

Chapter Four

Finding and Discussion

In this chapter, the researcher presents the finding and discussion of the research. This research is about the students' perception on the use of jigsaw technique in English language learning. This research reports the finding to collect the answers of the research questions. This research also discusses the finding based on the participants' statement and explanation. The names of participants are mentioned using pseudonyms. Therefore, the pseudonyms used in this research are Jenny as the first participant, Edward as the second participant, Luna as the third participant, and Julian as the fourth participant.

The Students' Perception on the Advantages of Jigsaw Technique in English Language Learning

In this research, the researcher found six findings about the students' perception on the advantages of jigsaw technique in English language learning. The findings include jigsaw technique makes students do teamwork well, jigsaw technique facilitates students to share ideas, jigsaw technique makes students more confident in speaking, jigsaw technique encourages students to be active in speaking, jigsaw technique stimulates students' social skill, and jigsaw technique increases students' speaking fluency.

Jigsaw technique makes students do teamwork well. In the first finding from the result of the interview, it revealed that jigsaw technique makes students do teamwork well. This was stated by two of the participants in this research. The statement from the first participant is "We can learn teamwork well with jigsaw

technique” (P1. Jenny). The second participant also gave the same answer, she stated that “So we know more about each other and if one of them is lacking we can complement each other in the group working” (P3. Luna).

This finding was supported by Mengduo and Xiaolin (2010) who argued that jigsaw technique give benefits to the students. Jigsaw technique helps the students to develop teamwork. In the teamwork students were possible to know the material of learning well. Students learn together in the group, and understand the concept of learning. It is in line with Broward study (2003) which stated that jigsaw technique activity will help the learners to develop teamwork and cooperative and cooperative working skill. It is because students will learn to think creatively and understand the material that they learn together.

Jigsaw technique facilitates students to ideas. In the second finding of this research, it revealed that jigsaw technique facilitates students to share ideas. This was stated by three participants in this research. The first participant stated that “We can share ideas well” (P1. Jenny). The second participant also added “I think during these two semesters we prefer to be active speaking and sharing opinion” (P3. Luna). Then another participant also gives the same idea. “We sharing idea about the material that we learn” (P4. Julian).

This finding is in line with Aguslina (2015) who sated that in the process of learning jigsaw technique, the teacher gives the abstract material to learn to the students. After that the students are given time to think independently, time to

discuss their own response and finally time they can share their ideas and response to the whole group of learning.

Jigsaw technique makes students more confident in speaking. The third finding of this research, it revealed that jigsaw technique makes students more confident in speaking as stated by three participants of this research. The first participant statement could be seen that “We become more confident to speak in front of people” (P1. Jenny). The second participant added “Jigsaw technique trains me to be more confident in speaking” (P3. Luna). The other participant also gives some response “We become more confident because we can interact in groups” (P4. Julian).

This finding has same argument as Urutia and Vega (2010) stated that when students speaking, the use jigsaw technique as game based learning can help them to speak in a confident and comfortable way and students can interact better in real daily situation.

Jigsaw technique encourages students to be active in speaking. In the fourth finding, it revealed that jigsaw technique encourages students to be active in speaking. This was stated by two participants of this research. The participant said that “In jigsaw group learning, our speaking become more active because we always communicate with friends in our group” (P4. Julian). The other participant stated “I think during these two semesters we prefer to be active speaking” (P3. Luna)

This finding has same argument as Kessler (2008) who reveals that the advantages of jigsaw technique in English language teaching and learning is to supports students' communicative approach to language teaching because it offers a highly interactive learning experience.

Jigsaw technique stimulates students' social skill. In the fifth finding, it revealed that jigsaw technique stimulates students' social skill. This was stated by one participant of this research. The participant stated that "The benefits are our friends increase, the experience increases, and social skills increase" (P2. Edward). It is in line with Doymus (2008) stated that jigsaw as cooperative learning technique is viewed as a tool for preparing students to work together. The jigsaw technique facilitated the process of learning by assigning students in the group which they learn and work together. Students achieve more, improve their social skill, and increase their ability to work productively together.

Jigsaw technique increases students' speaking fluency. In the sixth finding, it revealed that jigsaw technique increases students' speaking fluency. This was stated by two participants of this research. The first statement was stated that "The advantage of the jigsaw technique is to make us speak fluently. We communicate with others, so our speaking becomes better and fluent" (P1. Jenny). The other statements stated by the other participant, he stated that "So the benefit of jigsaw is that we get used to talking to other people fluently. So we can interact with new people" (P3. Luna).

In the jigsaw technique for speaking, the teacher corrects the students' pronunciation and provides the students new vocabulary. Brown's (2001) stated that in teaching speaking there are several aspects which are considered by teacher. They are fluency, accuracy, pronunciation and vocabulary. In addition Nunan (2003) stated that the speaker will speak fluently if they can use the language quickly and confidently because the speaker can know when they start and finishes the conversation and a good speaker can produce the sentence into speech that have meaning. Harmer (2008) stated that speaking is the ability to speak fluently because this ability is to process the information language.

The Students' Perception on the Disadvantages of Jigsaw Technique in English Language Learning

In this research, the researcher found four findings about the students' perception on the disadvantages of jigsaw technique in English language learning. The findings include jigsaw technique stimulates nervousness, jigsaw technique does not fit for introvert students, jigsaw technique causes exhaustion, jigsaw is not suitable with all different level of students' speaking.

Jigsaw technique stimulates nervousness. In the first finding from the result of the interview, it revealed that jigsaw technique stimulates nervousness. This was stated by two of participants in this research. The participant stated that "I feel nervous if I want to talk in front of people" (P1. Jenny). The other participant added "In my opinion, there is no disadvantage in speaking. But sometimes I feel nervous before speaking in front of the class" (P4. Julian).

In jigsaw technique process the students discuss the material and they learn to speak in the group. The answer from both participants above is in line with Dincer, Senkal, Mavasoglu, and Sezgin (2013) stated that some participant in the jigsaw group learning had or would have difficulty in learning the subjects because of the nervousness in their speaking. The participants think they need the instructor to help them participate in the group to dismiss the nervousness of students in the group

Jigsaw technique does not fit for introvert students. In the second finding from the result of the interview, it revealed that the jigsaw technique does not fit for introvert students. This was stated by one of participant in this research. He stated that “I am an introvert person and feel not comfortable to interact with other people and when I interact with others I am sometimes felt embarrassed” (P2. Edward). From Edward’s statement reveal that the jigsaw technique does not facilitate introvert and shy students in the speaking activity because the students become uncomfortable to speak in front of group or people. The introvert students prefer to learn and understand the learning material by themselves. In line with Chain (2012) stated that introvert individuals tend to socialize less than the extroverts because they prefer to spend their time alone or just communicate with themselves.

Jigsaw technique causes exhaustion. In the third finding from the result of the interview, it revealed that jigsaw technique causes exhaustion. This was stated by one of participant in this research. The participant stated that “When I interact with others, I am sometimes embarrassed and also exhausted. Because, I

have to pay attention to the nature of others and to put myself to fit with others” (Edward, 2108). In the jigsaw grouping, the teacher has to control the time to make sure that all the students have the opportunity to speak. In the process of learning, too much time in speaking activity sometime causes the students’ exhaustion. In line with Dislen, Ogrencilerin, and Lie (2013) study, stated that students feel unwilling to much spend the speaking activity because they feel exhausted.

Jigsaw technique is not suitable with all different levels of students’ speaking skill. In the fourth finding from the result of the interview, it revealed that jigsaw is not suitable with all different level of students’ speaking skill. This was stated by one of participant “I learn grammar lesson in short time and my speaking skill is not in high level. So, I only less thoroughly learn the material of grammar” (P3. Luna).

In the learning process the students have the different ability in receiving the learning material. There are the students have high level and low level in the process of learning. Therefore, this finding is line with Rinawan (2014) reveals that in the group based learning, teacher found that the students have different level of learning, input of learning, and ability in achieving the learning. So in the jigsaw technique activity need the improvement of the way of learning by maximizing the students learning, existence of students in the academic area and educational improvement for every individual.