ABSTRACT

VOCABULARY MASTERY OF THE STUDENTS WITH DIFFERENT LEARNING STYLES TAUGHT THROUGH JIGSAW READING AND THINK-PAIR SHARE

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The aims of this study were to find out the difference in vocabulary achievement of students who were taught through Jigsaw Reading and Think-Pair Share, to reveal the difference in vocabulary achievement of global and analytic learners, and to investigate the interaction between the teaching techniques and learning styles on students' vocabulary mastery. The research was an experimental research with factorial design 2x2. The population was 122 students of the fourth semester of STKIP-PGRI Bandar Lampung in academic year 2016/2017. There were two classes used in this research. The first class was taught through Jigsaw Reading and the second class was taught through Think-Pair Share. There were 11 students used as the subject of each group. Then, the total number of the students in each class was 22. The data were collected from analytic vs global questionnaire, vocabulary test, and analyzed by two-way Anova. The results showed that (1) there was a difference in vocabulary achievement of students who were taught through Jigsaw Reading and Think-Pair Share. It could be seen from the significant value 0.000 that was lower than 0.05, (2) there was no difference in vocabulary achievement of global and analytic learners. It could be seen from the significant value 0.611 that was higher than 0.05, (3) there was an interaction among vocabulary mastery, Jigsaw Reading and Think-Pair Share implemented toward global and analytic learners although it was not significant. It could be seen from the significant value of corrected model was 0.000 < 0.05 and the Fvalue of the corrected model was 7.945. It was higher than Ftable= 3.23. It means the model is valid.

Therefore, based on the results above, it can be concluded that there was and interaction among the variables. In other words, both Jigsaw Reading and Think-Pair Share can increase the students' vocabulary mastery of the students with different learning styles. It can be said that Think-Pair Share is better than Jigsaw Reading in increasing students' vocabulary mastery although there was no difference between vocabulary mastery of global and analytic learners.