

Chapter One

Introduction

In this chapter, the researcher presents the description of the study. The discussions are about background of the study, statement of the problem, limitation of problem, research questions, and objectives of the study. This chapter also includes the significance and outline of the study.

Background of the Study

There are several aspects that influence the success of learning the English language. One of them is the learning method. In the process of teaching the English language, the teacher provides learning method that can lead the students to achieve the learning goal. The learning method is a way of doing activities between teacher and learners when interacting in the learning process. There are various learning methods required by the teacher in the teaching of the English language in order to achieve students' learning outcomes. According to Simamora (2012), the kinds of methods are conventional learning method, cooperative learning method, and discussion method. In the process of teaching and learning, learning method is important for students. Therefore, the students can get the knowledge easily in learning the English language.

Cooperative learning is one of the learning methods. It is as a basic skill for students to act and achieve the better learning. Majid (2008) argued that cooperative learning is one of the learning methods which is considered applicable and useful in increasing learning comprehension and makes the students active during the learning process. According to Li and Lam (2013)

cooperative learning is the process of learning in which students can learn the material of learning from each other in the groups. The cooperative learning has some techniques such as discussion, mind mapping, think pair and share, jigsaw and role-playing. Moreover, the cooperative learning is the student-centered learning where the students play their role in the learning. Slavin (2011) argued that cooperative learning is one of the student-centered learning approaches that have been acknowledged as the effective way for students to achieve their learning skills, abilities in communication, and proficiency to understand the knowledge.

Jigsaw technique as cooperative learning focuses on students' speaking skill. Speaking is one of the skills learned in the English language learning. Speaking skill is the important skill that should be mastered by the students because speaking is the interactive and communicative process. According to Fakhruddin (2016), speaking is the most important skill in communication because speaking is an interactive process of building meaning that engage and receive the information. Speaking skill should be mastered by students because it is the communicative activity among students and teacher. Through speaking, students will share opinion, ideas, and information from other people.

In English Education Department of a private university in Yogyakarta jigsaw technique is one of the techniques in cooperative learning method for teaching speaking. Jigsaw technique is implemented in the process of English language learning. In the classroom activity, the teacher asks the students to work together in arranging pieces of random materials given in the group. After that,

the students will discuss the different materials and share the information to other groups. Therefore, they will do learning activities in the groups to achieve goals together. Ghandi (2015) stated that jigsaw technique encourages students to work together in the groups, and engage the students by requiring them to cooperate with each other in a group in order to master an area of knowledge.

The implementation of jigsaw technique is useful to improve students' speaking and communication skill. In jigsaw technique learning, students are grouped on who are responsible for the lesson material and should be able to teach the topic to other group members. The students will do the discussion which helps them to be active in speaking and sharing ideas. The students can make group work through the assignment and learn together until all of group members understand the topic of learning. Furthermore, jigsaw technique gives the students more comfortable situation in classroom activity. The jigsaw technique is a method of organizing classroom activity that makes the student learns in the group. According to Johnson and Johnson (2009), jigsaw technique can develop the positive relationship between teachers and students, claimed to promote students' positive attitudes toward their learning, and improve students' learning skills in the implementation process of jigsaw technique.

In Listening and speaking for Career Development course at the ELED of a private university in Yogyakarta, there are many problems faced by the teacher and students in using the jigsaw technique. According to the informal interview with the teacher, it can be noticed that the teacher face some problems in managing the students in the classroom. The teacher is difficult to give the

students the opportunity to have the same portion of speaking in the classroom activity. Although the class has long learning duration, some students have no opportunity to speak in front of the classroom. There are students who have the opportunity to speak but the teacher cannot control or monitor well for each of the students.

However, there are also problems faced by students in applying jigsaw technique for speaking. There are students who felt unconfident not confident and shy to speak in front of the classroom. Lestari and Aswandi (2015) stated that the problems in jigsaw technique are the student does not have the confidence to speak English, and students are worried about making mistake because they have limited vocabulary. This condition will make them passive in speaking class participation. Another problem that also prevents the developing of speaking ability is the teacher's way of teaching. The teacher usually conducts speaking activity monotonously and not innovative in presenting the material. It makes the students feel bored when joining in the speaking class. According to Adams (2013), the problem when using the jigsaw technique in teaching and learning is there are dominant students and slow students in understanding the material of learning in the group. The students are becoming bored because the group learning sometimes takes too much time.

Besides, to overcome the problem above, the teacher is expected to be more creative in the learning process. The way teacher teaches is able to balance with the serious study of English and conduct more entertaining activities that can make the students more active in the learning process. Jigsaw technique is

important in communicative language teaching because it gives students opportunity to practice speaking and interacting. Therefore, the jigsaw technique for speaking skill is applicable to support and reduce the problems because this technique is students centered-learning, which can make the students active in communication.

Nevertheless, the use of jigsaw techniques can gain the advantages and disadvantages. The teacher in Listening and Speaking for Career Development course stated that the use of jigsaw technique is new for students in the teaching and learning at one of the universities in Yogyakarta. Therefore, the teacher who is responsible for managing to teach should have a view of the use of jigsaw that will give benefit to students. However, the use of the jigsaw technique does not always give benefit in the learning but also can cause difficulties.

Statement of the Problem

Jigsaw is a technique implemented in the Listening and Speaking for Career Development course at one of the private university in Yogyakarta. Based on the interview that has been done with the English teacher of this course, the researcher found that the learning process is focused on determining the achievement of students speaking skill. Moreover, there are some problems faced by the students in the teaching and learning. There are students who feel unconfident and shy to speak in front of people. The student does not have the confidence to speak in English language, and students are worried about making mistakes. The other problem is that the teacher usually conducts speaking activity

monotonously in presenting, so it makes the students feel bored when joining the speaking class.

Besides, jigsaw technique used as an instructional activity that will help students to cooperate with the members of the group and they will share responsibility for each student. Moreover, the jigsaw technique helps the students to improve speaking skill and achieve students learning outcome by encouraging the students to learn together in the group. Jigsaw technique is a strategy that will emphasize students to learn in cooperative learning. It is also providing the students an opportunity to actively help each other and construct students' speaking ability.

In the classroom, teacher focuses the learning by doing the jigsaw technique to implement the students speaking skill. Students make small group and get the material randomly and explain their material they learned to the class. Based on the interview with the teacher, it can be found that the implementation of jigsaw technique in the process of teaching and learning students giving advantages for students. The jigsaw technique encourages students to be more active to learn the material of learning in the classroom. The students also feel more confident to understand the material because they are sharing each other in the group.

Based on the statement above, the researcher is interested in carrying out a research entitled, "The Students' Perception on the Use of Jigsaw Technique in English Language Learning".

Limitation of the Problem

The researcher focuses the research on the students' perception of the implementation of the jigsaw technique in English language learning at one of the private university in Yogyakarta. The discussion about the jigsaw technique in this study focuses on students' speaking skill. The main discussion of this study includes the students' perception on the advantages of jigsaw technique for students' speaking skill. The discussion is also about the students' perception on the disadvantages of jigsaw technique for students' speaking skill.

Research Questions

In doing this research, the researcher has formulated three research questions. The research questions of the study are:

1. What are the students' perceptions on the advantages of using jigsaw technique for speaking in English language learning?
2. What are the students' perceptions on the disadvantages of using jigsaw technique for speaking in English language learning?

Objectives of the Study

The researcher aims to find out the objectives of the study. There are three objectives to address. Therefore, this research is aimed:

1. To find out the students' perception on the advantages of jigsaw technique for speaking in English language learning.
2. To find out the students' perception on the disadvantages of jigsaw technique for speaking in English language learning.

Significance of the Study

In the significance of the study, firstly, the findings of this research are expected to give benefits and will be useful for teacher. Secondly, this study also expected to give benefit for students. Lastly, the result of this study also expected to give benefit for other researchers.

Teachers. The researcher hopes the result of this study can add the knowledge and be a consideration for the English teachers whether to apply or not the jigsaw technique in the teaching and learning English language. The study is also expected to have theoretical and practical importance to the teaching and learning process in English learning.

Students. The researcher hopes that the result of this study can add the knowledge and be a consideration for the students to learn language by using the jigsaw technique in English language learning. The finding of this study is also expected to have theoretical and practical importance to the students in the process of English language learning.

Other Researchers. The researcher hopes that the result of this study can be one of the considerable references for the other researchers to conduct further research related to the area of study. This study is also expected to have theoretical and practical importance for the other researcher.

Outline of the Study

There are five chapters in this research. In the first chapter, the researcher presents background of the study, statement of problem, limitation of the problem,

research questions, and objectives of the study. There are also included significant of the study and outline of the study in this chapter.

In the second chapter, the researcher present the literature review of the study which includes definition of perception, speaking skill, jigsaw technique, the implementation of jigsaw technique, advantages of jigsaw technique and disadvantages of jigsaw technique. This chapter also presents the related studies and the conceptual framework.

In the third chapter, the researcher presents the methodology of the research. It contains the method of the study which includes research design, and research setting that explains the place and time in conducting the research. This chapter includes the participants who will take part in the data retrieval and the criteria of the participant. In this chapter also contains data collection method, data collection procedure, and data analysis.

In the fourth chapter, the researcher presents findings and discussion. This obtained from interview of the participants and the answer of the research questions. The first, there is finding about students' perception on the advantages of jigsaw technique for speaking skill. The second is about the students' perception on the disadvantages of jigsaw technique for speaking skill.

In the fifth chapter, the researcher presents the conclusion and recommendation of the research. The finding is also obtained the participants' statement from the interview and suggestion for the teachers, students, and other researcher.