The Students' Perception on the Use of Jigsaw Technique in English

Language Learning

A *Publication Script*

Submitted to the Faculty of Language Education

as a Partial Fulfillment of the Requirements

For the Degree of

Sarjana Pendidikan

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2018

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Yogyakarta, August 24, 2018

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PUBLICATION SCRIPT

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

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Abstract

In the process of English language learning, teacher provided learning method that can lead students to achieve the learning goals. Jigsaw technique is one of the techniques in cooperative learning method for teaching speaking. The use of jigsaw technique is to solve the problems which are faced by the students in learning especially in speaking skill. This research aims to investigate the students' perception on the advantages and disadvantages of jigsaw technique for their speaking skill. This research used qualitative research approach and descriptive qualitative as the research design. The instrument in this research used interview guideline. The researcher interviewed four participants at English Language Education Department in one private university in Yogyakarta. The first finding is about students' perception on the advantages of jigsaw technique. The advantages are 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, and jigsaw technique stimulates students' social skill and jigsaw technique increases student' speaking fluency. The second finding is about the students' perception about the disadvantages of jigsaw technique for speaking skill. The disadvantages are jigsaw technique stimulates nervousness, jigsaw technique does not fit for introvert students, jigsaw technique causes exhaustion, and jigsaw technique is not suitable with all different level of students' speaking.

Keyword: jigsaw technique, speaking skill, perception.

Background of the Study

There are several aspects that influence the success of learning the English language. 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. According to Simamora (2012), the kinds of methods are conventional learning method, cooperative learning method, and discussion method. Therefore, learning method is important for students, so 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 are considered applicable and useful in increasing learning comprehension and makes the students active during the learning process. In the cooperative learning there is a technique called jigsaw technique that applied in teaching and learning English Language. 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.

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. Based on 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. 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.

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.

Literature Review

Perception is one of the important psychological aspects for someone to respond to various event and phenomenon around them. Walgito (2003) stated that perception is the psychological process and the results of sensing and the process of conscious to form thinking process. Furthermore, Demuth (2013) stated that perception as a process of acquiring and processing information and experience. The perception involves someone's sensory stimulus, an experience of knowledge, and cognitive contents. Based on some definitions above, it can be concluded that the perception is the process of sharing someone's taught and information.

Speaking is basic skill in oral or verbal communication. According to Tarigan (2008) speaking is the activity to produce sound or word to express and convey thought, ideas, and feeling. Speaking is the activity of conveying people's ideas and feelings with others using spoken language. Jigsaw technique is one of the cooperative learning methods that used in teaching speaking. Furthermore, Aronson (2008) explained that jigsaw technique is an effective way to facilitate the learning process. Students learn many materials of learning from another

student, share information with other groups and are responsible for their individual's material. Each group needs its members to do well in order for the whole group to do well.

According to Kessler (2008), there are several advantages of applying jigsaw technique in English language teaching and learning activities. The first, jigsaw technique supports students' communicative approach to language teaching because it offers a highly interactive learning experience. The second, jigsaw technique is used to improve students' motivation in learning. However, in jigsaw technique there are the disadvantages. Lestari and Aswandi (2015) argued that the disadvantage of the jigsaw technique is that students worry about making mistakes because the students have limited vocabulary. Another problem is teacher usually explains material in a monotonous and un-innovative way of presenting the material. It makes students feel bored when joining the speaking class. This condition will make them passive in speaking and participating in class.

Methodology

The design of the research is qualitative research approach. Qualitative research approach was suitable because it covers wide information which would find out the in-depth understanding of the use of jigsaw technique in learning the English language based on the students' perception. According to Creswell (2012), the qualitative research was a type of educational research in which the researcher depend on the participants' opinion and their overview of the study. Moreover, the researcher used the descriptive qualitative design. The descriptive qualitative design was used to gather the information that focused on the participants' experiences, as well as stressing the uniqueness of the individual.

This research took place at one of the private universities in Yogyakarta. Jigsaw was a technique of learning English language that was applied in one of the course in the university. The course was Listening and Speaking for Career Development. The students were from batch 2017. In this research, there were some criteria of participants. The participants were selected from classes which

experience the jigsaw technique in language learning. There are four participants who were selected. The participants involved two male and two female students. The participants of the research also include good and poor level of students.

Finding and Discussion

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 of the research were listed below:

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. 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.

Jigsaw technique facilitates students to ideas. In the second finding of this research, it revealed that jigsaw technique facilitates students to share ideas.

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.

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.

Jigsaw technique stimulates students' social skill. In the fifth finding, it revealed that jigsaw technique stimulates students' social skill.

Jigsaw technique increases students' speaking fluency. In the sixth finding, it revealed that jigsaw technique increases students' speaking fluency. In

the jigsaw technique for speaking, the teacher corrects the students' pronunciation and provides the students new vocabulary.

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 of the research were listed below:

Jigsaw technique stimulates nervousness. In the first finding from the result of the interview, it revealed that jigsaw technique stimulates nervousness. In jigsaw technique process the students discusses the material and they learns to speak 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. The statement form participants 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.

Jigsaw technique causes exhaustion. In the third finding from the result of the interview, it revealed that jigsaw technique causes exhaustion. 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.

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. 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.

Conclusion

The researcher investigates the students' perception on the use of jigsaw technique in English language learning in one of the private university in Yogyakarta. There were two perceptions that found in the study. The first, the researcher found about students' perception on the advantages of jigsaw for speaking skill. The findings included 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. The second, the researcher found students' perception about the disadvantages of jigsaw technique for speaking skill. The disadvantages are jigsaw technique stimulates nervousness, jigsaw technique does not fit for introvert students, jigsaw technique causes exhaustion, and jigsaw technique is not suitable with all different level of students' speaking.

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