publishing Co.
- Brenner, S. & Hjelmquist, E. (1974). *Verbal interaction in dyads I: Intensive process analysis of interactions*. Göteborg: University of Göteborg.

- Brown, D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd ed.). New York: Addison Wesley Longman, Inc.
- Brown, J. D. (1996). *Testing in Language Programs*. New Jersey: Prentice Hall Regents.
- Brown, J. D. & Rodgers, T. S. (2002). *Doing Second Language Research*. Oxford: Oxford University Press.
- Bunts, K. (1999). Self-time learning modification: A cooperative action research project. In J. Hung, V. Berry, V. Crew & C. Davison (Eds.) *Discourses and Development in Language Education* (pp. 117-136). Hongkong: The Department of English & the Faculty of Education.
- Campbell, D. T. & Stanley, J. C. (1963). *Experimental and Quasi-experimental Designs for Research*. Chicago: Rand McNally College Publishing Company.
- Cazden, C. B. (1988). *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth, NH: Heinemann.
- Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Clarke, J. (1994). Pieces of the puzzle: The jigsaw method. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp. 34-50). Westport: Greenwood Press.
- Coelho, E. (1992). Jigsaw: Integrating language and content. In C. Kessler (Ed.) *Cooperative Language Learning: A Teacher's Resource Book* (pp.129-152). New Jersey: Prentice Hall Regents.
- Cohen, E. G. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research*, 64 (1), 1-35.
- Cohen, E. G., Lotan, R. A., Whitcomb, J. A., Balderrama, M. V., Cossey, R. & Swanson, P. E. (1994). Complex instruction: Higher-order thinking in heterogeneous classrooms. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp. 82-96). Westport: Greenwood Press.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Method in Education* (6th ed.). London: Routledge.
- Corder, S. P. (1967). The Significance of Learner's Errors. *International Review of Applied Linguistics (IRAL)*, 5, 161-170.
- Corder, S. P. (1978). Learner Language and Teacher Talk. *Audio-visual Language Journal*, 16 (1), 5-13.
- Cossette, S. & Saba, T. (2000). *Cycle I: Cooperative Learning and ICT**. Retrieved on 23 July 2009 from http://www.emsb.qc.ca/recit/apprentissage/cooperativelearning/Englishversion/201/ICT_cycle.htm

- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.). Thousand Oaks: Sage Publications.
- Davidson, N. (1985). Small group learning and teaching in mathematics: A selective review of the research. In R. E. Slavin, S. Sharan, S. Kagan, R. Webb & R. Schmuck (Eds.) *Learning to Cooperate, Cooperating to Learn*. (pp. 211-30). New York: Plenum.
- de Bot, K., Lowie, W. & Verspoor, M. (2007). A Dynamic Systems Theory: Approach to second language acquisition. *Bilingualism: Language and Cognition*, 10 (1), 7–21.
- Delamont, S. (1976). *Interaction in the Classroom*. London: Methuen.
- Dharma, S. (2008). *Pengembangan Mata Pelajaran dalam KTSP*. Jakarta: Direktorat Tenaga Kependidikan, Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan, Departemen Pendidikan Nasional.
- Dörnyei, Z. (1997). Psychological processes in cooperative language learning: Group Dynamics and motivation. *The Modern Language Journal*, 81 (iv), 482-493.
- Doughty, C. & Pica, T. (1986). "Information gap" tasks: Do they facilitate second Language acquisition? *TESOL Quarterly*, 20 (2), 305-325.
- Ellis, N. (2009). The psycholinguistics of the interaction approach. In A. Mackey, & C. Polio (Eds.) *Multiple Perspectives on Interaction: Second Language Research in Honor of Susan M. Gass* (pp. 11-40). New York: Routledge.
- Ellis, R. (1990). *Instructed Second Language Acquisition: Learning in the Classroom*. Oxford: Basil Blackwell.
- Ellis, R. (1997). *SLA Research and Language Teaching*. Oxford: Oxford University Press.
- Ellis, R. & Barkhuizen, G. (2005). *Analysing Learner Language*. New York: Oxford University Press.
- Epstein, M. (2002). *Constructivism*. Retrieved on 20 November 2007 from <http://tiger.towson.edu/users/mepste1/researchpaper.htm>
- Felder, R. (2005). *Cooperative Learning*. Retrieved on 16 June 2005 from www.ncsu.edu/felder_public/Cooperative_Learning.html- 14k
- Ferguson, C. A. (1971). Absence of copula and the notion of simplicity: A study of normal speech, baby talk, foreigner talk and pidgins. In D. Hymes (Ed.) *Pidginization and Creolization of Languages* (pp. 141-150). Cambridge: Cambridge University Press.
- Foster, P. (1998). A Classroom perspective on the negotiation of meaning. *Applied Linguistics*, 19 (1), 1-23.

- Fraenkel, J. R. & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education* (6th ed.). New York: McGraw-Hill.
- Freebody, P. (2003). *Qualitative Research in Education: Interaction and Practice*. London: Sage Publications, Ltd.
- Freeman, D. (Ed.). (1998). *Doing teacher research: From inquiry to understanding*. Pacific Grove: Heinle & Heinle Publishers.
- Gaies, S. J. (1985). *Peer Involvement in Language Learning*. New York: Prentice Hall Regents.
- Gallardo, T., Guerrero, L. A., Collazos, C., Pino, J. S., Ochoa, S. (2003). *Supporting Jigsaw-type Collaborative Learning*. Retrieved on 22 March 2006 from <http://citeseer.csail.mit.edu/gallardo03supporting.html>
- Gass, S. (1988). Integrating research areas: a framework for second language studies. *Applied Linguistics*, 9, 198-217.
- Gass, S. & Mackey, A. (2007). *Data Elicitation for Second and Foreign Language Research*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Gass, S., Mackey, A. & Ross-Feldman, L. (2005). Task-based interactions in classroom and laboratory settings. *Language Learning*, 55 (4), 575–611.
- Gass, S. M. & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* (3rd ed.). New York: Routledge.
- Gillies, R. (2003). Structuring cooperative group work in classrooms. *International Journal of Educational Research*, 39, 35–49.
- Glaser, B. & Strauss, Anselm L. (1967). *The Discovery of Grounded Theory*. New York: de Gruyter.
- Graves, L. N. (1994). Creating a community context for cooperative learning. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp. 283-299). Westport: Greenwood Press.
- Graves, N. B. & Graves, T. D. (1985). Creating a cooperative learning environment. In R. E. Slavin, S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb & R. Schmuck (Eds.) *Learning to Cooperate, Cooperating to Learn* (pp. 403-436). New York: Plenum.
- Griffin, P. & Mehan, H. (1981). Sense and ritual in classroom discourse. In F. Coulmas (Ed.) *Conversational Routine: Explorations in Standardized Communication Situations and Prepatterned Speech* (pp. 187-213). The Hague: Mouton.
- Gronlund, N. E. (1982). *Constructing Achievement Tests* (3rd ed.) New York: Prentice-Hall, Inc.

- Harlim, L. (1999). *Cooperative Learning Using Jigsaw as a Technique in Teaching Listening Comprehension*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Harmer, J. (1994). *The Practice of English Language Teaching* (new ed.). New York: Longman.
- Harris, D. P. (1969). *Testing English as a Second Language*. Mc.Graw-Hill.
- Heaton, J. B. (1979). *Writing English Language Tests: A Practical Guide for Teachers of English* (5th ed.). London: Longman.
- Hertz-Lazarowitz, R., Kirkus, V. B. & Miller, N. (1992). An overview of the theoretical anatomy of cooperation in the classroom. In R. Hertz-Lazarowitz & N. Miller (Eds.) *Interaction in Cooperative Groups: The Theoretical Anatomy of Group Learning* (pp.1-14). Cambridge: Cambridge University Press.
- Hogan, K., Nastasi, B. K., & Pressley, M. (1999). Discourse patterns and collaborative scientific reasoning in peer and teacher-guided discussions. *Cognition and Instruction*, 17 (4), 379-432.
- Hopkins, D. (2008). *A Teacher's Guide to Classroom Research* (4th ed.). Maidenhead, Berkshire: Open University Press.
- Jacobs, G. M., Farrell, T. S. C. (2001). Paradigm shift: Understanding and implementing change in second language education. *TESL-EJ*, 5 (1), 1-16. Retrieved on 20 November 2010 from <http://www.tesl-ej.org/wordpress/issues/volume5/ej17/ej17a1/>
- Jacobs, G. M., Farrell, T. S. C. (2003). Understanding and implementing the CLT (Communicative Language Teaching) paradigm. *RELC Journal*, 34 (1), 5-30. Retrieved on 20 November 2010 from <http://rel.sagepub.com/content/34/1/5.full.pdf+html>
- Jacobs, G. M., Lee, G. S. & Ball, J. (1996). *Learning Cooperative Learning via Cooperative Learning*. Singapore: SEAMEO Regional Language Center.
- Jaques, D. (2000). *Learning in Groups: A Handbook for Improving Group Work* (3rd ed.). London: Kogan Page Limited.
- Johnson, D. W. & Johnson, R. (1975). *Learning Together and Alone: Cooperation, Competition, and Individualization*. Englewood Cliffs: Prentice-Hall.
- Johnson, D. W. & Johnson, R. T. (1985). The internal dynamics of cooperative learning groups. In R. E. Slavin, S. Sharan, S. Kagan, R. Webb & R. Schmuck (Eds.) *Learning to Cooperate, Cooperating to Learn* (pp. 103-124). New York: Plenum.
- Johnson, D. W. & Johnson, R. T. (1989). *Cooperation and Competition: Theory and Research*. Edina: Interaction Book Company.

- Johnson, D. W. & Johnson, R. T. (1994a). Learning together. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp. 51-65). Westport: Greenwood Press.
- Johnson, R. T. & Johnson, D. W. (1994b). *An Overview of Cooperative Learning*. Retrieved on 1 April 2009 from <http://www.co.operation.org/pages/overviewpaper.html>
- Johnson, D. W. & Johnson, R. T. (1999). Making cooperative learning work. *Theory into Practice*, 38 (2), 67-74.
- Johnson, D. W., Johnson, R. T. & Stanne, M. B. (2000). *Cooperative Learning Methods: A Meta-Analysis*. Retrieved on 1 May 2008 from <http://www.co-operation.org/pages/cl-methods.html>
- John-Steiner, V., Panofsky, C. P. & Smith, L. W. (Eds.). (1994). *Sociocultural Approaches to Language and Literacy: An Interactionist Perspective*. Cambridge: Cambridge University Press.
- Kagan, S. (1999). The structural approach to cooperative learning. In J. K. Orr. *Growing up with English*. Washington: Office of English Language Program.
- Kagan, S. & Kagan, M. (1994). The structural approach: Six keys to cooperative learning. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp. 115-133). Westport: Greenwood Press.
- Kagan, S. (2002). *Cooperative Learning*. Retrieved on 28 June 2008 from www.KaganOnline.com
- Kaplan, E. (2002). *Constructivism as a Theory*. Retrieved on 20 November 2004 from <http://online.sfsu.edu/~foreman/itec800/finalprojects/eitankaplan/pages/home.htm>
- Kaye, B. & Rogers, I. (1968). *Group Work in Secondary Schools and the Training of Teachers in Its Methods*. London: Oxford University Press.
- Kessler, C. (Ed.). (1992). *Cooperative Language Learning: A Teacher's Resource Book*. New Jersey: Prentice Hall Regents.
- King, A., Staffieri, A. & Adelgais, A. (1998). Mutual peer tutoring: Effects of structuring Tutorial interaction to scaffold peer language. *Journal of Educational Psychology*, 90 (1), 134-152.
- Krashen, S. D. (1980). The Input Hypothesis. In J. E. Alatis (Ed.) *Current Issues in Bilingual Education*. Washington, D.C.: Georgetown University Press.
- Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.
- Krashen, S. D. & Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Hayward, Calif.: The Alemany Press.

- Kurnia, E. (2002). *The Effect of Using Cooperative Learning by Using Jigsaw Activities and the Traditional Technique on the Reading Comprehension Achievement of SMU YPPI-1 Students*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Lantolf, J. P. (2000). Introducing sociocultural theory. In J. P. Lantolf (Ed.) *Sociocultural Theory and Second Language Learning* (pp. 1- 26). Hongkong: Oxford University Press.
- Lantolf, J. P. (Ed.). (2000). *Sociocultural Theory and Second Language Learning*. Hongkong: Oxford University Press.
- Lantolf, J. P. & Pavlenko, A. (1995). Sociocultural theory and second language acquisition. In W. Grabe (Ed.) *Annual Review of Applied Linguistics*, 15, 108-24. Survey of the Field of Applied Linguistics.
- Lantolf, J. P. & Thorne, S. L. (2006). *Sociocultural Theory and the Genesis of Second language Development*. Oxford University Press.
- Lazarowitz, R., Baird, J. H., Hertz-Lazarowitz, R. & Jenkins, J. (1985). The effects of modified Jigsaw on achievement, classroom social climate, and self-esteem in high-school science classes. In R. E. Slavin, S. Sharan, S. Kagan, R. Webb & R. Schmuck (Eds.) *Learning to Cooperate, Cooperating to Learn* (pp. 231-253). New York: Plenum.
- Liang, T. (2002). *Implementing Cooperative Learning in EFL Teaching: Process and Effects*. Unpublished thesis, National Taiwan Normal University. Retrieved on 20 November 2010 from www.asian-efl-journal.com/Thesis_Liang_Tsailing.pdf
- Lie, A. (2002). *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*. Jakarta: Grasindo.
- Lim, W. L. (2000). *An Analysis of Students' Dyadic Interaction on a Dictogloss Task*. Unpublished Thesis, National University of Singapore.
- Lim, W. L. & Jacob, G. M. (2001). *An Analysis of Students' Dyadic Interaction on a Dictogloss Task*. Retrieved on 5 May 2009 from http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED456649&ERICExtSearch_SearchType_0=no&accno=ED456649
- Long, M. H. (1981). Input, interaction and second language acquisition. In H. Winitz (Ed.) *Native Language and Foreign Language Acquisition. Annals of the New York Academy of Science*, 379, 259-78.
- Long, M. H., (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics*, 4, 126-141.
- Long, M. H. (1990). Group work and communicative competence in the ESOL classroom. In R. C. Scarcella, E. S. Anderson & S. D. Krashen (Eds.) *Developing*

- Communicative Competence in a Second Language* (pp. 303-315). Boston: Heinle & Heinle Publishers.
- Long, M. H., Adams, L., Mclean, M. & Castaños, F. (1976). Doing things with words—verbal interaction in lockstep and small group classroom situations. In J. F. Fanselow & R. H. Crymes (Eds.) *On TESOL 76: Selections Based on Teaching Done at the Tenth Annual TESOL Convention New York* (pp. 137-153). Washington: TESOL.
- Long, M. H. & Porter, P. A. (1985). Group Work, Interlanguage Talk, and Second Language Acquisition. *TESOL Quarterly*, 19 (2), 207-228.
- Madya, S. (2007). Searching for an Appropriate EFL Curriculum Design for the Indonesian Pluralistic Society. *TEFLIN Journal*, 18 (2), 206-229.
- Male, M. (1994). Cooperative learning and computers. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp. 267-280). Westport: Greenwood Press.
- McDonell, W. (1992). The role of the teacher in the cooperative learning classroom. In C. Kessler (Ed.) *Cooperative Language Learning: A teacher's Resource Book* (pp. 163-174). New Jersey: Prentice Hall.
- McDonough, J. & Shaw, C. (2003). *Materials and Methods in ELT: A Teacher's Guide* (2nd ed.). Malden: Blackwell Publishing.
- McKeachie, W. J. (1994). *Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. Lexington: D.C. Heath and Company.
- Mehan, H. (1979). *Learning Lessons: Social Organization in the Classroom*. Cambridge: Harvard University Press.
- Mercer, N. (1995/2000). *The Guided Construction of Knowledge: Talk Amongst Teachers and Learners*. Clevedon: Multilingual Matters Ltd.
- Mercer, N. (2004). Sociocultural discourse analysis: Analysing classroom talk as a social mode of thinking. *Journal of Applied Linguistics*, 1 (2), 137-168.
- Miles, M. B. & Huberman, A. M. (1984). *Qualitative Data Analysis: A Source Book of New Methods*. London: Sage.
- Nijhof, W. & Kommers, P. (1985). An analysis of cooperation in relation to cognitive controversy. In R. E. Slavin, S. Sharan, S. Kagan, R. Webb & R. Schmuck (Eds.) *Learning to Cooperate, Cooperating to Learn* (pp. 125-145). New York: Plenum.
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publishers.
- Nurhadi. (2004). *Kurikulum 2004: Pertanyaan dan Jawaban*. Jakarta: Grasindo.

- Ogle, D. M. (1986). K-W-L: A teaching model that develops active reading of expository text. *Reading Teacher*, 39 (6), 564-570.
- Olsen, R. E. W-B & Kagan, S. (1992). About cooperative learning. In C. Kessler (Ed.) *Cooperative Language Learning: A Teacher's Resource Book* (pp. 1-30). New Jersey: Prentice Hall.
- Oxford, R. L. (1997). Cooperative learning, collaborative language, and interaction: Three communicative strands in the use of language classroom. *The Modern Language Journal*, 81 (iv), 443-456.
- Parsons, R. D. & Brown, K. S. (2002). *Teacher as Reflective Practitioner and Action Researcher*. Stamford: Wadsworth.
- Peck, A. J. (1988). *Language Teachers at Work: A Description of Methods*. New York: Prentice Hall.
- Pica, T. & Doughty, C. (1985). The role of group work in classroom second language acquisition. *Studies in Second Language Acquisition*, 7 (2), 233-248.
- Pica, T., Lincoln-porter, F., Paninos, D., & Linnell, J. (1996). Language learners' interaction: How does it address the input, output, and feedback needs of 12 learners? *TESOL Quarterly*, 30 (1), 59-84.
- Porter, P.A. (1986). How learners talk to each other: Input and interaction in task-centered discussions. In R. R. Day (Ed.) *Talking to Learn: Conversation in Second Language Acquisition* (pp. 200-203). New York: Newbury House Publishers.
- Richard-Amato, P. A. (1988). *Making It Happen: Interaction in the Second Language Classroom*. New York: Longman.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Rohrbeck, C. A., Ginsburg-Block, M. D., Fantuzzo, J. W. & Miller, T. R. (2003). Peer-assisted learning. *Journal of Educational Psychology*, 95 (2), 240-257.
- Rossiana, Y. (2007). *The Effect of Jigsaw and GTM on the Reading Comprehension Achievement of Second Grade of Senior High School Students*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Rulon, K. A. & McCreary, J. (1986). Negotiation of content: Teacher-fronted and small-group interaction. In R. R. Day (Ed.) *Talking to Learn: Conversation in Second Language Acquisition* (pp. 182-199). New York: Newbury House Publishers.
- Sannia. (1998). *The Effect of Cooperative Learning on the Reading Comprehension Achievement of SMU Kristen Petra 3 Students*. Unpublished Thesis, Widya Mandala University, Surabaya.

- Santoso, A. (2008). *The Effect of Structured Jigsaw Technique and Unstructured Group Work on the Listening Achievement of St. Clara Junior High School Students*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Sapon-Shevin, M., B. J. Ayres & J. Duncan. (1994). *Cooperative Learning and Inclusion*. Retrieved on 2 December 2008 from <http://www.cooperation.org/pages/overviewpaper.html>
- Seliger, H. W. (1983). Learner interaction in the classroom and its effects on language acquisition. In H. W. Seliger & M. H. Long (Eds.) *Classroom Oriented Research in Second Language Acquisition* (pp. 246-267). Rowley, MA: Newbury House.
- Sharan, S. (Ed.). (1994). *Handbook of Cooperative Learning Methods*. Westport: Greenwood Press.
- Shendika, D. C. (2008). *The Implementation of Jigsaw Technique in Listening Class at SLPTK Santa Agnes Surabaya*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Sherman, S. J. (1994). Cooperative learning and science. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp.226-244). Westport: Greenwood Press.
- Sinclair, J. McH. & Brazil, D. (1982). *Teacher Talk*. Oxford University Press.
- Sinclair, J. McH. & Coulthard, R. M. (1975). *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. London: Oxford University Press.
- Slavin, R. E. (1980). Effects of student teams and peer tutoring on academic achievement and time on-task. *Journal of Experimental Education*, 48, 253–257.
- Slavin, R. E. (1985). An introduction to cooperative learning research. In R. Slavin, S. Sharon, S. Kagan, R. Hertz-Larowitz, C. Webb & R. Schmuck (Eds.) *Learning to Cooperate, Cooperating to Learn* (pp. 5-15). New York: Plenum.
- Slavin, R. E. (1994). *A Practical Guide to Cooperative Learning*. Boston: Allyn and Bacon.
- Slavin, R. E. (1999). Comprehensive Approaches to Cooperative Learning. *Theory into Practice*, 38 (2), 74-79.
- Soeprapto, D. H. (2008). *The Effect of Using Jigsaw Technique and Group Work on the Listening Achievement of Second Grade Junior High School Students of SLTPK St. Agnes*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Stevens, R. & Slavin, R. (1995). The cooperative elementary school: Effects on students' achievement, attitudes, and social relations. *American Educational Research Journal*, 32 (2), 321-351.

- Strauss, A. L. & Corbin, J. M. (1990). *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. London: Sage.
- Sulaeman. (2004). Kurikulum Berbasis Kompetensi (KBK 2004). *Swara Ditperta*, 17 (2). Retrieved on 30 April 2009 from <http://lee-man.blogspot.com/2009/10/kurikulum-berbasis-kompetensi-kbk-2004.html>
- Sumarsono. (2004). *Otonomi Pendidikan*. Jakarta: Komisi Pendidikan KWI.
- Susanto, O. E. L. (2006). *The Effect of Using Jigsaw Technique and Traditional Technique on the Reading Comprehension Achievement of SDK St. Yohannes Gabriel Students*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Swain, M. (1985). Communicative Competence: Some roles of Comprehensible Input and Comprehensible Output in its Development. In S. M. Gass & C. G. Madden (Eds.) *Input in Second Language Acquisition: Series on Issues in Second Language Research* (pp. 235-253). Newbury House Publishers.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.) *Principle and Practice in Applied Linguistics: Studies in honour of H.G. Widdowson* (pp. 125-144). Oxford: Oxford University Press.
- Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.) *Sociocultural Theory and Second Language Learning* (pp. 97-114). Hongkong: Oxford University Press.
- Swain, M. & Lapkin, S. (1995). Problems in Output and the cognitive processes they generate: A step towards second language learning. *Applied linguistics*, 16 (3), 371-91.
- Tarone, E. (2009). A variationist perspective on the interactionist approach. In A. Mackey & C. Polio (Eds.) *Multiple Perspectives on Interaction: Second Language Research in Honor of Susan M. Gass* (pp. 41-57). New York: Routledge.
- Tamah, S. T. (2007). Jigsaw technique in reading class of young learners: Revealing students' interaction. *English Edu: Journal of Language Teaching and Research*, 7 (2), 187-198.
- Tamah, S. T. (2008). Role assigning in Jigsaw classroom: An Asian classroom reality revealed. *The Journal of Asia TEFL*, 5 (4), 117-140.
- Ten Have. (1999). *Methodological Issues in Conversation Analysis*. Retrieved on 5 May 2009 from <http://www2.fmg.uva.nl/emca/mica.htm>
- Thorne, S. L. (2000). Second language acquisition theory and the truth(s) about relativity. In J. P. Lantolf (Ed.) *Sociocultural Theory and Second Language Learning* (pp. 218-43). Hongkong: Oxford University Press.

- Tinzmann, M. B., Jones, B. F., Fennimore, T. F., Bakker, J., Fine, C. & Pierce, J. (1990). *What Is the Collaborative Classroom?* Oak Brook: NCREL.
- Totten, S., Sills, T., Digby, A. & Russ, P. (1991). *Cooperative Learning: A Guide to Research*. New York: Garland Publishing, Inc.
- Tuckman, Bruce W. (1988). *Conducting Education Research* (3rd ed.). San Diego: Harcourt Brace Jovanovich, Inc.
- van Lier, L. (1988). *The Classroom and the Language Learner*. London: Longman.
- Voeten, M. J. M. (1985). *Sequential Analysis of Teacher-Student Interaction*. Unpublished Thesis, Nijmegen University.
- Vygotsky, L. S. (1978). *Mind in Society* (edited by M. Cole, V. John-Steiner, S. Scribner & E. Souberman). Cambridge, MA: Harvard University Press.
- Webb, N. M. (1989). Peer interaction and learning in small groups. *International Journal of Educational Research*, 13 (1), 21-39.
- White, A. (2003). *The Application of Sinclair and Coulthard's IRF structure to a classroom lesson: Analysis and discussion*. Retrieved on 17 September 2010 from <http://www.cels.bham.ac.uk/resources/essays/AWhite4.pdf>
- Widjaja, E. Y. (2006). *The Effect of Using Jigsaw Technique on the Reading Comprehension Achievement of SDK St. Theresia II Students Based on Karim Taxonomy*. Unpublished Thesis, Widya Mandala University, Surabaya.
- Williams, J. (1999). Learner-generated attention to form. *Language Learning*, 49, 583-625.
- Williams, M. & Burden, R. L. (1997). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Wohl, A. & Klein-Wohl, E. S. (1994). Teaching and learning the language arts with cooperative learning methods. In S. Sharan (Ed.) *Handbook of Cooperative Learning Methods* (pp. 177-92). Westport: Greenwood Press.