

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher discusses the literature review related to the study. The literature review and discusses the definition about the perception, explanation of speaking, and jigsaw technique, the advantage of jigsaw technique, the disadvantage of jigsaw technique, and the implementation of jigsaw technique. The explanation of related studies is also included in this chapter. Furthermore, the conceptual framework will be presented to address the understanding of the concept in the current study.

#### **Perception**

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. It is the activities of integrating sensing and valuing to physical objects or social objects that depends on physical stimulus and social stimulus around the observer. This is one of the processes in sensing from an environment and people experiences. The perception means the process of giving meaning to the environment from the individual experiences. Therefore, each individual gives meaning to share their thought and feeling.

According to Wang (2005), perception is the cognitive process of human emotion, attitude, motivation, and internal cognitive information in someone's mind. Perception may be considered as the sixth sense of human beings and cognitive function at the subconscious layers that determines personality

Perception is the opinion of the people on the way they look and they can share that information with other people. It means that the perception is a person's experience and it is expressed to become an opinion.

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. Therefore, the perception can be described as a sensing process. The process commenced by individuals' received stimulus by sense organs so that they can understand the meaning. In the teaching and learning process, the stimulus is given by the teacher to the students. This activity gains students' attention to explain their own experiences to other people based on their authentic and reliable explanation about their experiences.

Based on some definitions above, it can be concluded that the perception is the process of sharing someone's thought and information. The perception is the cognitive process of someone's emotion, attitude, and motivation. People can express and tell their experience to another people. The perception is the ability to understand the ideas, feeling, and allows us to see the differences people's opinion. Every person has the different perception in sharing their opinion and experience. However, the perception is a series of thought process consisting of responses, interpretation and view of a person to an object of concern.

Basically, the important of perception comes from a person's thinking but it is also influenced by learning the experience and knowledge. Sunaryo (2004)

argued that the importance of perception is the process of observation that begins by the process of sensing, the process of receiving the stimulus by the sensing device, then the individual's attention then forwarded to the brain, and then the individual realizes about something called perception. With the perception, the individual is aware to understand the circumstances surrounding the environment as well as about things that are around him and about things that exist within the individual concerned.

A person has tendency to interpret something in different ways, so they should understand about the difference between expressing their opinion and perception. According to Mulyana (2004), there is the difference between perception and opinion. Perception is people impression or point of view on certain issues. It is the opinion expressed by a person on a particular issue. The perception is what a person thinks and opinion is what one expresses. It can be concluded that perception is one element of the formation of people's opinion.

There are two kinds of factors that influence the occurrence of the perception. These two kinds of factor are external and internal perception. According to Sunaryo (2004), there are two kinds of perception such as external perception and internal perception. The external perception occurs because the stimulus that comes from outside the individual self. The internal perception occurs because of the stimulus that comes from the individual self. The external perceptions relate to a person's description of the intensity of the stimulus, the circumstances, and the environment. The internal perceptions relate to one's

psychological needs, educational background, sense-apparatus, personality and an individual's experience.

### **Speaking Skill**

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. Therefore, speaking is not only the process of pronouncing the words but it is also to express the ideas and information suitable to the needs of the listener. Nunan (2003) also stated that speaking is the skill that consists of producing of verbal pronunciation to express the meaning. In the speaking process there is interaction between two or more people. The ability of speaking is also to achieve certain goals in the situation and condition through interaction with others.

Based on some definitions mentioned above, it can be concluded that the speaking is the process of communication and offering the information. Speaking is the activity of conveying people's ideas and feelings with others using spoken language. The speaking skill is the important component in teaching the English language. Speaking activity will develop students' communicative competence and their social skill.

Speaking skill is the skill that should be mastering by the students. Bahadorfar and Omidvar (2014) stated that speaking skill is the skill that should be mastered by the English learner because speaking is an important tool for

communicating. Speaking is regarded to be the most important skill among all of four language skills. The teacher teaches speaking skill in several ways such as the repetition and memorization. The process of teaching speaking skills requires the teaching purposes that can improve students' communication skills.

Furthermore, there are many factors which influence the process of speaking. Adams (2013) argued that the factors which determine good speaking are pronunciation, stress and rhythmic, correct form of the word, and vocabulary. Teaching speaking is teaching students to produce English speech sounds. The use of stress words and phrases, the pattern of intonation and the rhythm of the second language and the selection of appropriate words and sentences according to the appropriate social setting, audience, situation, and subject matter. Those factors can affect the students to be better at speaking the English language.

Moreover, Bahrani and Soltani (2012) stated that many students consider that the speaking can measure the knowledge of the students' language skill. The students consider the fluency of language as the ability to communicate with others. Speaking skill is the most important skill that students can obtain and assess their progress in communication. The teacher is required to help their students develop their knowledge by giving students practical practice of communicating in real life. The teacher helps students develop the ability to produce sentences that are grammatically correct and logically related context. The teacher also helps students understand the use of pronunciation.

## **Jigsaw Technique**

Jigsaw is kind of cooperative learning that requires the learners to communicate with each other in order to share and integrate the missing information. In English Education Department, the use of jigsaw technique helps the students in the process of teaching and learning. The students will cooperate and achieve the learning outcomes together in the group. According to Sudrajat (2008), jigsaw technique is a kind of cooperative learning done in groups and students are able to teach the material to other groups. Jigsaw technique is a form of cooperative learning that is applied by encouraging students in small groups to interact with each other.

According to Usman (2002), there are several cooperative learning methods used in learning the language such as think pair and share, decision-making, jigsaw, debate, mind mapping, and role-playing. Those activities learning are also effective for developing students' learning skills and achieve academic learning outcomes. Therefore, the pattern of group learning among students can encourage their qualified ideas and improve their creativity.

Jigsaw technique is one of the cooperative learning methods that is used in teaching and learning the language. According to Arends (2001), jigsaw is a teaching technique invented by social psychologist Elliot Aronson. This jigsaw technique was first applied by Aronson in one of the universities in Texas. Then, the use of this technique was adapted by Slavin at university Ohn Hopskin. He believes that the purpose of applying this technique is to change the way students

learn by dealing in groups and fulfilling the same task. The process of jigsaw technique helps the students to improve their academic ability.

Rusman (2010) also argued that the jigsaw technique was developed by Elliot Aronson. The meaning of jigsaw is a saw or a puzzle. This process works by arranging pieces of random images. This jigsaw technique takes the pattern of how to work a zigzag saw. The students will do the work with other students in the small groups. The students learn to work with each other to achieve the same goals.

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. Jigsaw technique maximizes interaction and builds atmosphere of cooperation and respect with other students.

According to Rusman (2010) jigsaw technique is a learning method that is done by involving students to express opinions and manage information. Jigsaw techniques can improve students' communication skills with others. The jigsaw technique is the activity that involves students to learn with other. This technique is designed to enhance students' responsibility for their own and others learning. Students do not only learn the material, but they are also ready to share and teach the material to the other group. Moreover, both the cognitive and social skills of students are needed in the process of teaching and learning.

## **The Implementation of Jigsaw Technique**

In teaching and learning process the implementation in ELED of a private university, there are some steps that teacher can apply for students in the process of learning. The use of jigsaw technique can gain students attention to be more active in learning English language. Jigsaw technique is a cooperative learning method that has some members in the group of learning. The members of group have their own responsible materials of learning and they are also able to teach the members about the material of learning. The students will do the discussion which helps them to be active in speaking and sharing ideas. The students can make group work though the assignment and learn together until all of group members understand the topic of learning. The jigsaw technique is a method of organizing classroom activity that makes the student learns in the group. Johnson and Johnson (2009) argued that jigsaw technique can develop the positive relationship between teachers and students, can build students' positive attitudes in the learning, and improve students' learning skills.

According to Kessler (2008), in the implement of the jigsaw technique, the first step is teacher introduces a topic and the subtopics to the students. The second step is teacher divided students in the first home group, and the teacher give each students different topic of learning. The first home group is the original group that exists in jigsaw technique. In the third step, the teachers to divide the students in the first home group to another expert group where the teachers focus the topic of learning and discussing the materials together. Next step is this expert group is a group of experts who will study together and solve problems. The



teacher has mastered the subtopic that has been assigned. In the discussion, the students from expert group will return to the first and share to their friends based on students finding in the first home discussion. Last step, all of the members of the first home groups will have learned from the members in the expert group. And they will get benefit from each other.

Furthermore, Azmin (2016) argued that in the use of jigsaw technique teacher introduces the topic and subtopic to the students. After that, the students are divided into main groups, they learn and assigned the different subtopic. The next step students will get out from the main group to move into the expert groups with the students focus on their subtopic. They will research and discuss the material together. Then the students in the expert groups will learn the subtopics that have been assigned to them. After the discussion, students from groups should return to the main group and teach their friend about what they have got from expert group discussion.

### **Advantages of jigsaw technique**

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. The students will achieve success if they pay attention to their teachers and peers, they can ask questions and helping each other. The third, the effectiveness implementing of jigsaw technique increases enjoyment of learning experience. The learning

experience can be transformed from the boring task into the exciting activity. Therefore, the jigsaw technique can increase the student's motivation.

Slavin (2009) stated that there is the positive effects of jigsaw technique in teaching the English language. The first, the teacher is available to teach the English language materials at different levels of difficulty. The second, this technique allows the teacher to use several texts or information to share to the students. The third, in implementing the jigsaw technique every group has a leader who can help to control and manage the discussion. The leader will make all the members of the group active in the discussion.

Mengduo and Xiaolin (2010) argued that jigsaw technique give benefits to the students. The first, it helps the students to develop teamwork and giving advantages to their speaking skill. The second, students are possible to know the material of learning well. The third, the students will learn together in the group and understand the concept of learning. They learn to think creatively and understand the depth of knowledge of the material they learn. Moreover, Adams (2012) stated that students can do and share their ideas in learning that can make the learning more efficient. The students will take their part in the work and achieve the goals together with their peers in the group.

To summarize the explanation from several explanations above, that the jigsaw process encourages students to work in cooperative learning by giving each member of the group an essential part to join the activity and work together. Jigsaw technique is also the efficient way to learn and understand well the materials. The students will participate actively during the lesson. The jigsaw

technique develops teamwork and cooperative learning skills. Therefore, the teachers help to develop a depth of knowledge which students can learn all of the material and to expose students understanding of the concept as well.

### **Disadvantages of jigsaw technique**

The jigsaw technique is good for use in teaching students to achieve their learning outcomes. However, in the process of implementation of jigsaw technique there are several disadvantages. According to Aronson and Haden (2008), there are some problems that come from students. The first, there are dominant students will dominate the process of learning by jigsaw so they do not to give the other students the opportunity to participate. The second, jigsaw technique requires the students to learn quickly so the slow students cannot involve in group discussions and are less aware of the material being discussed maximally.

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.

According to Hanze and Bager (2015), jigsaw technique gives the negative impact for students' participation in the group learning. There are students who assume and do not believe that their individual effort does not match to their group performance. Therefore, to overcome this problem each member of the

expert group will help the other students in understanding the material. The expert group is a group of expert's students who will study together and solve the problems and after that they will return to their original group. When the materials were given to the group they can share each other and each individual has their own contribution to the group.

### **Related Studies**

There are some related studies in the area of this current research. The first study was conducted by Darsini (2013) with the title "Improving speaking skill through cooperative learning method of the eight students of SMPN 2 Ubud in Academic Year 2012/2013". The data were collected by observing the controlled class and experimental class as a method of the research for the students from grade eight in SMP 2 Ubud. This research is aimed to find out whether the students who are taught by using jigsaw technique show better achievement in learning especially achievement on their speaking skill. Moreover, the finding of this study is the implementation of cooperative learning method is can improve the students' achievement in speaking skill. The is result of this study show about the fact that applying cooperative learning method could improve speaking to be success to solve the problem that faced by the learner in their speaking.

The second study was conducted by Zulfikar (2017) with the title "Effect of Cooperative Learning Method Jigsaw Type to Learning Motivation and Learning Outcomes in Student". The methodology used in this research is a quantitative method with quasi experimental design using pre and post test with control group approach for students in STIKes Kepanjen Malang. This research is aimed to

know the cooperative learning method can improve the students learning process by using jigsaw technique. This leaning method applied to determine the students' motivation and learning outcomes. The finding of this study shows that the methodology of learning in cooperative learning by jigsaw technique can improve college students' learning motivation and learning outcomes. Students are actively seeking material of learning and discussing one to another, indirectly improve their learning motivation. The result of this study point out that the use of jigsaw technique provide the motivation and better learning outcomes.

The third study was conducted by Wulandari (2009) with the title "Improving Students' Speaking Skill by Using Jigsaw (A Classroom Action Research at the 8<sup>th</sup> Year of SMP N 2 Cimantoro)". This research used the quantitative method for students from eight grades at SMP N 2 Cimantoro. The purpose of this research is to discover whether the jigsaw technique can improve students' speaking skill or not in the learning process. The strategy that teacher can offer to the students is teaching using jigsaw technique. Moreover, the finding of this study is jigsaw technique as cooperative learning technique in teaching speaking could reduce the problem among students in the school can promote students' better learning, improve students' motivation, and increase the enjoyable of learning experience. This technique can develop students' ability to communicate and share their opinion because this method is focus in the group learning.

The fourth was conducted by Rahayu (2012) with the title "Improving Students' Speaking Competence Using Jigsaw". The research used the action

research method for 36 students and they consist of male and female students in their second grade at SMK Wijaya Kusuma Surakarta. The researcher found that the use of jigsaw technique in English language learning can improve students' competence and motivation. It could be seen from their increasing of motivation and the competency after the learning.

The study from Darsini (2013) is similar to this current study in underlining the student's implementation of jigsaw technique in English language learning. It also covers about the cooperative learning as the method of jigsaw technique. This study also discusses the advantage and the disadvantage of jigsaw technique in students' achievement on their speaking skill which was supported my background of the study. Also, the study from Zulfikar (2017) has similarities with this current study. This study is to resolve the use of jigsaw cooperative learning on the students' motivation and learning outcomes. This study also covers the explanation of jigsaw technique as the cooperative learning is suitable to the explanation in the background and literature of this current study.

The study from Wulandari (2009) is similar to this current study about the implementation of jigsaw technique that can affect the students speaking skill. Whether the technique giving the benefits and challenges of the students' speaking skill. The teacher also provides the jigsaw technique in teaching and learning the English language. It covers the explanation about jigsaw can affect students' speaking skill that matched to this current study. Furthermore, Rahayu (2012) has similarities with this current study. This discusses the use of jigsaw

technique can improve students' English speaking skill and motivation in learning.

### **Conceptual Framework**

Jigsaw is one of the important teaching techniques to build students' communicative skills. Jigsaw is one of the teaching techniques applied to learning English. Currently, jigsaw techniques are useful in teaching students in the academic field. The application of jigsaw technique is under cooperative learning which involves students to learn together or cooperatively. Jigsaw technique is a group work that students expect to share the information each other, discuss the convinced topics with the member of the same or different group to gain the information and also find the solution together. In addition, in the each group of jigsaw learning has different information, so the members of the group must do a good work that can actively shows that they learn their parts in the group.

Jigsaw can be applied in speaking activity. Jigsaw technique in speaking is very useful because the use of jigsaw can involve students to interact with each other. Jigsaw technique in the process of learning can be beneficial. Teacher presents the material of study in the implementation of the jigsaw technique for the student. The jigsaw technique allows students to engage in discussions and share information with their peer students to understand the material. Furthermore, jigsaw technique can build students communicative skill. This technique facilitated by teacher to develop students speaking skill and understands the material of learning well.

The students' perception in the implementation of jigsaw technique is useful for teacher to measure a success of learning and to evaluate the language learning. Student perceptions are important because they can share their beliefs about the understanding of the use jigsaw technique. In the English language learning, by applying the technique of jigsaw teachers and students have their own perception about the application of this technique. Teacher believes that jigsaw technique can give advantage to the students speaking skill and learning outcomes. The implementation of the jigsaw technique can develop students' communicative and speaking skill. Therefore, the implementation of the jigsaw technique can be measured based on teacher believes or the students' perceptions.

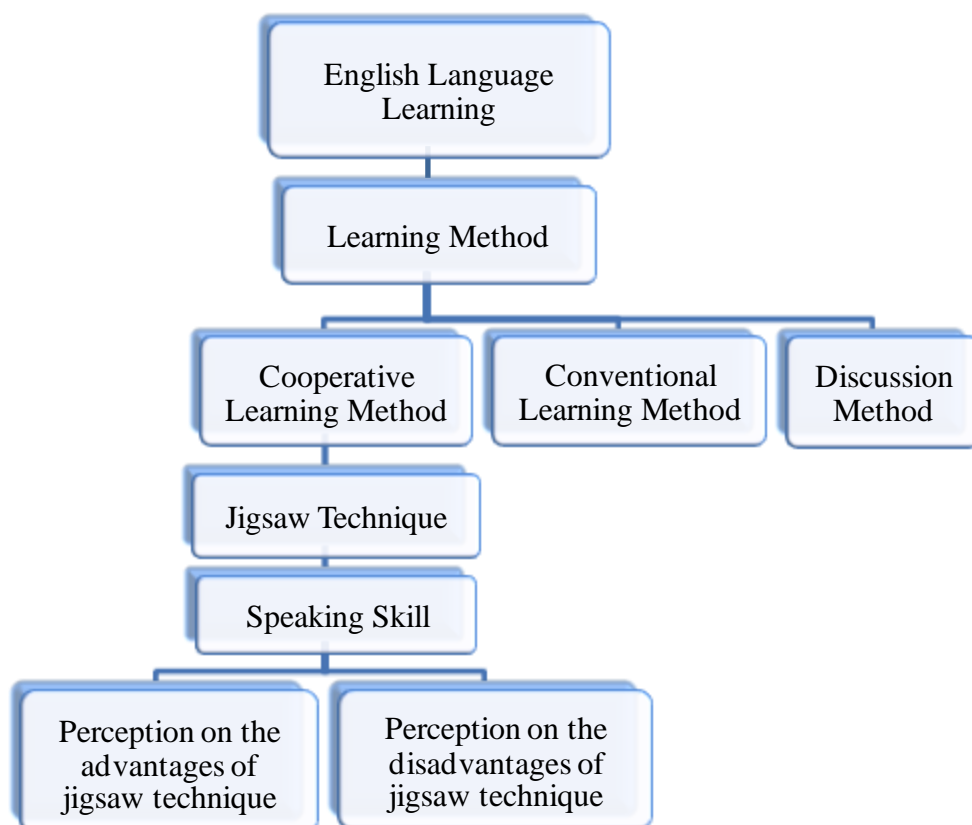


Figure 1. Conceptual framework