

APPENDIX A

LEARNING STYLE SURVEY

This learning style survey is used as one of the instrument in my research. The purpose of giving this survey is to find out the learning style of each student so that the teacher can understand each student preference in learning activity. To fill this survey you need to give respond to questions below by using the following rating scale: **1 = strongly disagree** | **2 = moderately disagree** | **3 = undecided** | **4 = moderately agree** | **5 = strongly agree**. Please give your honest answer in filling the survey.

| | | |
|-----|---|--|
| 1. | Working with other students on class activities is something I enjoy doing. | |
| 2. | To do well, it is necessary to compete with other students for the teacher's attention. | |
| 3. | I do whatever is asked of me to learn the content in my classes. | |
| 4. | I enjoy discussing my ideas about course content with other students. | |
| 5. | It is necessary to compete with other students to get a good grade. | |
| 6. | Class sessions typically are worth attending. | |
| 7. | I enjoy hearing what other students think about issues raised in class. | |
| 8. | In class, I must compete with other students to get my ideas across. | |
| 9. | I get more out of going to class than staying at home. | |
| 10. | Students should be encouraged to share more of their ideas with each other. | |

| | | |
|-----|---|--|
| 11. | Students have to be aggressive to do well in courses. | |
| 12. | It is my responsibility to get as much as I can out of a course. | |
| 13. | I like to study for tests with other students. | |
| 14. | I like to solve problems or answer questions before anybody else can. | |
| 15. | Classroom activities are interesting. | |
| 16. | Class sessions make me feel like part of a team where people help each other learn. | |
| 17. | To get ahead in class, it is necessary to step on the toes of other students. | |
| 18. | I try to participate as much as I can in all aspects of a course. | |
| 19. | An important part of taking courses is learning to get along with other people. | |
| 20. | Being one of the best students in my classes is very important to me. | |

| | | |
|-----|---|--|
| 21. | I do all course assignments well whether or not I think they are interesting. | |
| 22. | Learning the material was a cooperative effort between students and teachers. | |

| | | |
|-----|---|--|
| 23. | To stand out in my classes, I complete assignments better than other students. | |
| 24. | I typically complete course assignments before their deadlines. | |
| 25. | I am willing to help other students out when they do not understand something. | |
| 26. | I like to know how well other students are doing on exams and course assignments. | |
| 27. | I complete required assignments as well as those that are optional. | |
| 28. | I enjoy participating in small group activities during class. | |
| 29. | I want my teachers to give me more recognition for the good work I do. | |
| 30. | In my classes, I often sit toward the front of the room. | |

(Adapted from <http://longleaf.net/learningstyle.html>)

APPENDIX B

QUESTIONNAIRE

I. Questionnaire Given for Pilot Group

QUESTIONNAIRE

Learner's Perception in Learning Reading Using Jigsaw

This questionnaire is used as one of my instrument to complete my study. This questionnaire is used to find out the students' perception in studying reading using Jigsaw. In filling the questionnaire, give a check in the box which represent your thoughts and opinion after joining the lesson.

SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly Disagree

In the box below the table, write your honest personal reflection about the topic given

| Opinion on my own learning | SA | A | D | SD |
|--|----|---|---|----|
| 1. I think the lesson was interesting, useful, helpful and important. | | | | |
| 2. I participated actively during the group work. | | | | |
| 3. I could understand the generic structure and the language features used in news item text better now. | | | | |
| 4. The discussion with the home team helped me understand the main idea of the entire passage. | | | | |
| 5. My teammates in expert team helped me to understand the main idea of my segment or part. | | | | |

Personal reflection about my own learning: _____

| Opinion on the group interaction | SA | A | D | SD |
|--|----|---|---|----|
| 6. I learned to work and solve the problems with my teammates. | | | | |
| 7. I was motivated to help my teammates learn and master the material especially during the discussion in home team. | | | | |
| 8. I contributed and participated actively during the discussion in my home team. | | | | |
| 9. I contributed and participated actively during the discussion in my expert team. | | | | |
| 10. I felt that learning and working in team was more effective rather than working alone. | | | | |

Personal reflection about learning in group and the group interaction: _____

| Opinion on the use of Jigsaw in learning reading | SA | A | D | SD |
|---|----|---|---|----|
| 11. I understand the concept of Jigsaw. | | | | |
| 12. Jigsaw is a suitable technique to learn reading. | | | | |
| 13. Jigsaw helps me to understand the passage better. | | | | |
| 14. Jigsaw helps me to find the main idea of each paragraph better. | | | | |
| 15. Jigsaw helps me to make summary and group's opinion better. | | | | |

Personal reflection about Jigsaw in learning reading: _____

II. Questionnaire Given for Participating Group

QUESTIONNAIRE

Learner's Perception in Learning Reading Using Jigsaw

This questionnaire is used as one of my instrument to complete my study. This questionnaire is used to find out the students' perception in studying reading using Jigsaw. In filling the questionnaire, give a check in the box which represent your thoughts and opinion after joining the lesson. Give a check in the box which represent your thoughts and opinion after joining the lesson.

SA : Strongly Agree

D : Disagree

A : Agree

SD : Strongly Disagree

In the box below the table, write your honest personal reflection about the topic given

| Opinion on my own learning | SA | A | D | SD |
|--|----|---|---|----|
| 1. I think the lesson was interesting, useful, helpful and important. | | | | |
| 2. I participated actively during the group work. | | | | |
| 3. I could understand the generic structure and the language features used in news item text better now. | | | | |
| 4. The discussion with the home team helped me understand the main idea of the entire passage. | | | | |
| 5. My teammates in expert team helped me to understand the main idea of my segment or part. | | | | |

Personal reflection about my own learning: _____

| Opinion on the group interaction | SA | A | D | SD |
|--|----|---|---|----|
| 6. I learned to work and solve the problems with my teammates. | | | | |
| 7. I was motivated to help my teammates learn and master the material especially during the discussion in home team. | | | | |
| 8. I contributed and participated actively during the discussion in my home team. | | | | |
| 9. I contributed and participated actively during the discussion in my expert team. | | | | |
| 10. I felt that learning and working in team was more effective rather than working alone. | | | | |

Personal reflection about learning in group and the group interaction: _____

| Opinion on the use of Jigsaw in learning reading | SA | A | D | SD |
|---|----|---|---|----|
| 11. I understand the concept of Jigsaw. | | | | |
| 12. Jigsaw is a suitable technique to learn reading. | | | | |
| 13. Jigsaw helps me to understand the passage better. | | | | |
| 14. Jigsaw helps me to find the main idea of each paragraph better. | | | | |
| 15. Jigsaw helps me to make summary better | | | | |
| 16. Jigsaw helps me to understand different opinions in my group. | | | | |

(Adapted by the work of Pramastiwi, P, 2014)

Personal reflection about Jigsaw in learning reading: _____

APPENDIX C

DATA TABULATION

I. Data tabulation in the Pilot Group

i. Learning Style Survey

| Absent No. | Collaborative | Competitive | Participative | LS |
|------------|---------------|-------------|---------------|---------------|
| 1 | 3.5 | 3.1 | 2.8 | Collaborative |
| 2 | 3.8 | 2.6 | 2.8 | Collaborative |
| 3 | 4 | 2.8 | 3 | Collaborative |
| 4 | 0 | 0 | 0 | Abstain |
| 5 | 4.3 | 3.3 | 3.8 | Collaborative |
| 6 | 4 | 2 | 3.6 | Collaborative |
| 7 | 2.9 | 1.9 | 3.1 | Participative |
| 8 | 3.6 | 2.8 | 3.4 | Collaborative |
| 9 | 4.3 | 2.7 | 4 | Collaborative |
| 10 | 0 | 0 | 0 | Abstain |
| 11 | 3.5 | 4 | 4.5 | Participative |
| 12 | 3.2 | 2.9 | 3.3 | Competitive |
| 13 | 4.1 | 3.2 | 3.6 | Collaborative |
| 14 | 3.3 | 3 | 3.6 | Competitive |
| 15 | 3.2 | 3 | 2.7 | Competitive |
| 16 | 4.4 | 3.4 | 3.7 | Collaborative |
| 17 | 3.8 | 2.2 | 3 | Collaborative |
| 18 | 4 | 3 | 3.2 | Collaborative |
| 19 | 4.1 | 3.5 | 3.1 | Collaborative |
| 20 | 3.5 | 3.6 | 3.3 | Competitive |
| 21 | 3.6 | 3.4 | 3.1 | Collaborative |
| 22 | 3.2 | 2.8 | 3.1 | Collaborative |
| 23 | 2.6 | 2.7 | 2.9 | Competitive |
| 24 | 3.7 | 3.6 | 4 | Collaborative |
| 25 | 3.6 | 2.8 | 3 | Collaborative |
| 26 | 4.3 | 3.6 | 3 | Collaborative |
| 27 | 3.9 | 4 | 3.9 | Competitive |
| 28 | 3 | 2.1 | 2.3 | Collaborative |
| 29 | 3.8 | 3.7 | 3.5 | Collaborative |
| 30 | 3.8 | 3.4 | 2.6 | Collaborative |
| 31 | 3.9 | 3.3 | 3.8 | Collaborative |
| 32 | 2.2 | 3.7 | 4.1 | Competitive |
| 33 | 2.9 | 3 | 3 | Competitive |
| 34 | 3.7 | 2.5 | 3.8 | Collaborative |
| 35 | 3.9 | 2.4 | 3.7 | Collaborative |
| 36 | 3.9 | 3 | 3.8 | Collaborative |

| | | | | |
|----|-----|-----|-----|---------------|
| 37 | 3.6 | 2.8 | 3.5 | Collaborative |
| 38 | 4 | 3.6 | 4.7 | Participative |
| 39 | 4.2 | 2.3 | 3.5 | Collaborative |
| 40 | 3.3 | 3.9 | 3.9 | Competitive |

Note:

- Yellow : Students who have three high levels of learning style based on the learning style threshold so the highest mean out of three is chosen to determine the learning style.
- Green : Students who only have moderate level of learning style so highest mean out of three is chosen to determine the learning style.
- Blue : Students who have two high level of learning style so the highest mean out of two is chosen to determine the learning style.
- Un-highlighted : Students have one high level of learning style based on the threshold.

| Learning Style | Number of students |
|----------------|--------------------|
| Collaborative | 26 students |
| Competitive | 9 students |
| Participative | 3 students |
| Abstain | 2 Students |
| Total | 40 students |

ii. Overall Students' Perceptions of Jigsaw

a. Students' Perceptions of Their Own Learning

| Absent No. | S-1 | S-2 | S-3 | S-4 | S-5 |
|------------|-----|-----|-----|-----|-----|
| 1 | 3 | 3 | 2 | 3 | 2 |
| 2 | 3 | 3 | 3 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 0 | 0 | 0 | 0 | 0 |
| 5 | 3 | 3 | 3 | 3 | 3 |
| 6 | 3 | 3 | 3 | 3 | 3 |
| 7 | 3 | 2 | 2 | 3 | 3 |
| 8 | 3 | 3 | 3 | 4 | 4 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 12 | 2 | 3 | 3 | 4 | 3 |
| 13 | 3 | 3 | 3 | 3 | 3 |
| 14 | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|----|---|---|---|---|---|
| 15 | 2 | 4 | 2 | 3 | 4 |
| 16 | 2 | 2 | 4 | 3 | 3 |
| 17 | 3 | 4 | 3 | 3 | 3 |
| 18 | 3 | 4 | 3 | 3 | 3 |
| 19 | 3 | 3 | 3 | 3 | 2 |
| 20 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 |
| 22 | 3 | 3 | 3 | 2 | 2 |
| 23 | 3 | 3 | 3 | 3 | 3 |
| 24 | 4 | 4 | 4 | 1 | 1 |
| 25 | 0 | 0 | 0 | 0 | 0 |
| 26 | 3 | 3 | 3 | 3 | 3 |
| 27 | 2 | 2 | 3 | 2 | 3 |
| 28 | 3 | 3 | 2 | 2 | 2 |
| 29 | 3 | 3 | 4 | 3 | 3 |
| 30 | 0 | 0 | 0 | 0 | 0 |
| 31 | 4 | 3 | 4 | 4 | 4 |
| 32 | 3 | 3 | 4 | 4 | 3 |
| 33 | 3 | 3 | 3 | 2 | 2 |
| 34 | 4 | 4 | 3 | 3 | 3 |
| 35 | 3 | 3 | 3 | 4 | 4 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 37 | 4 | 4 | 4 | 4 | 4 |
| 38 | 4 | 3 | 3 | 3 | 2 |
| 39 | 0 | 0 | 0 | 0 | 0 |
| 40 | 3 | 2 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|----|----|---------|
| S - 1 | 0 | 4 | 21 | 5 | 30 |
| S - 2 | 0 | 4 | 20 | 6 | 30 |
| S - 3 | 0 | 4 | 20 | 6 | 30 |
| S - 4 | 1 | 4 | 18 | 7 | 30 |
| S - 5 | 1 | 6 | 17 | 6 | 30 |

| | 1 (n=30) | 2 (n=30) | 3 (n=30) | 4 (n=30) | 5 (n=30) | Av. | Overall Perception |
|----|-------------|-------------|-------------|-------------|-------------|-------|-----------------------|
| SD | 0% | 0.00% | 0% | 3.3% | 3.3% | 1.3% | N = 16% |
| D | 13.3% | 13.3% | 13.3% | 13.3% | 20% | 14.7% | P = 84% |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|------|--|
| A | 70% | 66.7% | 66.7% | 60% | 56.7% | 64% | |
| SA | 16.7% | 20% | 20% | 23.3% | 20% | 20% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

b. Students' Perceptions of Group Interaction

| Absent No. | S-6 | S-7 | S-8 | S-9 | S-10 |
|------------|-----|-----|-----|-----|------|
| 4 | 0 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 14 | 0 | 0 | 0 | 0 | 0 |
| 20 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 |
| 25 | 0 | 0 | 0 | 0 | 0 |
| 30 | 0 | 0 | 0 | 0 | 0 |
| 39 | 0 | 0 | 0 | 0 | 0 |
| 32 | 3 | 3 | 2 | 2 | 1 |
| 40 | 3 | 2 | 2 | 3 | 2 |
| 15 | 3 | 3 | 3 | 3 | 2 |
| 23 | 3 | 3 | 3 | 3 | 2 |
| 33 | 3 | 3 | 3 | 3 | 2 |
| 38 | 4 | 3 | 3 | 3 | 2 |
| 24 | 3 | 3 | 4 | 1 | 3 |
| 28 | 3 | 3 | 2 | 2 | 3 |
| 1 | 3 | 3 | 3 | 2 | 3 |
| 13 | 3 | 3 | 3 | 2 | 3 |
| 26 | 4 | 3 | 3 | 2 | 3 |
| 16 | 3 | 2 | 2 | 3 | 3 |
| 7 | 2 | 3 | 2 | 3 | 3 |
| 12 | 3 | 3 | 3 | 3 | 3 |
| 19 | 3 | 3 | 3 | 3 | 3 |
| 22 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 3 | 4 | 3 | 3 | 3 | 3 |
| 34 | 4 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 4 | 4 | 3 |
| 17 | 3 | 3 | 4 | 4 | 3 |
| 8 | 4 | 4 | 4 | 4 | 3 |

| | | | | | |
|----|---|---|---|---|---|
| 27 | 3 | 2 | 2 | 2 | 4 |
| 29 | 3 | 2 | 3 | 3 | 4 |
| 6 | 3 | 3 | 3 | 3 | 4 |
| 31 | 3 | 3 | 3 | 3 | 4 |
| 35 | 4 | 3 | 3 | 3 | 4 |
| 5 | 4 | 4 | 3 | 3 | 4 |
| 18 | 4 | 3 | 4 | 3 | 4 |
| 37 | 4 | 4 | 4 | 4 | 4 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|----|----|---------|
| S - 6 | 0 | 1 | 20 | 9 | 30 |
| S - 7 | 0 | 4 | 23 | 3 | 30 |
| S - 8 | 0 | 6 | 18 | 6 | 30 |
| S - 9 | 1 | 6 | 19 | 4 | 30 |
| S - 10 | 1 | 5 | 16 | 8 | 30 |

| | 6 (n=30) | 7 (n=30) | 8 (n=30) | 9 (n=30) | 10 (n=30) | Av. | Overall Perception |
|-------|-------------|-------------|-------------|-------------|--------------|-------|-----------------------|
| SD | 0% | 0% | 0% | 3.3% | 3.3% | 1.3% | N = 16% |
| D | 3.3% | 13.3% | 20% | 20% | 16.7% | 14.7% | P = 84% |
| A | 66.7% | 76.7% | 60% | 63.3% | 53.3% | 64% | |
| SA | 30% | 10% | 20% | 13.3% | 26.7% | 20% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

c. Students' Perceptions of Jigsaw

| Absent No. | S - 11 | S - 12 | S - 13 | S - 14 | S - 15 |
|------------|--------|--------|--------|--------|--------|
| 1 | 3 | 2 | 3 | 3 | 3 |
| 2 | 3 | 2 | 3 | 4 | 4 |
| 3 | 3 | 3 | 2 | 3 | 3 |
| 4 | 0 | 0 | 0 | 0 | 0 |
| 5 | 3 | 3 | 2 | 3 | 3 |
| 6 | 2 | 2 | 2 | 3 | 3 |
| 7 | 4 | 3 | 3 | 3 | 3 |
| 8 | 4 | 3 | 2 | 3 | 3 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|----|---|---|---|---|---|
| 12 | 2 | 2 | 2 | 3 | 2 |
| 13 | 4 | 3 | 3 | 3 | 4 |
| 14 | 0 | 0 | 0 | 0 | 0 |
| 15 | 3 | 3 | 3 | 3 | 3 |
| 16 | 2 | 3 | 3 | 2 | 4 |
| 17 | 3 | 3 | 3 | 3 | 3 |
| 18 | 3 | 3 | 3 | 3 | 3 |
| 19 | 2 | 3 | 3 | 3 | 3 |
| 20 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 |
| 22 | 2 | 2 | 3 | 3 | 3 |
| 23 | 3 | 3 | 3 | 3 | 3 |
| 24 | 4 | 2 | 4 | 4 | 3 |
| 25 | 0 | 0 | 0 | 0 | 0 |
| 26 | 3 | 4 | 3 | 3 | 3 |
| 27 | 3 | 3 | 2 | 4 | 3 |
| 28 | 1 | 2 | 1 | 1 | 1 |
| 29 | 3 | 3 | 3 | 3 | 3 |
| 30 | 0 | 0 | 0 | 0 | 0 |
| 31 | 3 | 3 | 3 | 3 | 4 |
| 32 | 3 | 3 | 3 | 3 | 3 |
| 33 | 3 | 2 | 2 | 3 | 3 |
| 34 | 3 | 4 | 3 | 4 | 3 |
| 35 | 4 | 4 | 3 | 4 | 4 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 37 | 3 | 3 | 3 | 3 | 3 |
| 38 | 3 | 3 | 3 | 2 | 2 |
| 39 | 0 | 0 | 0 | 0 | 0 |
| 40 | 3 | 2 | 2 | 2 | 2 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|----|----|---|----|----|---------|
| 11 | 1 | 5 | 19 | 5 | 30 |
| 12 | 0 | 9 | 18 | 3 | 30 |
| 13 | 1 | 8 | 20 | 1 | 30 |
| 14 | 1 | 3 | 21 | 5 | 30 |
| 15 | 1 | 3 | 21 | 5 | 30 |

| | 11 (n=30) | 12 (n=30) | 13 (n=30) | 14 (n=30) | 15 (n=30) | Av. | Overall Perception |
|-------|--------------|--------------|--------------|--------------|--------------|-------|-----------------------|
| SD | 3.3% | 0% | 3.3% | 3.3% | 3.3% | 2.6% | N = 21.3% |
| D | 16.7% | 30% | 26.7% | 10% | 10% | 18.7% | P = 78.7% |
| A | 63.3% | 60% | 66.7% | 70% | 70% | 66% | |
| SA | 16.7% | 10% | 3.3% | 16.7% | 16.7% | 12.7% | |
| Total | 100% | 100 % | 100% | 100% | 100% | 100% | |

iii. Collaborative Students' Perception of Jigsaw

a. Student's Perceptions of Their Own Learning

| Absent No. | S-1 | S-2 | S-3 | S-4 | S-5 |
|------------|-----|-----|-----|-----|-----|
| 1 | 3 | 3 | 2 | 3 | 2 |
| 2 | 3 | 3 | 3 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 3 | 3 | 3 | 3 |
| 6 | 3 | 3 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 | 4 | 4 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 13 | 3 | 3 | 3 | 3 | 3 |
| 16 | 2 | 2 | 4 | 3 | 3 |
| 17 | 3 | 4 | 3 | 3 | 3 |
| 18 | 3 | 4 | 3 | 3 | 3 |
| 19 | 3 | 3 | 3 | 3 | 2 |
| 21 | 0 | 0 | 0 | 0 | 0 |
| 22 | 3 | 3 | 3 | 2 | 2 |
| 24 | 4 | 4 | 4 | 1 | 1 |
| 25 | 0 | 0 | 0 | 0 | 0 |
| 26 | 3 | 3 | 3 | 3 | 3 |
| 28 | 3 | 3 | 2 | 2 | 2 |
| 29 | 3 | 3 | 4 | 3 | 3 |
| 30 | 0 | 0 | 0 | 0 | 0 |
| 31 | 4 | 3 | 4 | 4 | 4 |
| 34 | 4 | 4 | 3 | 3 | 3 |
| 35 | 3 | 3 | 3 | 4 | 4 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 37 | 4 | 4 | 4 | 4 | 4 |
| 39 | 0 | 0 | 0 | 0 | 0 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|----|----|---------|
| S - 1 | 0 | 1 | 16 | 4 | 21 |
| S - 2 | 0 | 1 | 15 | 5 | 21 |
| S - 3 | 0 | 2 | 14 | 5 | 21 |
| S - 4 | 1 | 2 | 13 | 5 | 21 |
| S - 5 | 1 | 4 | 11 | 5 | 21 |

| | 1 (n=21) | 2 (n=21) | 3 (n=21) | 4 (n=21) | 5 (n=21) | Av. | Overall Perception |
|-------|-------------|-------------|-------------|-------------|-------------|-------|-----------------------|
| SD | 0% | 0% | 0% | 4.8% | 4.8% | 1.9% | N = 11.5% |
| D | 4.8% | 4.8% | 10% | 9.5% | 19% | 9.6% | P = 88.5% |
| A | 76.2% | 71.4% | 66.7% | 61.9% | 52.4% | 65.7% | |
| SA | 19% | 23.8% | 23.8% | 23.8% | 23.8% | 22.8% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

b. Students' Perceptions of Group Interaction

| Absent No. | S - 6 | S - 7 | S - 8 | S - 9 | S - 10 |
|------------|-------|-------|-------|-------|--------|
| 1 | 3 | 3 | 3 | 2 | 3 |
| 2 | 3 | 3 | 4 | 4 | 3 |
| 3 | 4 | 3 | 3 | 3 | 3 |
| 5 | 4 | 4 | 3 | 3 | 4 |
| 6 | 3 | 3 | 3 | 3 | 4 |
| 8 | 4 | 4 | 4 | 4 | 3 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 13 | 3 | 3 | 3 | 2 | 3 |
| 16 | 3 | 2 | 2 | 3 | 3 |
| 17 | 3 | 3 | 4 | 4 | 3 |
| 18 | 4 | 3 | 4 | 3 | 4 |
| 19 | 3 | 3 | 3 | 3 | 3 |
| 21 | 0 | 0 | 0 | 0 | 0 |
| 22 | 3 | 3 | 3 | 3 | 3 |
| 24 | 3 | 3 | 4 | 1 | 3 |
| 25 | 0 | 0 | 0 | 0 | 0 |
| 26 | 4 | 3 | 3 | 2 | 3 |
| 28 | 3 | 3 | 2 | 2 | 3 |
| 29 | 3 | 2 | 3 | 3 | 4 |

| | | | | | |
|----|---|---|---|---|---|
| 30 | 0 | 0 | 0 | 0 | 0 |
| 31 | 3 | 3 | 3 | 3 | 4 |
| 34 | 4 | 3 | 3 | 3 | 3 |
| 35 | 4 | 3 | 3 | 3 | 4 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 37 | 4 | 4 | 4 | 4 | 4 |
| 39 | 0 | 0 | 0 | 0 | 0 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|------|----|---|----|----|---------|
| S-6 | 0 | 0 | 13 | 8 | 21 |
| S-7 | 0 | 2 | 16 | 3 | 21 |
| S-8 | 0 | 2 | 13 | 6 | 21 |
| S-9 | 1 | 4 | 12 | 4 | 21 |
| S-10 | 0 | 0 | 14 | 7 | 21 |

| | 6 (n=21) | 7 (n=21) | 8 (n=21) | 9 (n=21) | 10 (n=21) | Av. | Overall Perception |
|-------|-------------|-------------|-------------|-------------|--------------|-------|-----------------------|
| SD | 0% | 0% | 0% | 4.8% | 0% | 0.9% | N = 8.6% |
| D | 0% | 9.5% | 10% | 19% | 0% | 7.7% | P = 91.4% |
| A | 61.9% | 76.2% | 61.9% | 57.1% | 66.7% | 64.8% | |
| SA | 38% | 14.3% | 28.6% | 19% | 33.3% | 26.6% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

c. Students' Perceptions of Jigsaw

| Absent No. | S - 11 | S - 12 | S - 13 | S - 14 | S - 15 |
|------------|--------|--------|--------|--------|--------|
| 9 | 0 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 |
| 25 | 0 | 0 | 0 | 0 | 0 |
| 30 | 0 | 0 | 0 | 0 | 0 |
| 39 | 0 | 0 | 0 | 0 | 0 |
| 28 | 1 | 2 | 1 | 1 | 1 |
| 6 | 2 | 2 | 2 | 3 | 3 |
| 3 | 3 | 3 | 2 | 3 | 3 |
| 5 | 3 | 3 | 2 | 3 | 3 |
| 8 | 4 | 3 | 2 | 3 | 3 |
| 22 | 2 | 2 | 3 | 3 | 3 |
| 1 | 3 | 2 | 3 | 3 | 3 |

| | | | | | |
|----|---|---|---|---|---|
| 19 | 2 | 3 | 3 | 3 | 3 |
| 17 | 3 | 3 | 3 | 3 | 3 |
| 18 | 3 | 3 | 3 | 3 | 3 |
| 29 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 37 | 3 | 3 | 3 | 3 | 3 |
| 26 | 3 | 4 | 3 | 3 | 3 |
| 34 | 3 | 4 | 3 | 4 | 3 |
| 24 | 4 | 2 | 4 | 4 | 3 |
| 16 | 2 | 3 | 3 | 2 | 4 |
| 31 | 3 | 3 | 3 | 3 | 4 |
| 13 | 4 | 3 | 3 | 3 | 4 |
| 2 | 3 | 2 | 3 | 4 | 4 |
| 35 | 4 | 4 | 3 | 4 | 4 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|----|----|---------|
| S - 11 | 1 | 4 | 12 | 4 | 21 |
| S - 12 | 0 | 6 | 12 | 3 | 21 |
| S - 13 | 1 | 4 | 15 | 1 | 21 |
| S - 14 | 1 | 1 | 15 | 4 | 21 |
| S - 15 | 1 | 0 | 15 | 5 | 21 |

| | 11 (n=21) | 12 (n=21) | 13 (n=21) | 14 (n=21) | 15 (n=21) | Av. | Overall Perception |
|-------|--------------|--------------|--------------|--------------|--------------|-------|-----------------------|
| SD | 4.8% | 0% | 4.8% | 4.8% | 4.8% | 3.8% | N = 18.1% |
| D | 19% | 28.6% | 19% | 4.8% | 0% | 14.3% | P = 81.9% |
| A | 57.1% | 57.1% | 71.4% | 71.4% | 71.4% | 65.7% | |
| SA | 19% | 14.3% | 4.8% | 19% | 23.8% | 16.2% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

iv. Competitive Students' Perception of Jigsaw

a. Student's Perceptions of Their Own Learning

| Absent No | S-1 | S-2 | S-3 | S-4 | S-5 |
|-----------|-----|-----|-----|-----|-----|
| 12 | 2 | 3 | 3 | 4 | 3 |
| 14 | 0 | 0 | 0 | 0 | 0 |
| 15 | 2 | 4 | 2 | 3 | 4 |
| 20 | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|----|---|---|---|---|---|
| 23 | 3 | 3 | 3 | 3 | 3 |
| 27 | 2 | 2 | 3 | 2 | 3 |
| 32 | 3 | 3 | 4 | 4 | 3 |
| 33 | 3 | 3 | 3 | 2 | 2 |
| 40 | 3 | 2 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|---|----|---------|
| S - 1 | 0 | 3 | 4 | 0 | 7 |
| S - 2 | 0 | 2 | 4 | 1 | 7 |
| S - 3 | 0 | 1 | 5 | 1 | 7 |
| S - 4 | 0 | 2 | 3 | 2 | 7 |
| S - 5 | 0 | 1 | 5 | 1 | 7 |

| | 1 (n=7) | 2 (n=7) | 3 (n=7) | 4 (n=7) | 5 (n=7) | Av. | Overall Perception |
|-------|------------|------------|------------|------------|------------|-------|--------------------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N = 18.1% |
| D | 42.9% | 28.6% | 14.3% | 28.6% | 14.3% | 25.7% | P = 81.9% |
| A | 57.1% | 57.1% | 71.4% | 42.8% | 71.4% | 61% | |
| SA | 0% | 14.3% | 14.3% | 28.6% | 14.3% | 14.3% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

b. Students' Perceptions of Group Interaction

| Absent No | S-6 | S-7 | S-8 | S-9 | S-10 |
|-----------|-----|-----|-----|-----|------|
| 12 | 3 | 3 | 3 | 3 | 3 |
| 14 | 0 | 0 | 0 | 0 | 0 |
| 15 | 3 | 3 | 3 | 3 | 2 |
| 20 | 0 | 0 | 0 | 0 | 0 |
| 23 | 3 | 3 | 3 | 3 | 2 |
| 27 | 3 | 2 | 2 | 2 | 4 |
| 32 | 3 | 3 | 2 | 2 | 1 |
| 33 | 3 | 3 | 3 | 3 | 2 |
| 40 | 3 | 2 | 2 | 3 | 2 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|---|----|---------|
| S - 6 | 0 | 0 | 7 | 0 | 7 |
| S - 7 | 0 | 2 | 5 | 0 | 7 |
| S - 8 | 0 | 3 | 4 | 0 | 7 |
| S - 9 | 0 | 2 | 5 | 0 | 7 |
| S - 10 | 1 | 4 | 1 | 1 | 7 |

| | 6 (n=7) | 7 (n=7) | 8 (n=7) | 9 (n=7) | 10 (n=7) | Av. | Overall Perception |
|-------|---------|---------|---------|---------|----------|-------|--------------------|
| SD | 0% | 0% | 0% | 0% | 14.3% | 2.9% | N = 34.3% |
| D | 0% | 28.6% | 42.9% | 28.6% | 57.1% | 31.4% | P = 65.7% |
| A | 100% | 71.4% | 57.1% | 71.4% | 14.3% | 62.8% | |
| SA | 0% | 0% | 0% | 0% | 14.3% | 2.9% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

c. Students' Perceptions of Jigsaw

| Absent No | S-11 | S-12 | S-13 | S-14 | S-15 |
|-----------|------|------|------|------|------|
| 12 | 2 | 2 | 2 | 3 | 2 |
| 14 | 0 | 0 | 0 | 0 | 0 |
| 15 | 3 | 3 | 3 | 3 | 3 |
| 20 | 0 | 0 | 0 | 0 | 0 |
| 23 | 3 | 3 | 3 | 3 | 3 |
| 27 | 3 | 3 | 2 | 4 | 3 |
| 32 | 3 | 3 | 3 | 3 | 3 |
| 33 | 3 | 2 | 2 | 3 | 3 |
| 40 | 3 | 2 | 2 | 2 | 2 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|------|----|---|---|----|---------|
| S-11 | 0 | 1 | 6 | 0 | 7 |
| S-12 | 0 | 3 | 4 | 0 | 7 |
| S-13 | 0 | 4 | 3 | 0 | 7 |
| S-14 | 0 | 1 | 5 | 1 | 7 |
| S-15 | 0 | 2 | 5 | 0 | 7 |

| | 11 (n=7) | 12 (n=7) | 13 (n=7) | 14 (n=7) | 15 (n=7) | Av. | Overall Perception |
|----|----------|----------|----------|----------|----------|-------|--------------------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N = 31.4% |
| D | 14.3% | 42.9% | 57.1% | 14.3% | 28.6% | 31.4% | P = 68.6% |

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|--|
| A | 85.7% | 57.1% | 42.9% | 71.4% | 71.4% | 65.7% | |
| SA | 0% | 0% | 0% | 14.3% | 0% | 2.9% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

v. Participative Students' Perception of Jigsaw

a. Student's Perceptions of Their Own Learning

| Absent No | S-1 | S-2 | S-3 | S-4 | S-5 |
|-----------|-----|-----|-----|-----|-----|
| 7 | 3 | 2 | 2 | 3 | 3 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 38 | 4 | 3 | 3 | 3 | 2 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|---|----|---------|
| S - 1 | 0 | 0 | 1 | 1 | 2 |
| S - 2 | 0 | 1 | 1 | 0 | 2 |
| S - 3 | 0 | 1 | 1 | 0 | 2 |
| S - 4 | 0 | 0 | 2 | 0 | 2 |
| S - 5 | 0 | 1 | 1 | 0 | 2 |

| | 1 (n=2) | 2 (n=2) | 3 (n=2) | 4 (n=2) | 5 (n=2) | Av. | Overall Perception |
|-------|---------|---------|---------|---------|---------|------|--------------------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N = 30% |
| D | 0% | 50% | 50% | 0% | 50% | 30% | P = 70% |
| A | 50% | 50% | 50% | 100% | 50% | 60% | |
| SA | 50% | 0% | 0% | 0% | 0% | 10% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

b. Students' Perceptions of Group Interaction

| Absent No | S-6 | S-7 | S-8 | S-9 | S-10 |
|-----------|-----|-----|-----|-----|------|
| 7 | 2 | 3 | 2 | 3 | 3 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 38 | 4 | 3 | 3 | 3 | 2 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|---|----|---------|
| S - 6 | 0 | 1 | 0 | 1 | 2 |
| S - 7 | 0 | 0 | 2 | 0 | 2 |
| S - 8 | 0 | 1 | 1 | 0 | 2 |
| S - 9 | 0 | 0 | 2 | 0 | 2 |
| S - 10 | 0 | 1 | 1 | 0 | 2 |

| | 6 (n=2) | 7 (n=2) | 8 (n=2) | 9 (n=2) | 10 (n=2) | Av. | Overall Perception |
|-------|---------|---------|---------|---------|----------|------|--------------------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N = 30% |
| D | 50% | 0% | 50% | 0% | 50% | 30% | P = 70% |
| A | 0% | 100% | 50% | 100% | 50% | 60% | |
| SA | 50% | 0% | 0% | 0% | 0% | 10% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

c. Students' Perceptions of Jigsaw

| Absent No | S-11 | S-12 | S-13 | S-14 | S-15 |
|-----------|------|------|------|------|------|
| 7 | 4 | 3 | 3 | 3 | 3 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 38 | 3 | 3 | 3 | 2 | 2 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|------|----|---|---|----|---------|
| S-11 | 0 | 0 | 1 | 1 | 2 |
| S-12 | 0 | 0 | 2 | 0 | 2 |
| S-13 | 0 | 0 | 2 | 0 | 2 |
| S-14 | 0 | 1 | 1 | 0 | 2 |
| S-15 | 0 | 1 | 1 | 0 | 2 |

| | 11 (n=2) | 12 (n=2) | 13 (n=2) | 14 (n=2) | 15 (n=2) | Av. | Overall Perception |
|-------|----------|----------|----------|----------|----------|------|--------------------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N = 20% |
| D | 0% | 0% | 0% | 50% | 50% | 20% | P = 80% |
| A | 50% | 100% | 100% | 50% | 50% | 70% | |
| SA | 50% | 0% | 0% | 0% | 0% | 10% | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | |

II. Data tabulation in the participating group

i. Learning style survey

| Absent No. | Collaborative | Competitive | Participative | LS |
|------------|---------------|-------------|---------------|---------------|
| 1 | 3.9 | 2.7 | 3.3 | Collaborative |
| 2 | 3.8 | 3.4 | 3.1 | Collaborative |
| 3 | 3.4 | 3.2 | 3.7 | Competitive |
| 4 | 3.6 | 2.3 | 2.4 | Collaborative |
| 5 | 4.4 | 4.8 | 4.9 | Participative |
| 6 | 3.8 | 2 | 3.3 | Collaborative |
| 7 | 4.1 | 4.5 | 4.4 | Competitive |
| 8 | 3.9 | 3.7 | 3.1 | Collaborative |
| 9 | 3.5 | 4.7 | 4.6 | Competitive |
| 10 | 3.5 | 2.4 | 2.7 | Collaborative |
| 11 | 4.4 | 3.1 | 4 | Collaborative |
| 12 | 3.8 | 4.1 | 3.8 | Competitive |
| 13 | 4.2 | 3.5 | 3.2 | Collaborative |
| 14 | 4.3 | 3.4 | 3.1 | Collaborative |
| 15 | 3.8 | 3.5 | 3.8 | Collaborative |
| 16 | 3.7 | 2.5 | 2.3 | Collaborative |
| 17 | 2.8 | 4.2 | 2.3 | Competitive |
| 18 | 3.8 | 3.1 | 3.2 | Collaborative |
| 19 | 3.8 | 2.2 | 3 | Collaborative |
| 20 | 2.6 | 2.4 | 2.1 | Competitive |
| 21 | 3.9 | 2.8 | 3 | Collaborative |
| 22 | 4 | 3.7 | 3.6 | Collaborative |
| 23 | 3.2 | 3.9 | 3 | Competitive |
| 24 | 4 | 3.9 | 4 | Collaborative |
| 25 | 3.9 | 3 | 2.9 | Collaborative |
| 26 | 3.9 | 4.2 | 4.3 | Participative |
| 27 | 3.6 | 3.9 | 4.3 | Participative |
| 28 | 3.3 | 3.1 | 3 | Competitive |
| 29 | 3.6 | 3.1 | 2.5 | Collaborative |
| 30 | 3.7 | 4.3 | 3.7 | Competitive |
| 31 | 2.9 | 3.1 | 2.8 | Competitive |
| 32 | 4 | 3.8 | 3.3 | Collaborative |
| 33 | 4.6 | 3.9 | 4.8 | Participative |
| 34 | 3.4 | 3.4 | 3.7 | Competitive |
| 35 | 3.3 | 2.5 | 2.7 | Collaborative |
| 36 | 4.3 | 3.4 | 3.5 | Collaborative |
| 37 | 3.2 | 3.1 | 3 | Competitive |
| 38 | 3.4 | 2.3 | 2.9 | Collaborative |
| 39 | 3.9 | 3.5 | 3.9 | Collaborative |
| 40 | 3 | 3.2 | 2.9 | Competitive |

Note:

- Yellow : Students who have three high levels of learning style based on the learning style threshold so the highest mean out of three is chosen to determine the learning style.
- Green : Students who only have moderate level of learning style so highest mean out of three is chosen to determine the learning style.
- Blue : Students who have two high level of learning style so the highest mean out of two is chosen to determine the learning style.
- Un-highlighted : Students have one high level of learning style based on the threshold.

| Learning Style | Number of students |
|----------------|--------------------|
| Collaborative | 23 students |
| Competitive | 13 students |
| Participative | 4 students |
| Total | 40 students |

ii. Overall Students' Perception of Jigsaw

a. Student's Perceptions of Their Own Learning

| Absent No. | S - 1 | S - 2 | S - 3 | S - 4 | S - 5 |
|------------|-------|-------|-------|-------|-------|
| 1 | 3 | 1 | 2 | 2 | 2 |
| 2 | 3 | 3 | 3 | 4 | 4 |
| 3 | 3 | 4 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 | 3 | 3 |
| 5 | 3 | 4 | 4 | 3 | 3 |
| 6 | 2 | 2 | 3 | 2 | 3 |
| 7 | 3 | 2 | 2 | 3 | 3 |
| 8 | 3 | 3 | 4 | 3 | 3 |
| 9 | 4 | 4 | 4 | 4 | 4 |
| 10 | 2 | 2 | 2 | 2 | 2 |
| 11 | 3 | 3 | 4 | 3 | 3 |
| 12 | 3 | 4 | 3 | 3 | 3 |
| 13 | 2 | 3 | 3 | 4 | 4 |
| 14 | 2 | 3 | 3 | 3 | 3 |
| 15 | 3 | 4 | 3 | 1 | 1 |
| 16 | 3 | 3 | 3 | 3 | 3 |
| 17 | 3 | 3 | 4 | 2 | 3 |
| 18 | 2 | 3 | 3 | 3 | 3 |
| 19 | 3 | 3 | 3 | 3 | 2 |
| 20 | 3 | 2 | 3 | 3 | 4 |

| | | | | | |
|----|---|---|---|---|---|
| 21 | 3 | 2 | 1 | 2 | 3 |
| 22 | 3 | 3 | 3 | 3 | 3 |
| 23 | 3 | 2 | 3 | 2 | 3 |
| 24 | 3 | 2 | 2 | 3 | 3 |
| 25 | 3 | 3 | 3 | 3 | 3 |
| 26 | 3 | 3 | 3 | 2 | 3 |
| 27 | 3 | 4 | 4 | 3 | 3 |
| 28 | 3 | 2 | 3 | 3 | 3 |
| 29 | 2 | 3 | 3 | 3 | 2 |
| 30 | 2 | 3 | 3 | 3 | 3 |
| 31 | 3 | 3 | 3 | 3 | 3 |
| 32 | 3 | 4 | 3 | 3 | 3 |
| 33 | 3 | 4 | 3 | 3 | 3 |
| 34 | 4 | 3 | 3 | 3 | 2 |
| 35 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 37 | 3 | 2 | 3 | 3 | 3 |
| 38 | 3 | 3 | 3 | 3 | 4 |
| 39 | 4 | 4 | 4 | 4 | 4 |
| 40 | 3 | 3 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|----|----|---------|
| S - 1 | 0 | 7 | 30 | 3 | 40 |
| S - 2 | 1 | 9 | 21 | 9 | 40 |
| S - 3 | 1 | 4 | 28 | 7 | 40 |
| S - 4 | 1 | 7 | 28 | 4 | 40 |
| S - 5 | 1 | 5 | 28 | 6 | 40 |

| | 1 (n=40) | 2 (n=40) | 3 (n=40) | 4 (n=40) | 5 (n=40) | Av. | Overall Perception | |
|-------|----------|----------|----------|----------|----------|-------|--------------------|------|
| | | | | | | | N | 18% |
| SD | 0% | 2.5% | 2.5% | 2.5% | 2.5% | 2% | P | 82% |
| D | 17.5% | 22.5% | 10% | 17.5% | 12.5% | 16% | | |
| A | 75% | 52.5% | 70% | 70% | 70% | 67.5% | | |
| SA | 7.5% | 22.5% | 17.5% | 10% | 15% | 14.5% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

b. Students' Perceptions of Group Interaction

| Absent No. | S - 6 | S - 7 | S - 8 | S - 9 | S - 10 |
|------------|-------|-------|-------|-------|--------|
| 1 | 2 | 3 | 2 | 3 | 1 |
| 2 | 3 | 3 | 3 | 3 | 4 |

| | | | | | |
|----|---|---|---|---|---|
| 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 3 | 2 | 3 | 3 | 3 |
| 5 | 4 | 4 | 4 | 4 | 3 |
| 6 | 3 | 2 | 3 | 3 | 3 |
| 7 | 2 | 3 | 3 | 3 | 3 |
| 8 | 3 | 3 | 4 | 4 | 4 |
| 9 | 4 | 4 | 4 | 4 | 4 |
| 10 | 3 | 2 | 3 | 2 | 3 |
| 11 | 3 | 3 | 3 | 3 | 3 |
| 12 | 3 | 4 | 3 | 3 | 3 |
| 13 | 4 | 3 | 3 | 3 | 3 |
| 14 | 3 | 3 | 3 | 3 | 3 |
| 15 | 3 | 3 | 3 | 3 | 3 |
| 16 | 3 | 3 | 2 | 3 | 3 |
| 17 | 2 | 3 | 2 | 2 | 2 |
| 18 | 3 | 3 | 3 | 3 | 3 |
| 19 | 3 | 2 | 3 | 3 | 2 |
| 20 | 3 | 3 | 4 | 3 | 2 |
| 21 | 3 | 2 | 2 | 4 | 4 |
| 22 | 3 | 3 | 3 | 3 | 3 |
| 23 | 3 | 3 | 2 | 3 | 4 |
| 24 | 2 | 3 | 2 | 2 | 3 |
| 25 | 3 | 3 | 3 | 3 | 3 |
| 26 | 3 | 3 | 3 | 3 | 2 |
| 27 | 3 | 3 | 4 | 4 | 2 |
| 28 | 3 | 2 | 2 | 2 | 2 |
| 29 | 3 | 3 | 3 | 2 | 2 |
| 30 | 3 | 3 | 4 | 3 | 3 |
| 31 | 3 | 3 | 3 | 3 | 3 |
| 32 | 3 | 3 | 4 | 4 | 4 |
| 33 | 4 | 4 | 4 | 3 | 3 |
| 34 | 2 | 3 | 2 | 3 | 2 |
| 35 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 2 | 3 | 3 | 3 |
| 37 | 3 | 3 | 2 | 3 | 3 |
| 38 | 3 | 3 | 3 | 3 | 4 |
| 39 | 4 | 4 | 4 | 4 | 4 |
| 40 | 3 | 3 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|----|----|---------|
| S - 6 | 0 | 5 | 30 | 5 | 40 |
| S - 7 | 0 | 7 | 28 | 5 | 40 |

| | | | | | |
|--------|---|---|----|---|----|
| S - 8 | 0 | 9 | 22 | 9 | 40 |
| S - 9 | 0 | 5 | 28 | 7 | 40 |
| S - 10 | 1 | 7 | 24 | 8 | 40 |

| | 6 (n=40) | 7 (n=40) | 8 (n=40) | 9 (n=40) | 10 (n=40) | Av. | Overall Perception | |
|-------|----------|----------|----------|----------|-----------|-------|--------------------|------|
| SD | 0% | 0% | 0% | 0% | 2.5% | 0.5% | N | 17% |
| D | 12.5% | 17.5% | 22.5% | 12.5% | 17.5% | 16.5% | P | 83% |
| A | 75% | 70% | 55% | 70% | 60% | 66% | | |
| SA | 12.5% | 12.5% | 22.5% | 17.5% | 20% | 17% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

c. Students' Perceptions of Jigsaw

| Absent No. | S - 11 | S - 12 | S - 13 | S - 14 | S - 15 | S-16 |
|------------|--------|--------|--------|--------|--------|------|
| 1 | 3 | 2 | 3 | 2 | 3 | 2 |
| 2 | 3 | 3 | 3 | 4 | 4 | 3 |
| 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 4 | 3 | 4 | 4 | 4 | 4 |
| 6 | 3 | 3 | 3 | 3 | 3 | 3 |
| 7 | 2 | 3 | 3 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 | 4 | 3 | 3 |
| 9 | 3 | 2 | 2 | 3 | 2 | 2 |
| 10 | 2 | 2 | 3 | 3 | 3 | 2 |
| 11 | 2 | 3 | 2 | 2 | 2 | 2 |
| 12 | 3 | 3 | 2 | 2 | 3 | 2 |
| 13 | 4 | 2 | 4 | 3 | 3 | 3 |
| 14 | 3 | 3 | 2 | 3 | 3 | 3 |
| 15 | 2 | 3 | 2 | 3 | 2 | 3 |
| 16 | 3 | 3 | 3 | 3 | 3 | 3 |
| 17 | 4 | 3 | 2 | 3 | 4 | 4 |
| 18 | 3 | 3 | 3 | 3 | 3 | 3 |
| 19 | 3 | 2 | 2 | 3 | 3 | 3 |
| 20 | 3 | 4 | 3 | 3 | 2 | 3 |
| 21 | 2 | 2 | 1 | 2 | 3 | 3 |
| 22 | 3 | 2 | 3 | 3 | 3 | 3 |
| 23 | 2 | 2 | 3 | 3 | 4 | 3 |
| 24 | 3 | 3 | 3 | 3 | 3 | 3 |
| 25 | 2 | 2 | 3 | 2 | 3 | 3 |
| 26 | 4 | 3 | 3 | 3 | 3 | 3 |
| 27 | 3 | 2 | 2 | 2 | 2 | 2 |
| 28 | 3 | 3 | 3 | 2 | 3 | 3 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 29 | 3 | 3 | 2 | 3 | 3 | 3 |
| 30 | 3 | 4 | 3 | 3 | 3 | 3 |
| 31 | 3 | 2 | 3 | 3 | 3 | 3 |
| 32 | 3 | 3 | 3 | 2 | 3 | 3 |
| 33 | 2 | 3 | 3 | 4 | 4 | 4 |
| 34 | 2 | 3 | 3 | 3 | 3 | 3 |
| 35 | 3 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 2 | 2 | 3 | 3 | 3 |
| 37 | 3 | 3 | 2 | 3 | 2 | 2 |
| 38 | 3 | 3 | 3 | 3 | 3 | 3 |
| 39 | 3 | 4 | 4 | 4 | 4 | 4 |
| 40 | 3 | 3 | 3 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|----|----|---|----|----|---------|
| 11 | 0 | 5 | 30 | 5 | 40 |
| 12 | 0 | 7 | 28 | 5 | 40 |
| 13 | 0 | 9 | 22 | 9 | 40 |
| 14 | 0 | 5 | 28 | 7 | 40 |
| 15 | 1 | 7 | 24 | 8 | 40 |
| 16 | 0 | 7 | 28 | 5 | 40 |

| | 11 (n=40) | 12 (n=40) | 13 (n=40) | 14 (n=40) | 15 (n=40) | 16 (n=40) | Av. | Overall Perception | |
|-------|--------------|--------------|--------------|--------------|--------------|--------------|-------|--------------------|-------|
| SD | 0% | 0% | 2.5% | 0% | 0% | 0% | 0.4% | N | 23.3% |
| D | 22.5% | 32.5% | 27.5% | 20% | 17.5% | 17.5% | 22.9% | P | 76.7% |
| A | 65% | 57.5% | 60% | 65% | 65% | 70% | 63.8% | | |
| SA | 12.5% | 10% | 10% | 15% | 17.5% | 12.5% | 12.9% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

iii. Collaborative Students' Perception of Jigsaw

a. Student's Perceptions of Their Own Learning

| Absent No | S-1 | S-2 | S-3 | S-4 | S-5 |
|-----------|-----|-----|-----|-----|-----|
| 1 | 3 | 4 | 2 | 2 | 2 |
| 2 | 3 | 3 | 3 | 2 | 2 |
| 4 | 3 | 3 | 3 | 3 | 3 |
| 6 | 2 | 2 | 3 | 2 | 3 |
| 8 | 3 | 3 | 4 | 3 | 3 |
| 10 | 2 | 2 | 2 | 2 | 2 |

| | | | | | |
|----|---|---|---|---|---|
| 11 | 3 | 3 | 4 | 3 | 3 |
| 13 | 2 | 3 | 3 | 4 | 4 |
| 14 | 2 | 3 | 3 | 3 | 3 |
| 15 | 3 | 4 | 3 | 1 | 1 |
| 16 | 3 | 3 | 3 | 3 | 3 |
| 18 | 2 | 3 | 3 | 3 | 3 |
| 19 | 3 | 3 | 3 | 3 | 2 |
| 21 | 3 | 2 | 1 | 2 | 3 |
| 22 | 3 | 3 | 3 | 3 | 3 |
| 24 | 3 | 2 | 2 | 3 | 3 |
| 25 | 3 | 3 | 3 | 3 | 3 |
| 29 | 2 | 3 | 3 | 3 | 2 |
| 32 | 3 | 4 | 3 | 3 | 3 |
| 35 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 3 | 3 | 3 | 3 |
| 38 | 3 | 3 | 3 | 3 | 4 |
| 39 | 4 | 4 | 4 | 4 | 4 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|----|----|---------|
| S - 1 | 0 | 6 | 16 | 1 | 23 |
| S - 2 | 0 | 4 | 15 | 4 | 23 |
| S - 3 | 1 | 3 | 16 | 3 | 23 |
| S - 4 | 1 | 5 | 15 | 2 | 23 |
| S - 5 | 1 | 5 | 14 | 3 | 23 |

| | 1 (n=23) | 2 (n=23) | 3 (n=23) | 4 (n=23) | 5 (n=23) | Av. | Overall Perception | |
|-------|----------|----------|----------|----------|----------|-------|--------------------|-------|
| SD | 0% | 0% | 4.3% | 4.3% | 4.3% | 2.6% | N | 22.6% |
| D | 26.1% | 17.4% | 13% | 21.7% | 21.7% | 20% | P | 77.4% |
| A | 69.6% | 65.2% | 69.6% | 65.2% | 60.9% | 66.1% | | |
| SA | 4.3% | 17.4% | 13% | 8.7% | 13% | 11.3% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

b. Students' Perceptions of Group Interaction

| Absent No | S-6 | S-7 | S-8 | S-9 | S-10 |
|-----------|-----|-----|-----|-----|------|
| 1 | 2 | 3 | 2 | 3 | 1 |
| 2 | 3 | 3 | 3 | 3 | 4 |
| 4 | 3 | 2 | 3 | 3 | 3 |

| | | | | | |
|----|---|---|---|---|---|
| 6 | 3 | 2 | 3 | 3 | 3 |
| 8 | 3 | 3 | 4 | 4 | 4 |
| 10 | 3 | 2 | 3 | 2 | 3 |
| 11 | 3 | 3 | 3 | 3 | 3 |
| 13 | 4 | 3 | 3 | 3 | 3 |
| 14 | 3 | 3 | 3 | 3 | 3 |
| 15 | 3 | 3 | 3 | 3 | 3 |
| 16 | 3 | 3 | 2 | 3 | 3 |
| 18 | 3 | 3 | 3 | 3 | 3 |
| 19 | 3 | 2 | 3 | 3 | 2 |
| 21 | 3 | 2 | 2 | 4 | 4 |
| 22 | 3 | 3 | 3 | 3 | 3 |
| 24 | 2 | 3 | 2 | 2 | 3 |
| 25 | 3 | 3 | 3 | 3 | 3 |
| 29 | 3 | 3 | 3 | 2 | 2 |
| 32 | 3 | 3 | 4 | 4 | 4 |
| 35 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 2 | 3 | 3 | 3 |
| 38 | 3 | 3 | 3 | 3 | 4 |
| 39 | 4 | 4 | 4 | 4 | 4 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|----|----|---------|
| S - 6 | 0 | 2 | 19 | 2 | 23 |
| S - 7 | 0 | 6 | 16 | 1 | 23 |
| S - 8 | 0 | 4 | 16 | 3 | 23 |
| S - 9 | 0 | 3 | 16 | 4 | 23 |
| S - 10 | 1 | 2 | 14 | 6 | 23 |

| | 6 (n=23) | 7 (n=23) | 8 (n=23) | 9 (n=23) | 10 (n=23) | Av. | Overall Perception | |
|-------|----------|----------|----------|----------|-----------|-------|--------------------|-------|
| SD | 0% | 0% | 0% | 0% | 4.3% | 0.9% | N | 15.7% |
| D | 8.7% | 26.1% | 17.4% | 13% | 8.7% | 14.8% | P | 84.3% |
| A | 82.6% | 69.6% | 69.6% | 69.6% | 60.9% | 70.5% | | |
| SA | 8.7% | 4.3% | 13% | 17.4% | 26.1% | 13.8% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

c. Students' Perceptions of Jigsaw

| Absent No | S-11 | S-12 | S-13 | S-14 | S-15 | S-16 |
|-----------|------|------|------|------|------|------|
| 1 | 3 | 2 | 3 | 2 | 3 | 2 |
| 2 | 3 | 3 | 3 | 4 | 4 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 6 | 3 | 3 | 3 | 3 | 3 | 3 |
| 8 | 3 | 3 | 3 | 4 | 3 | 3 |
| 10 | 2 | 2 | 3 | 3 | 3 | 2 |
| 11 | 2 | 3 | 2 | 2 | 2 | 3 |
| 13 | 4 | 2 | 4 | 3 | 3 | 3 |
| 14 | 3 | 3 | 2 | 3 | 3 | 3 |
| 15 | 2 | 3 | 2 | 3 | 2 | 3 |
| 16 | 3 | 3 | 3 | 3 | 3 | 3 |
| 18 | 3 | 3 | 3 | 3 | 3 | 3 |
| 19 | 3 | 2 | 2 | 3 | 3 | 3 |
| 21 | 2 | 2 | 1 | 2 | 3 | 3 |
| 22 | 3 | 2 | 3 | 3 | 3 | 3 |
| 24 | 3 | 3 | 3 | 3 | 3 | 3 |
| 25 | 2 | 2 | 3 | 2 | 3 | 3 |
| 29 | 3 | 3 | 2 | 3 | 3 | 3 |
| 32 | 3 | 3 | 3 | 2 | 3 | 3 |
| 35 | 3 | 3 | 3 | 3 | 3 | 3 |
| 36 | 3 | 2 | 2 | 3 | 3 | 3 |
| 38 | 3 | 3 | 3 | 3 | 3 | 3 |
| 39 | 1 | 4 | 4 | 4 | 4 | 4 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|----|----|---------|
| S - 11 | 1 | 5 | 15 | 2 | 23 |
| S - 12 | 0 | 8 | 13 | 2 | 23 |
| S - 13 | 1 | 6 | 13 | 3 | 23 |
| S - 14 | 0 | 5 | 14 | 4 | 23 |
| S - 15 | 0 | 2 | 18 | 3 | 23 |
| S- 16 | 0 | 2 | 19 | 2 | 23 |

| | 11 (n=23) | 12 (n=23) | 13 (n=23) | 14 (n=23) | 15 (n=23) | 16 (n=23) | Av | Overall Perception | |
|----|--------------|--------------|--------------|--------------|--------------|--------------|-------|--------------------|-------|
| SD | 4.3% | 0% | 4.3% | 0% | 0% | 0% | 1.4% | N | 21.7% |
| D | 21.7% | 34.8% | 26.1% | 21.7% | 8.7% | 8.7% | 20.3% | P | 78.3% |

| | | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|--|------|
| A | 65.2% | 56.5% | 56.5% | 60.9% | 78.3% | 82.6% | 66.7% | | |
| SA | 8.7% | 8.7% | 13% | 17.4% | 13% | 8.7% | 11.6% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

iv. Competitive Students' Perception of Jigsaw

a. Student's Perceptions of Their Own Learning

| Absent No | S-1 | S-2 | S-3 | S-4 | S-5 |
|-----------|-----|-----|-----|-----|-----|
| 3 | 3 | 4 | 3 | 3 | 3 |
| 7 | 3 | 2 | 2 | 3 | 3 |
| 9 | 4 | 4 | 4 | 4 | 4 |
| 12 | 3 | 4 | 3 | 3 | 3 |
| 17 | 3 | 3 | 4 | 2 | 3 |
| 20 | 3 | 2 | 3 | 3 | 4 |
| 23 | 3 | 2 | 3 | 2 | 3 |
| 28 | 3 | 2 | 3 | 3 | 3 |
| 30 | 2 | 3 | 3 | 3 | 3 |
| 31 | 3 | 3 | 3 | 3 | 3 |
| 34 | 4 | 3 | 3 | 3 | 2 |
| 37 | 3 | 2 | 3 | 3 | 3 |
| 40 | 3 | 3 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|----|----|---------|
| S - 1 | 0 | 1 | 10 | 2 | 13 |
| S - 2 | 0 | 5 | 5 | 3 | 13 |
| S - 3 | 0 | 1 | 10 | 2 | 13 |
| S - 4 | 0 | 2 | 10 | 1 | 13 |
| S - 5 | 0 | 1 | 10 | 2 | 13 |

| | 1 (n=13) | 2 (n=13) | 3 (n=13) | 4 (n=13) | 5 (n=13) | Av. | Overall Perception | |
|-------|----------|----------|----------|----------|----------|-------|--------------------|-------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N | 15.4% |
| D | 7.7% | 38.5% | 7.7% | 15.4% | 7.7% | 15.4% | P | 84.6% |
| A | 76.9% | 38.5% | 76.9% | 76.9% | 76.9% | 69.2% | | |
| SA | 15.4% | 23% | 15.4% | 7.7% | 15.4% | 15.4% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

b. Students' Perceptions of Group Interaction

| Absent No | S-6 | S-7 | S-8 | S-9 | S-10 |
|-----------|-----|-----|-----|-----|------|
| 3 | 3 | 3 | 3 | 3 | 3 |
| 7 | 2 | 3 | 3 | 3 | 3 |
| 9 | 4 | 4 | 4 | 4 | 4 |
| 12 | 3 | 4 | 3 | 3 | 3 |
| 17 | 2 | 3 | 2 | 2 | 2 |
| 20 | 3 | 3 | 4 | 3 | 2 |
| 23 | 3 | 3 | 2 | 3 | 4 |
| 28 | 3 | 2 | 2 | 2 | 2 |
| 30 | 3 | 3 | 4 | 3 | 3 |
| 31 | 3 | 3 | 3 | 3 | 3 |
| 34 | 2 | 3 | 2 | 3 | 2 |
| 37 | 3 | 3 | 2 | 3 | 3 |
| 40 | 3 | 3 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|----|----|---------|
| S - 6 | 0 | 3 | 9 | 1 | 13 |
| S - 7 | 0 | 1 | 10 | 2 | 13 |
| S - 8 | 0 | 5 | 5 | 3 | 13 |
| S - 9 | 0 | 2 | 10 | 1 | 13 |
| S - 10 | 0 | 4 | 7 | 2 | 13 |

| | 6 (n=13) | 7 (n=13) | 8 (n=13) | 9 (n=13) | 10 (n=13) | Av. | Overall Perception | |
|-------|----------|----------|----------|----------|-----------|-------|--------------------|-------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N | 23.1% |
| D | 23% | 7.7% | 38.5% | 15.4% | 30.8% | 23.1% | P | 76.9% |
| A | 69.2% | 76.9% | 38.5% | 76.9% | 53.8% | 63.1% | | |
| SA | 7.7% | 15.4% | 23% | 7.7% | 15.4% | 13.8% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

c. Students' Perceptions of Jigsaw

| Absent No | S-11 | S-12 | S-13 | S-14 | S-15 | S-16 |
|-----------|------|------|------|------|------|------|
| 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| 7 | 2 | 3 | 3 | 3 | 3 | 3 |
| 9 | 3 | 2 | 2 | 3 | 2 | 2 |
| 12 | 3 | 3 | 2 | 2 | 3 | 2 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 17 | 4 | 3 | 2 | 3 | 4 | 4 |
| 20 | 3 | 4 | 3 | 3 | 2 | 3 |
| 23 | 2 | 2 | 3 | 3 | 4 | 3 |
| 28 | 3 | 3 | 3 | 2 | 3 | 3 |
| 30 | 3 | 4 | 3 | 3 | 3 | 3 |
| 31 | 3 | 2 | 3 | 3 | 3 | 3 |
| 34 | 2 | 3 | 3 | 3 | 3 | 3 |
| 37 | 3 | 3 | 2 | 3 | 2 | 2 |
| 40 | 3 | 3 | 3 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|----|----|---------|
| S - 11 | 0 | 3 | 9 | 1 | 13 |
| S - 12 | 0 | 4 | 7 | 2 | 13 |
| S - 13 | 0 | 4 | 9 | 0 | 13 |
| S - 14 | 0 | 2 | 11 | 0 | 13 |
| S - 15 | 0 | 4 | 7 | 2 | 13 |
| S- 16 | 0 | 3 | 9 | 1 | 13 |

| | 11 (n=13) | 12 (n=13) | 13 (n=13) | 14 (n=13) | 15 (n=13) | 16 (n=13) | Av. | Overall Perception | |
|-------|--------------|--------------|--------------|--------------|--------------|--------------|-------|--------------------|-------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | 0% | N | 25.6% |
| D | 23% | 30.8% | 30.8% | 15.4% | 30.8% | 23% | 25.6% | P | 74.4% |
| A | 69.2% | 53.8% | 69.2% | 84.6% | 53.8% | 69.2% | 66.6% | | |
| SA | 7.7% | 15.4% | 0% | 0% | 15.4% | 7.7% | 7.7% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

v. Participative Students' Perception of Jigsaw

a. Student's Perceptions of Their Own Learning

| Absent No | S-1 | S-2 | S-3 | S-4 | S-5 |
|-----------|-----|-----|-----|-----|-----|
| 5 | 3 | 4 | 4 | 3 | 3 |
| 26 | 3 | 3 | 3 | 2 | 3 |
| 27 | 3 | 4 | 4 | 3 | 3 |
| 33 | 3 | 4 | 3 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|-------|----|---|---|----|---------|
| S - 1 | 0 | 0 | 4 | 0 | 4 |
| S - 2 | 0 | 0 | 1 | 3 | 4 |
| S - 3 | 0 | 0 | 2 | 2 | 4 |
| S - 4 | 0 | 1 | 3 | 0 | 4 |
| S - 5 | 0 | 0 | 4 | 0 | 4 |

| | 1 (n=4) | 2 (n=4) | 3 (n=4) | 4 (n=4) | 5 (n=4) | Av. | Overall Perception | |
|-------|---------|---------|---------|---------|---------|------|--------------------|------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N | 5% |
| D | 0% | 0% | 0% | 25% | 0% | 5% | P | 95% |
| A | 100% | 25% | 50% | 75% | 100% | 70% | | |
| SA | 0% | 75% | 50% | 0% | 0% | 25% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

b. Students' Perceptions of Group Interaction

| Absent No | S-6 | S-7 | S-8 | S-9 | S-10 |
|-----------|-----|-----|-----|-----|------|
| 5 | 4 | 4 | 4 | 4 | 3 |
| 26 | 3 | 3 | 3 | 3 | 2 |
| 27 | 3 | 3 | 4 | 4 | 2 |
| 33 | 4 | 4 | 4 | 3 | 3 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|---|----|---------|
| S - 6 | 0 | 0 | 2 | 2 | 4 |
| S - 7 | 0 | 0 | 2 | 2 | 4 |
| S - 8 | 0 | 0 | 1 | 3 | 4 |
| S - 9 | 0 | 0 | 2 | 2 | 4 |
| S - 10 | 0 | 2 | 2 | 0 | 4 |

| | 6 (n=4) | 7 (n=4) | 8 (n=4) | 9 (n=4) | 10 (n=4) | Av. | Overall Perception | |
|-------|---------|---------|---------|---------|----------|------|--------------------|------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | N | 10% |
| D | 0% | 0% | 0% | 0% | 50% | 10% | P | 90% |
| A | 50% | 50% | 25% | 50% | 50% | 45% | | |
| SA | 50% | 50% | 75% | 50% | 0% | 45% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

c. Students' Perceptions of Jigsaw

| Absent No | S-11 | S-12 | S-13 | S-14 | S-15 | S-16 |
|-----------|------|------|------|------|------|------|
| 5 | 4 | 3 | 4 | 4 | 4 | 4 |
| 26 | 4 | 3 | 3 | 3 | 3 | 3 |
| 27 | 3 | 2 | 2 | 2 | 2 | 2 |
| 33 | 2 | 3 | 3 | 4 | 4 | 4 |

Note: 0 = abstain, 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree

| | SD | D | A | SA | Total R |
|--------|----|---|---|----|---------|
| S - 11 | 0 | 1 | 1 | 2 | 4 |
| S - 12 | 0 | 1 | 3 | 0 | 4 |
| S - 13 | 0 | 1 | 2 | 1 | 4 |
| S - 14 | 0 | 1 | 1 | 2 | 4 |
| S - 15 | 0 | 1 | 1 | 2 | 4 |
| S- 16 | 0 | 1 | 1 | 2 | 4 |

| | 11 (n=4) | 12 (n=4) | 13 (n=4) | 14 (n=4) | 15 (n=4) | 16 (n=4) | Av. | Overall Perception | |
|-------|-------------|-------------|-------------|-------------|-------------|-------------|-------|--------------------|------|
| SD | 0% | 0% | 0% | 0% | 0% | 0% | 0% | N | 25% |
| D | 25% | 25% | 25% | 25% | 25% | 25% | 25% | P | 75% |
| A | 25% | 75% | 50% | 25% | 25% | 25% | 37.5% | | |
| SA | 50% | 0% | 25% | 50% | 50% | 50% | 37.5% | | |
| Total | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

APPENDIX D
LESSON PLAN

I. Lesson plans in the Pilot Group
i. Meeting 1

LESSON PLAN

Subject : English
Skill : Reading
Material : News Item
Grade/Semester : 10th Grade / 2
Time Allotment : 1 x 45 minutes

A. Competence

1. Standard Competence

- Understand the meaning of short functional text in the form of discussion in the context of daily life and accessing knowledge.

2. Basic Competence

- Respond to the meaning and generic structure of the text accurately, fluently, and acceptably in the context of daily life in the form of discussion text to access knowledge based on the text.

3. Achievement Indicators

Reading

- Students are able to identify the generic structure of the news item text.
- Students are able to identify the main idea of the passage.
- Students are able to answer the comprehension questions related to the passage.
- Students are able to make a summary based on the passage.

B. Learning Materials

1. Reading passage
2. Comprehension questions

C. Teaching Technique and Method

1. Technique
 - Jigsaw reading
2. Method
 - Cooperative Learning
3. Learning Media
 - Reading passage

Teacher's Notes

Class : X - G
Time Allotment : 1 x 45 minutes
Topic : Germanwings Crash

A. Learning Outcomes

1. Students are interested in the passage given.
2. Students are able to identify the generic structure of the news item text.
3. Students are able to identify the main idea of each paragraph in the passage given.
4. Students are able to identify the main idea of the whole passage.
5. Students are able to answer the comprehension questions.
6. Students are able to make a summary based on the passage given.

B. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher distributes the learning style survey to the students and explains how to fill it. The teacher reminds them to answer the survey honestly.
3. The teacher tells the students about the topic that they are going to learn.
4. The teacher triggers students' interests to the topic by asking some questions related to the topic.

C. Whilst Instructional Activities

1. The teacher explains the generic structure and language features of news item text.
2. The teacher groups the students in a group of five. This group is called home team.
3. The teacher distributes the passage to each group.
4. The teacher asks the students to identify the generic structure of the passage given.
5. The teacher assigns each student one paragraph from the passage.
6. The teacher assigns the students who get the same paragraph to form new group called expert team.
7. The teacher distributes the problem sheet to the expert team.
8. The teacher asks the expert teams to find the main idea and answer the comprehension question of their paragraph.
9. The teacher asks the students to come back to their home group and present their paragraph including the main idea and the answer of the comprehension question.

D. Post-Instructional Activities

1. The teacher asks the home team to re-write the answer of the comprehension questions in each paragraph and make a summary based on the passage given.
2. The teacher asks the each group to submit their works.
3. The teacher gives summary of the lesson.

i. Meeting ii

LESSON PLAN

Subject : English
Skill : Reading
Material : News Item
Grade/Semester : 10th Grade / 2
Time Allotment : 1 x 45 minutes

A. Competence

1. Standard Competence

- Understand the meaning of short functional text in the form of discussion in the context of daily life and accessing knowledge.

2. Basic Competence

- Respond to the meaning and generic structure of the text accurately, fluently, and acceptably in the context of daily life in the form of discussion text to access knowledge based on the text.

3. Achievement Indicators

Reading

- Students are able to identify the generic structure of the news item text.
- Students are able to identify the main idea of the passage.
- Students are able to answer the comprehension questions related to the passage.
- Students are able to make a summary based on the passage.

B. Learning Materials

1. Reading passage
2. Comprehension questions

C. Teaching Technique and Method

1. Technique
 - Jigsaw reading
2. Method
 - Cooperative Learning
3. Learning Media
 - Reading passage

Teacher's Notes

Class : X - G
Time Allotment : 1 x 45 minutes
Topic : Yemen's War

A. Learning Outcomes

1. Students are interested in the passage given.
2. Students are able to identify the main idea of each paragraph in the passage given.

3. Students are able to identify the main idea of the whole passage.
4. Students are able to answer the comprehension questions.
5. Students are able to make a summary based on the passage given.

B. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher tells the students about the topic that they are going to learn.
3. The teacher triggers students' interests to the topic by asking some questions related to the topic.

C. Whilst Instructional Activities

1. The teacher explains the generic structure and language features of news item text.
2. The teacher groups the students in a group of five. This group is called home team.
3. The teacher distributes the passage to each group.
4. The teacher asks the students to identify the generic structure of the passage given.
5. The teacher assigns each student one paragraph from the passage.
6. The teacher assigns the students who get the same paragraph to form new group called expert team.
7. The teacher distributes the problem sheet to the expert team.
8. The teacher asks the expert teams to find the main idea and answer the comprehension question of their paragraph.
9. The teacher asks the students to come back to their home group and present their paragraph including the main idea and the answer of the comprehension question.

D. Post-Instructional Activities

1. The teacher asks the home team to re-write the answer of the comprehension questions and main idea of each paragraph.
2. The teacher writes five different questions about Yemen's War and assigns the questions to all groups. The teacher asks them to discuss and make groups' opinions about their questions.
3. The teacher asks all home teams to present their opinions.

ii. Meeting 3

LESSON PLAN

Subject : English
Skill : Reading
Material : News Item
Grade/Semester : 10th Grade / 2
Time Allotment : 1 x 45 minutes

A. Competence

1. Standard Competence

- Understand the meaning of short functional text in the form of discussion in the context of daily life and accessing knowledge.

2. Basic Competence

- Respond to the meaning and generic structure of the text accurately, fluently, and acceptably in the context of daily life in the form of discussion text to access knowledge based on the text.

3. Achievement Indicators

Reading

- Students are able to identify the main idea of the passage.
- Students are able to answer the comprehension questions related to the passage.
- Students are able to make group's opinion based of the topic of the passage.

B. Learning Materials

1. Reading passage
2. Comprehension questions

C. Teaching Technique and Method

1. Technique
 - Jigsaw reading
2. Method
 - Cooperative Learning
3. Learning Media
 - Reading passage

Teacher's Notes

Class : X - G
Time Allotment : 1 x 45 minutes
Topic : ISIS

A. Learning Outcomes

1. Students are interested in the passage given.
2. Students are able to identify the main idea of each paragraph in the passage given.
3. Students are able to identify the main idea of the whole passage.

4. Students are able to answer the comprehension questions.
5. Students are able to make group's opinion of the topic in the passage.

B. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher tells the students about the topic that they are going to learn.
3. The teacher triggers students' interests to the topic by asking some questions related to the topic.

C. Whilst Instructional Activities

1. The teacher groups the students in a group of five. This group is called home team.
2. The teacher distributes the passage to each group.
3. The teacher assigns each student one paragraph from the passage.
4. The teacher assigns the students who get the same paragraph to form new group called expert team.
5. The teacher distributes the problem sheet to the expert team.
6. The teacher asks the expert teams to find the main idea and answer the comprehension question of their paragraph.
7. The teacher asks the students to come back to their home group and present their paragraph including the main idea and the answer of the comprehension question.

D. Post-Instructional Activities

1. The teacher asks the home team re-write the main idea and answer of comprehension questions in each paragraph.
2. The teacher writes five different questions to all groups and asks them to discuss and make groups' opinions about their questions.
3. The teacher asks five home teams to present their opinions.
4. The teacher asks the students to fill the questionnaire related to their perceptions of their Jigsaw learning experience in studying reading text. Teacher reminds them to answer the questionnaire honestly.

II. Lesson plans in the Participating Group

i. Meeting 1

LESSON PLAN

Subject : English
Skill : Reading
Material : News Item
Grade/Semester : 10th Grade / 2
Time Allotment : 1 x 45 minutes

A. Competence

1. Standard Competence

- Understand the meaning of short functional text in the form of discussion in the context of daily life and accessing knowledge.

2. Basic Competence

- Respond to the meaning and generic structure of the text accurately, fluently, and acceptably in the context of daily life in the form of discussion text to access knowledge based on the text.

3. Achievement Indicators

Reading

- Students are able to identify the generic structure of the news item text.
- Students are able to identify the main idea of the passage.
- Students are able to answer the comprehension questions related to the passage.
- Students are able to make a summary based on the passage.

B. Learning Materials

1. Reading passage
2. Comprehension questions

C. Teaching Technique and Method

1. Technique
 - Jigsaw reading
2. Method
 - Cooperative Learning
3. Learning Media
 - Reading passage

Teacher's Notes

Class : X - E
Time Allotment : 1 x 45 minutes
Topic : Germanwings Crash

A. Learning Outcomes

1. Students are interested in the passage given.
2. Students are able to identify the generic structure of the news item text.
3. Students are able to identify the main idea of each paragraph in the passage given.
4. Students are able to identify the main idea of the whole passage.
5. Students are able to answer the comprehension questions.
6. Students are able to make a summary based on the passage given.

B. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher distributes the learning style survey to the students and explains how to fill it. The teacher reminds them to answer the survey honestly.
3. The teacher tells the students about the topic that they are going to learn.
4. The teacher triggers students' interests to the topic by asking some questions related to the topic.

C. Whilst Instructional Activities

1. The teacher explains the generic structure and language features of news item text.
2. The teacher groups the students in a group of five. This group is called home team.
3. The teacher distributes the passage to each group.
4. The teacher asks the students to identify the generic structure of the passage given.
5. The teacher assigns each student one paragraph from the passage.
6. The teacher assigns the students who get the same paragraph to form new group called expert team.
7. The teacher distributes the problem sheet and answer sheet to the expert team.
8. The teacher asks the expert teams to find the main idea and answer the comprehension question of their paragraph.
9. The teacher asks the students to come back to their home group and present their paragraph including the main idea and the answer of the comprehension question.

D. Post-Instructional Activities

1. The teacher asks the home team to stick the each answer sheet which contains the main idea and answer of comprehension questions in each paragraph and make a summary based on the passage given.
2. The teacher asks the each group to submit their works.
3. The teacher gives summary of the lesson.

ii. Meeting 2

LESSON PLAN

Subject : English
Skill : Reading
Material : News Item
Grade/Semester : 10th Grade / 2
Time Allotment : 1 x 45 minutes

A. Competence

1. Standard Competence

- Understand the meaning of short functional text in the form of discussion in the context of daily life and accessing knowledge.

2. Basic Competence

- Respond to the meaning and generic structure of the text accurately, fluently, and acceptably in the context of daily life in the form of discussion text to access knowledge based on the text.

3. Achievement Indicators

Reading

- Students are able to identify the main idea of the passage.
- Students are able to answer the comprehension questions related to the passage.
- Students are able to make group's opinion based of the topic of the passage.

B. Learning Materials

1. Reading passage
2. Comprehension questions

C. Teaching Technique and Method

1. Technique
 - Jigsaw reading
2. Method
 - Cooperative Learning
3. Learning Media
 - Reading passage

Teacher's Notes

Class : X - E
Time Allotment : 1 x 45 minutes
Topic : Yemen's War

A. Learning Outcomes

1. Students are interested in the passage given.
2. Students are able to identify the main idea of each paragraph in the passage given.
3. Students are able to identify the main idea of the whole passage.

4. Students are able to answer the comprehension questions.
5. Students are able to make group's opinion of the topic in the passage.

B. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher tells the students about the topic that they are going to learn.
3. The teacher triggers students' interests to the topic by asking some questions related to the topic.

C. Whilst Instructional Activities

1. The teacher groups the students in a group of five. This group is called home team.
2. The teacher distributes the passage to each group.
3. The teacher assigns each student one paragraph from the passage.
4. The teacher assigns the students who get the same paragraph to form new group called expert team.
5. The teacher distributes the problem sheet to the expert team.
6. The teacher asks the expert teams to find the main idea and answer the comprehension question of their paragraph.
7. The teacher asks the students to come back to their home group and present their paragraph including the main idea and the answer of the comprehension question.

D. Post-Instructional Activities

1. The teacher asks the home team to stick the each answer sheet which contains the main idea and answer of comprehension questions in each paragraph.
2. The teacher writes three different questions about Yemen's war and assigns the first question to 1st and 2nd team, second question to 3rd and 4th team and third question to 5th team. The teacher asks them to discuss and make groups' opinions about their questions.
3. The teacher asks three home teams to present their opinions.

iii. Meeting 3

LESSON PLAN

Subject : English
Skill : Reading
Material : News Item
Grade/Semester : 10th Grade / 2
Time Allotment : 1 x 45 minutes

A. Competence

1. Standard Competence

- Understand the meaning of short functional text in the form of discussion in the context of daily life and accessing knowledge.

2. Basic Competence

- Respond to the meaning and generic structure of the text accurately, fluently, and acceptably in the context of daily life in the form of discussion text to access knowledge based on the text.

3. Achievement Indicators

Reading

- Students are able to identify the main idea of the passage.
- Students are able to answer the comprehension questions related to the passage.
- Students are able to make group's opinion based of the topic of the passage.

B. Learning Materials

1. Reading passage
2. Comprehension questions

C. Teaching Technique and Method

1. Technique
 - Jigsaw reading
2. Method
 - Cooperative Learning
3. Learning Media
 - Reading passage

Teacher's Notes

Class : X - E
Time Allotment : 1 x 45 minutes
Topic : ISIS

A. Learning Outcomes

1. Students are interested in the passage given.
2. Students are able to identify the main idea of each paragraph in the passage given.
3. Students are able to identify the main idea of the whole passage.

4. Students are able to answer the comprehension questions.
5. Students are able to make group's opinion of the topic in the passage.

B. Pre-Instructional Activities

1. The teacher greets the students.
2. The teacher tells the students about the topic that they are going to learn.
3. The teacher triggers students' interests to the topic by asking some questions related to the topic.

C. Whilst Instructional Activities

1. The teacher groups the students in a group of five. This group is called home team.
2. The teacher distributes the passage to each group.
3. The teacher assigns each student one paragraph from the passage.
4. The teacher assigns the students who get the same paragraph to form new group called expert team.
5. The teacher distributes the problem sheet to the expert team.
6. The teacher asks the expert teams to find the main idea and answer the comprehension question of their paragraph.
7. The teacher asks the students to come back to their home group and present their paragraph including the main idea and the answer of the comprehension question.

D. Post-Instructional Activities

1. The teacher asks the home team to stick the each answer sheet which contains the main idea and answer of comprehension questions in each paragraph.
2. The teacher writes three different questions about ISIS and assigns the first question to 1st and 2nd team, second question to 3rd and 4th team and third question to 5th team. The teacher asks them to discuss and make groups' opinions about their questions.
3. The teacher asks three home teams to present their opinions.
4. The teacher asks the students to fill the questionnaire related to their perceptions of their Jigsaw learning experience in studying reading text. Teacher reminds them to answer the questionnaire honestly.

MATERIALS AND QUESTIONS

I. Meeting 1

What We Know So Far About the Germanwings Plane Crash

Justin Worland @justinworland

March 26, 2015 Updated: March 27, 2015 11:27 AM

Officials said Thursday that the crash of Germanwings Flight 9525 appears to be a deliberate act by a co-pilot who locked himself in the cockpit and flew the plane into a mountain. All 150 people aboard were killed when the jet crashed into the French Alps on Tuesday. Germanwings Flight 9525, an Airbus A320, departed Barcelona en route to Dusseldorf on Tuesday morning. Around 30 minutes into the flight, the plane had reached a cruising altitude of 38,000 feet when it began to descend rapidly at a rate of 3,000 feet per minute. Ten minutes later, the plane crashed in a remote area of the French Alps. Initially thought to be a tragic accident, investigators now suspect the crash was a “deliberate” act by the co-pilot.

The plane’s black box audio recording, recovered from the wreckage, documents the pilot knocking loudly on the cockpit door as the plane descended. The co-pilot, Andreas Lubitz, can reportedly be heard breathing on the recording but did nothing to open the door. Screams can reportedly also be heard on the recording in the moments before the impact. Marseille prosecutor Brice Robin, who has played a key role in the investigation, said Thursday that the incident was due to the “voluntary action of the co-pilot.” It remains unclear whether the pilot tried to reenter the cockpit using a security code, Lufthansa CEO Carsten Spohr said at a news conference.

Andreas Lubitz from Montabaur, Germany, had control of the plane at the time of the crash. The 27-year-old was a lifelong aviation enthusiast who joined a local flying club as a teenager, where he would eventually receive his flying license. He signed up with German carrier Lufthansa’s pilot program in 2008 and trained in Germany and Arizona. Spohr said Lubitz took a several-month-long break from training, but re-entered the program without issue. Germany’s *Bild* newspaper reported that Lubitz had spent the time in psychiatric treatment. Lubitz joined Germanwings as a pilot in 2013 and temporarily worked as a flight attendant while waiting for an opening as a co-pilot. He had 630 flight hours on the A320 under his belt at the time of the crash, making him a relative rookie.

Investigators have said unambiguously that they believe the crash to be “deliberate,” but have declined to go much further — and have avoided calling an act that killed 149 others a suicide. Lubitz had no known link to terrorism, Robin said. None of the passengers had connections to terrorist organizations either, according German Interior Minister Thomas de Maizière. Documents uncovered by German officials in a raid of Lubitz’s house suggest that he may have suffered from mental illness and hid it from his employer. Investigators found a sick note for the day of the crash that had been torn up. Another document indicated that aviation authorities required him to undergo regular medical checkups,

though it's not clear whether for mental or physical health issues. Still, not everyone is holding the co-pilot responsible just yet; German pilots told TIME that it's premature to blame Lubitz before a full inquiry has been completed. Even though the investigators said the crash was intentional, they admitted having no idea about a potential motive. "We have no indication what could have led the co-pilot to commit this terrible act," Spohr said. On U.S. airlines, a flight attendant must enter the cockpit when either the pilot or co-pilot leaves for whatever reason. Since Tuesday's crash, at least five airlines—including Germanwings parent company Lufthansa—have announced they would adopt new rules for cockpits. Germanwings, a low-cost carrier wholly owned by German airline Lufthansa, operates throughout Europe and has maintained a clean safety record since its founding in 1997. None of its airplanes had been involved in a crash prior to this week, the company said.

The A320 has a reputation as a workhorse for commercial airlines, carrying passengers around the world on medium-range routes. Crashes are not unknown; an A320 operated by AirAsia crashed into the Java Sea in January, and a U.S. Airways A320 made the famous "miracle on the Hudson" crash landing in 2009. But before you read too much into that, aviation experts say the A320 is among the safest planes in the sky. Only 11 of the model's nearly 80 million flights since it entered service in the 1980s have been fatal, according to Air Safe. That's six times fewer than the Boeing 747, for example.

The flight carried 144 passengers and 6 crew members. About half of the people aboard were German, and 25% of the passengers were Spanish. At least 13 other countries are represented in the remaining passengers, including three Americans—mother and daughter Yvonne and Emily Selke from Virginia, and Robert Oliver Calvo, an American citizen born in Barcelona. Also among the dead were 16 German high schoolers, a newlywed couple, and a pair of renowned opera singers. Death was instantaneous for the passengers aboard, Robin, the Marseille prosecutor, said on Thursday.

There are still plenty of questions to be answered; it's unclear whether the pilot locked outside the cockpit entered a code to get back in or whether Lubitz manually prevented him from entering. FBI investigators have joined the inquiry into the crash, alongside German, French and Spanish officials. Late Thursday night, a team of investigators searched the co-pilot's Montabaur home and emerged with several bags, a large cardboard box and what appeared to be a computer. Meanwhile, the search goes on, high in the French Alps, for a second "black box" flight data recorder that might be able to reveal more about the plane's final moments.

Source: <http://time.com/3759605/germanwings-airplane-crash/>

Write down the generic structure of the passage.

| | What We Know So Far About the Germanwings Plane Crash |
|--|---|
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| | <p>On U.S. airlines, a flight attendant must enter the cockpit when either the pilot or co-pilot leaves for whatever reason. Since Tuesday’s crash, at least five airlines—including Germanwings parent company Lufthansa—have announced they would adopt new rules for cockpits. Germanwings, a low-cost carrier wholly owned by German airline Lufthansa, operates throughout Europe and has maintained a clean safety record since its founding in 1997. None of its airplanes had been involved in a crash prior to this week, the company said.</p> |
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II. Meeting 2

What's Really Behind The War In Yemen?

The Huffington Post | By Nick Robins-Early

Posted: 04/11/2015 2:03 pm

Yemen is currently in a state of crisis as fighting between Houthi rebels and forces loyal to President Abd-Rabbu Mansour Hadi devastates the country. In addition to the gun battles and shelling in major cities, there have been weeks of airstrikes by a Saudi-led coalition against the Houthis, which have leveled buildings and infrastructure. The continued ground fighting and Saudi air campaign has also threatened to worsen the already dire humanitarian situation in Yemen, while the [death toll from the conflict has risen](#) to over 540.

The current crisis comes from disagreements between groups in Yemen's complex political environment that started even before the ouster of former President Ali Abdullah Saleh in a 2011 uprising. To better understand the conflict gripping Yemen, The WorldPost spoke with Dr. April Longley Alley, [senior analyst](#) on the Arabian Peninsula for the International Crisis Group.

The Houthi's attack has been going on for years, but in recent months has drastically increased. There are a number of reasons for the escalation. Yemen's transition process started in 2011 and there was a road map to guide the country to reform. While some achievements were made, the process stalled and various political groups failed to come to consensus on two core issues that became real sticking points. The first was the details of pre-election power-sharing agreements, and how exactly to integrate groups like the Houthis into decision-making structures. Then there was also the issue of the the state, particularly the boundaries of federal regions. When dialogue ended in early 2014, these two unresolved issues continued to fester, corruption continued and the old power structures were left in place. Throughout the three year transition, the Houthis began to take advantage of state weakness and expanded militarily in the absence of political reform. The government's removal of the fuel subsidy last summer was a tipping point. The Houthis and their supporters mobilized in and around the capital of Sanaa and eventually began to take over.

This has been described as a sectarian conflict between the Shiite Houthi rebels and Sunni tribes. At its core this is not a sectarian conflict, this is a political power struggle between various Yemeni actors. Yemen has a Zaidi community, which practices a version of Shiite Islam. They are the majority in the far north but the minority in the country. Then there is a majority Shafi'i population, who follow a version of Sunni Islam. These communities have intermarried and they pray in each other's mosques. While some regional divides and divisions in the political economy sometimes overlap with the Zaidi-Shafi'i divides, there's no history of sectarian conflict in Yemen. To frame it in terms of sectarian conflict is therefore misleading. At the same time, however, we're seeing a dangerous development inside of Yemen where increasingly sectarian language is being used to describe the conflict both by regional actors and by Yemenis.

The war is also sometimes described as a proxy war between Iran and Saudi Arabia. The Houthis do have connections with Iran, and there is some degree of assistance, although the degree is not clear in terms of financial and military assistance. The more important point is that in particular Saudi Arabia and the Gulf states are increasingly viewing Yemen and the Houthis through the lens of a war between Saudis and Iran. When they look at the Houthis they see an Iranian threat, and that is shaping the conflict dynamics inside of Yemen. The Houthis, to be fair, have given their neighbors good reason for concern by their rhetoric and by their actions. For instance, the Houthis have taken a symbolic step of opening flights with Tehran and they also sent a high-level delegation to Iran to ask for assistance and economic development. In some ways it seems to be becoming a self-fulfilling prophecy.

Ali Abdullah Saleh is still a critical player in Yemen's local power struggle. For example, he tacitly aligned with the Houthis as they advanced in the north in 2014. This alliance was not because of ideological affiliation or because this has an enduring shelf life politically, but at that point they were struggling against common enemies. Saleh doesn't have an army, but this is someone who after 33 years of power has tremendous influence and deep networks within the army, the air force, security services and the tribal confederations in the north. As the Houthis have expanded south, their support base has become more diluted and they've relied more on the supporters of Saleh.

Yemen is a country that even before this current conflict was moving towards a humanitarian crisis. It's a country that is 90 percent dependent on imports for its food and it's already running out of water in critical cities. It's already facing a hunger and malnutrition crisis throughout the country, and this fighting is obviously only accelerating the crisis in an acute and alarming way. The airstrikes have targeted critical infrastructure for the movement of goods and have also targeted electrical plants.

A crucial question is what the political endgame is from the Saudi side. At this point, there isn't a clear and viable exit strategy and it could drag on for quite a long time. This could

be the beginning of a long and bloody conflict in Yemen that continues to draw in regional actors and exacerbate human suffering. There is no military solution to the problem inside of Yemen. There's no single group that stands out as a clear winner. The country is deeply divided politically, so no group can solidify their writ over the entire country at this point. The Saudi intervention, unless there is real thought to a clear political end-state, is likely to lead to prolonged violence and instability.

III. Meeting 3

Everything You Need to Know about ISIS

By **AJ Willingham and** Frances Weaver

Updated 4:47 PM EST, Tue February 17, 2015 and July, 5, 2014

It seems like every week there is fresh news of some ISIS-related horror, from the mass murder of civilians to the execution of captives and general attempts at spreading terror by any means necessary. When stories like this span months, years or decades, it can be easy to read report after report without realizing you've forgotten the basics. Now is a good time to reacquaint yourself with the facts regarding this headline-grabbing terror group:

ISIS is an ambitious Sunni jihadist group that has fast become one of the world's most feared terrorist organizations. The organization goes by a few names, but the most common ones you will see are the Islamic State in Iraq and Syria (ISIS) and the Islamic State of Iraq and the Levant (ISIL). This organization shot into the global spotlight in June when 800 of its fighters seized Iraq's second-largest city, Mosul, sending an estimated 30,000 Iraqi government soldiers fleeing and raising the specter of full-blown civil war. The militants now control an area roughly the size of Massachusetts, stretching from Syria's Mediterranean coast to the outskirts of Iraq's capital, Baghdad, and this week declared the creation of a caliphate, or Islamic state, on the territory. ISIS has imposed a brutal form of sharia law on its new subjects, and ruthlessly punishes locals who fail to adhere to its religious edicts with beheadings, crucifixions, and public floggings. "We no longer have to imagine a terror state," said Beirut-based political analyst Kamel Wazne. "We have one."

ISIS was originally a splinter group of al Qaeda. Their ultimate goal is to erase the borders in the Middle East and to impose a worldwide Islamic (Sunni) state governed by Sharia law. Sharia law is the general term for the civil laws and codes dictated by Islam. The beginnings of this proto-state can be seen in Raqqa, where ISIS runs social welfare programs, providing food and fuel to the poor, and even operates its own food standards board. Those services come at a heavy price. ISIS demands that women wear a niqab, or face veil, when out in public; smoking, alcohol, and music are banned; and locals must

attend prayers five times a day. Thieves have their hands amputated, adulterers are publicly flogged, and government workers right down to local garbage men have been summarily executed. "[ISIS] is bloodthirsty," a former ISIS member told *Politico*. "To them, killing a man is like drinking water."

Though ISIS has its roots as a sub-sect of the terror network al Qaeda, which has been active since the 1980s, the current independent iteration first started taking shape around 2006. The name ISIS was adopted in 2013. Since then, their gruesome and violent tactics have made them a constant presence in the news.

In 2006, Abu Ayyub al-Masri, a leader of al Qaeda in Iraq, started the Islamic State in Iraq (ISI), what we now know as ISIS. Abu Omar al-Baghdadi was its first leader. Eventually, ISIS separated from al Qaeda and the two groups became at odds with each other ever since. In 2010, al-Baghdadi was killed and was succeeded by Abu Bakr al-Baghdadi. After ISIS declared itself a worldwide caliphate in 2014, al-Baghdadi was considered by ISIS followers to be the worldwide caliph, or leader of all those who practice Islam.

Though the number of ISIS fighters is difficult to pin down, in February 2015, the Pentagon estimated that ISIS has about 20,000 to 30,000 members worldwide. The group also has affiliates and sympathizers that carry out acts of violence in the name of ISIS and what it stands for.

The ISIS flag uses the Black Standard, a common icon in Islamic eschatology, which is an apocalyptic idea held by ISIS that the end of times is coming, during which Allah will judge all of humanity. The writing commonly seen on the ISIS flag reads "There is no god but God, Muhammad is the messenger of God." This is an ancient declaration of faith that exists in a much larger, peaceful context outside of ISIS and other extremist groups.

In the last few years, ISIS has risen to global prominence due to their myriad crimes against humanity, including mass murder, execution, rape, dismemberment, enslavement, and the creation of videos of the aforementioned crimes for the purpose of dissemination over the Internet and social media. They have beheaded or otherwise executed several captured journalists, aid workers and civilians of various nationalities. They have initiated mass killings of Iraqi and Syrian citizens. Most recently, an ISIS affiliate released a video showing the beheadings of 21 Egyptian Christians in Libya.

ISIS was designated as a terrorist organization by the U.N. in 2004, when it was still considered a part of al-Qaeda in Iraq. In 2014, a U.N. panel formally accused ISIS of committing war crimes and crimes against humanity. In 2014, the United States declared it

would head an international coalition to "ultimately destroy" ISIS. Other countries have taken independent action: Following the news that ISIS had burned a Jordanian pilot alive in a gruesome, taped display earlier this year, Jordan ordered airstrikes on ISIS training centers and other targets in Syria. After video surfaced this week of the murder of 21 Egyptian Christians, Egypt ordered a series of airstrikes on ISIS targets in Libya as well.

Sources:

<http://www.hlntv.com/article/2015/02/17/isis-explainer-what-you-need-know>

<http://theweek.com/articles/445651/everything-need-know-about-isis>

DISCUSSION QUESTIONS

| | Pilot group | Participating group |
|-----------|---|---|
| Meeting | 2 nd Meeting | 2 nd meeting |
| Material | Yemen's War | Yemen's War |
| Questions | <ol style="list-style-type: none"> 1. What is your group's opinion about the recent war in Yemen? 2. The Indonesian government stated that they would move the Indonesian citizen from Yemen due to recent conflict. Was it necessary to do so? Stated your reasons. 3. What is the impact of the war to the citizen in Yemen? 4. Is there a way to stop the never-ending conflict in Yemen? 5. What can our country do to help the people in Yemen? | <ol style="list-style-type: none"> 1. What is your group's opinion about the recent war in Yemen? 2. The Indonesian government stated that they would move the Indonesian citizen from Yemen due to recent conflict. Was it necessary to do so? Stated your reasons. 3. What is the impact of the war to the citizen in Yemen? |

| | Pilot group | Participating group |
|-----------|--|--|
| Meeting | 3 rd Meeting | 3 rd Meeting |
| Material | ISIS | ISIS |
| Questions | <ol style="list-style-type: none"> 1. What is your group's opinion about the existence of ISIS? 2. Is ISIS considered as a threat to Indonesia? Stated your group reasons. 3. What are the reasons why people should not join ISIS? | <ol style="list-style-type: none"> 1. What is your group's opinion about the existence of ISIS? 2. Is ISIS considered as a threat to Indonesia? Stated your group reasons. 3. What are the reasons why people should not join ISIS? |

| | | |
|--|--|--|
| | <ol style="list-style-type: none">4. What makes ISIS so popular and has many members worldwide?5. What should Government do to prevent people joining ISIS? | |
|--|--|--|

1. What exactly happened on the day of the flight?

2. What is the main idea of the paragraph?

1. How did investigators reach to conclusion that the crash was a deliberate act?

2. What is the main idea of the paragraph?

1. Who was the co-pilot? And describe his life as a pilot.

2. What is the main idea of the paragraph?

1. What is the reason of the crash? Was it suicide, terrorism or something else?

2. What is the main idea of the paragraph?

1. Do regulations exist to prevent a pilot doing this? Please explain the answer.

2. What is the main idea of the paragraph?

1. Does the airline have a decent safety record? And what about the aircraft? Please explain the answer.

2. What is the main idea of the paragraph?

1. Who was aboard? And how was their condition?

2. What is the main idea of the paragraph?

1. What might happen next?

2. What is the main idea of the paragraph?

1. What is ISIS? And what does it stands for?

2. What is the main idea of the paragraph?

1. What does ISIS want?

2. What is the main idea of the paragraph?

1. When did ISIS appear on the global scene?

2. What is the main idea of the paragraph?

1. Who are their leaders?

2. What is the main idea of the paragraph?

1. How many people join ISIS?

2. What is the main idea of the paragraph?

1. What is on their flag?

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1. What has ISIS done?

2. What is the main idea of the paragraph?

1. What has been the international response to ISIS?

2. What is the main idea of the paragraph?

1. What happens in Yemen?

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1. What causes the crisis in Yemen?

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1. What was the reason for that escalation?

2. What is the main idea of the paragraph?

1. The war has been described as a sectarian conflict between the Shiite Houthi rebels and Sunni tribes. How accurate is that framing?

2. What is the main idea of the paragraph?

1. How legitimate is that description that war is described as a proxy war between Iran and Saudi Arabia?

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1. How does former President Ali Abdullah Saleh factor into the crisis?

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2. What is the main idea of the paragraph?

1. What possible outcomes do you see for the conflict?

2. What is the main idea of the paragraph?

ANSWER KEY OF THE QUESTIONS

1. What exactly happened on the day of the flight?

Germanwings Flight 9525, an Airbus A320, departed Barcelona en route to Dusseldorf crashed into the French Alps and killed all 150 people on board. The crash appeared to be deliberate act by the co-pilot.

2. What is the main idea of the paragraph?

The crash of Germanwings Flight 9525 appears to be a deliberate act by a co-pilot who locked himself in the cockpit and flew the plane into a mountain.

1. How did investigators reach to conclusion that the crash was a deliberate act?

They reached the conclusion after hearing the black box audio recording which showed that pilot knocking loudly on the cockpit door as the plane descended but the co-pilot did nothing to open the cockpit door.

2. What is the main idea of the paragraph?

The plane's black box audio recording, recovered from the wreckage, documents the pilot knocking loudly on the cockpit door as the plane descended but the co-pilot, Andreas Lubitz did nothing to open the door.

1. Who was the co-pilot? And describe his life as a pilot.

Andreas Lubitz who came from Montabaur, Germany. The 27-year-old was a lifelong aviation enthusiast who joined a local flying club as a teenager. He signed up with German carrier Lufthansa's pilot program in 2008 and trained in Germany and Arizona. Lubitz joined Germanwings as a pilot in 2013 and temporarily worked as a flight attendant while waiting for an opening as a co-pilot. He had 630 flight hours on the A320 under his belt at the time of the crash

2. What is the main idea of the paragraph?

Andreas Lubitz the co-pilot of the flight, had control of the plane at the time of the crash.

1. What is the reason of the crash? Was it suicide, terrorism or something else?

The reason behind the crash was still unknown and undecided. However, the investigator avoided calling an act that killed 149 others as a suicide

2. What is the main idea of the paragraph?

There was unclear reason behind the crash of the flight. Even though the investigators said the crash was intentional, they admitted having no idea about a potential motive

1. Do regulations exist to prevent a pilot doing this? Please explain the answer.

Yes, they do exist. In the flight, a flight attendant must enter the cockpit when either the pilot or co-pilot leaves for whatever reason. This is used to prevent any dangerous activity in the cockpit.

2. What is the main idea of the paragraph?

There are regulations to prevent pilot or co-pilot do dangerous activity in the cockpit however, since Tuesday's crash, at least five airlines—including Germanwings parent company Lufthansa—have announced they would adopt new rules for cockpits.

1. Does the airline have a decent safety record? And what about the aircraft? Please explain the answer.

Yes, they do. Both of airline and airplane do not have fatal incident these days. Aviation expert even said that the A320 is among the safest planes in the sky.

2. What is the main idea of the paragraph?

Both airline and aircraft have decent safety record. Aviation expert even said that the A320 is among the safest planes in the sky. Only 11 of the model's nearly 80 million flights since it entered service in the 1980s have been fatal

1. Who was aboard? And how was their condition?

There were 144 passengers and 6 crew members aboard. About half of the people aboard were German, and 25% of the passengers were Spanish. All of the passengers were reported dead.

2. What is the main idea of the paragraph?

The flight carried 144 passenger and 6 crew members who came from different nationality and all of them were reported dead.

1. What might happen next?

The investigations towards the reason behind the crash will continue to be investigated. The investigators are also trying to find the second black box which will reveal more details of the crash.

2. What is the main idea of the paragraph?

There are still many details and questions that remained unanswered so the investigators try to find more detail about the incident and even go further by searching the second black box.

1. What is ISIS? And what does it stand for?

ISIS is an ambitious Sunni jihadist group that has fast become one of the world's most feared terrorist organizations. The organization goes by a few names, but the most common ones you will see are the Islamic State in Iraq and Syria (ISIS) and the Islamic State of Iraq and the Levant (ISIL).

2. What is the main idea of the paragraph?

ISIS is an ambitious Sunni jihadist group that has fast become one of the world's most feared terrorist organizations.

1. What does ISIS want?

Their ultimate goal is to erase the borders in the Middle East and to impose a worldwide Islamic (Sunni) state governed by Sharia law. ISIS demands that women wear a niqab, or face veil, when out in public; smoking, alcohol, and music are banned; and locals must attend prayers five times a day.

2. What is the main idea of the paragraph?

The ultimate goal of ISIS is to erase the borders in the Middle East and to impose a worldwide Islamic (Sunni) state governed by Sharia law.

1. When did ISIS appear on the global scene?

It first took shape in 2006 then in 2013 the name of ISIS was adopted.

2. What is the main idea of the paragraph?

ISIS has been formed since 2006 but they started their gruesome and violent tactics in 2013.

1. Who are their leaders?

Abu Omar al-Baghdadi was its first leader. After ISIS declared itself a worldwide caliphate in 2014, Abu Bakr al-Baghdadi became their leader.

2. What is the main idea of the paragraph?

Originally, Abu Ayyub al-Masri, a leader of al Qaeda in Iraq, started the Islamic State in Iraq (ISI), what we now know as ISIS. But since ISIS separated from al Qaeda, they changed their leader simultaneously.

1. How many people join ISIS?

ISIS has about 20,000 to 30,000 members worldwide

2. What is the main idea of the paragraph?

The number of people who join ISIS continues to grow rapidly. In February 2015, it is reported that ISIS has around 20,000 to 30,000 members worldwide.

1. What is on their flag?

The ISIS flag uses the Black Standard, a common icon in Islamic eschatology. The writing commonly seen on the ISIS flag reads "There is no god but God, Muhammad is the messenger of God."

2. What is the main idea of the paragraph?

The ISIS flag uses the black standard and the sentence written in the flag represent their ideology.

1. What has ISIS done?

ISIS has done several crimes against humanity, including mass murder, execution, rape, dismemberment, enslavement, and the creation of videos of the aforementioned crimes for the purpose of dissemination over the Internet and social media.

2. What is the main idea of the paragraph?

In the last few years, ISIS had done several crimes and violence against the humanity.

1. What has been the international response to ISIS?

ISIS was designated as a terrorist organization by the U.N. in 2004, when it was still considered a part of al-Qaeda in Iraq. In 2014, a U.N. panel formally accused ISIS of committing war crimes and crimes against humanity. In 2014, the United States declared it would head an international coalition to "ultimately destroy" ISIS.

2. What is the main idea of the paragraph?

ISIS was designated as a terrorist organization by the U.N. in 2004 because of their violence acts against humanity.

1. What happens in Yemen?

Yemen is currently in a state of crisis as fighting between Houthi rebels and forces loyal to President Abd-Rabbu Mansour Hadi devastates the country. In addition to the gun battles and shelling in major cities, there have been weeks of airstrikes by a Saudi-led coalition against the Houthis, which have leveled buildings and infrastructure.

2. What is the main idea of the paragraph?

Yemen is currently facing its biggest crisis whether its internal conflict between Houthi rebels and the Pro-President forces or the external conflict with Saudi.

1. What causes the crisis in Yemen?

The current crisis comes from disagreements between groups in Yemen's complex political environment that started even before the ouster of former President Ali Abdullah Saleh in a 2011 uprising.

2. What is the main idea of the paragraph?

The reason behind the crisis in Yemen is the disagreement between group in Yemen's complex political environment.

1. What was the reason for that escalation?

There reasons were Yemen's transition process started in 2011 and there was a road map to guide the country to reform. While some achievements were made, the process stalled and various political groups failed to come to consensus on two core issues that became real sticking points.

2. What is the main idea of the paragraph?

The Houthi's attack has been going on for years, but in recent months has drastically increased.

1. The war has been described as a sectarian conflict between the Shiite Houthi rebels and Sunni tribes. How accurate is that framing?

At its core this is not a sectarian conflict, this is a political power struggle between various Yemeni actors. However, we're seeing a dangerous development inside of Yemen where increasingly sectarian language is being used to describe the conflict both by regional actors and by Yemeni.

2. What is the main idea of the paragraph?

The war has been described as a sectarian conflict between the Shiite Houthi rebels and Sunni tribes. However, actually this is not a sectarian conflict, this is a political power struggle between various Yemeni actors.

1. How legitimate is that description that war is described as a proxy war between Iran and Saudi Arabia?

Since the Houthis have connections with Iran, and there is some degree of assistance, Saudi Arabia and the Gulf states are increasingly viewing Yemen and the Houthis through the lens of a war between Saudis and Iran. When they look at the Houthis they see an Iranian threat, and that is shaping the conflict dynamics inside of Yemen.

2. What is the main idea of the paragraph?

The Houthis' connection with Iran make the neighborhood countries like Saudi Arabia see them as an Iranian threat and this is shaping the conflict dynamics inside of Yemen.

1. How does former President Ali Abdullah Saleh factor into the crisis?

Ali Abdullah Saleh is still a critical player in Yemen's local power struggle. For example, he tacitly aligned with the Houthis as they advanced in the north in 2014. This alliance was not because of ideological affiliation or because this has an enduring shelf life politically, but at that point they were struggling against common enemies

2. What is the main idea of the paragraph?

The former President Ali Abdullah Saleh was one of the factors in the crisis that happened in Yemen. He is currently supporting the Houthis with his authority and power.

1. What kind of humanitarian crisis can we expect the fighting will leave behind beyond what we've already seen?

The country is already facing a hunger and malnutrition crisis throughout the country, and this fighting is obviously only accelerating the crisis in an acute and alarming way.

2. What is the main idea of the paragraph?

Yemen is a country that even before this current conflict was moving towards a humanitarian crisis.

1. What possible outcomes do you see for the conflict?

At this point, there isn't a clear and viable exit strategy and it could drag on for quite a long time. This could be the beginning of a long and bloody conflict in Yemen that continues to draw in regional actors and exacerbate human suffering

2. What is the main idea of the paragraph?

The Saudi intervention, unless there is real thought to a clear political end-state, is likely to lead to prolonged violence and instability