Students' Perception on The Use of Jigsaw Technique to Develop Their English Language Skills

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Abstract

Teaching techniques are very important to be understood by an educator in order to achieve learning goals. Teaching techniques can help in developing students' abilities individually and can help teachers to create a motivating learning atmosphere. One of teaching techniques is Jigsaw Technique. Jigsaw Technique is the cooperative learning technique, which means that the students work or learn together in group, become independent and active learners. This research aims to find out the roles of jigsaw technique in developing listening and speaking skills as well as to reveal the problems of jigsaw technique in developing listening and speaking skills. This research used descriptive qualitative in order to investigate the students' perception on the roles of Jigsaw Technique in developing their English language skills and the problems that students face in experiencing Jigsaw Technique in developing their English language skills. The data were gained by interviewing three female college students experience in Jigsaw Technique batch 2016 at one Islamic private university. The result showed that there are four roles of Jigsaw Technique in developing speaking and listening skills such as increasing students' confidence in speaking, facilitating students to speak in English when discussing in groups, promoting critical thinking, and improving students' vocabulary mastery while listening. Furthermore, there are three problems that students faced in experiencing Jigsaw Technique to develop speaking and listening skills such as making shy students difficult to speak, confusing pronunciation, and consuming a lot of time.

Keywords: teaching technique, jigsaw technique, listening skill, speaking skill.

Introduction

One of the approaches that teachers usually use to teach the materials in class is Students Centered Learning (SCL). This means that students are in the center of the learning activity. According to Lee and Hannafin (2016), students are identified to be the owners of their learning in student-centered learning (SCL). SCL has characteristics such as finding information by students self and responsible with that finding. It means students should give evidence of the information that they attained. They will be independent learners.

One of the techniques that represent student-centered learning is the jigsaw technique. Jigsaw technique will be used in small group discussions. Before doing the jigsaw, the students need to read the materials and then discuss and share their opinion with the group. Perwitasari, Setiyadi, and Putrawan (2018) stated that Jigsaw is cooperative learning that is made for increasing students and the other learners' responsibility.

Jigsaw technique as an approach appeared in the late 1970s. Salvin (1994) said that "Jigsaw, initially introduced by Aronson in 1978, is one of the earliest of the cooperative learning techniques that are documented" (as cited in Tamah, 2011, p. 33). Cooperative learning between the members of the small group will help their relation of the others. According to Woods and Chen (2010) cooperative learning is the learning instructional model which the students should be active and it has group working in the activity. Jigsaw is one of the techniques that have this characteristic.

Methodology

This research used qualitative method. In line with that, Cresswell (2012) stated that "qualitative is a type of educational research method that is best suited to exploring a problem and developing a detailed and specific understanding of the main problem" (p. 16). The result of the research is an opinion and in-depth information about the use of jigsaw technique in developing English language skills. The research design that the research used is descriptive qualitative. Merriam (1998) stated that "the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups or individuals" (as cited in Cressswell, 2012, p. 255). Therefore, the research uses descriptive qualitative design because the result is about the description of students' opinions in terms of their experiences on the phenomena, which is joined the class that used jigsaw technique. That is considered to be not quantifiable.

The researcher conducted the research in English the Language Education Department at one Islamic private university in Yogyakarta. The participants of the research were the students of ELED at an Islamic private university batch 2016, this batch was the recommendation from the lecturer that used jigsaw technique in all of the classes on one batch. She used this technique on all of the classes on batch 2016 in Language Assessment and Evaluation class. The sampling technique that the researcher used is purposive sampling. The participants were chosen based on the criteria that the researcher has decided on. Cohen, Manion, and Marrison (2011) said that "purposive sampling has been chosen for specific purposes" (p. 414).

There are some criteria. All of the participants have experience in a class that used the jigsaw technique so that they can give their perception on using jigsaw technique in the class. Afterward, all participants passed on the intended course. They were who passed in the intended class mostly active on experiencing the class that used jigsaw technique. The active students were the students who often to share their opinion about the material in front of others and they were the students who want to speak and explain the result of the material that lecturer gave. The researcher needs those criteria to get the finding more in-depth. The last one because in batch 2016 of ELED there are three classes, which are class A, class B and class C. The participants were one from class A, one from class B, and one from class C. This way was done to enrich the data. For getting those participants, the researcher asked the lecturer to recommend the students from every class on batch 2016. Here, the researcher wants to find out about their perception on the jigsaw technique in developing their listening and speaking skills.

All participants in this research were represented by pseudonyms. The first participant was Ajeng, she is the ELED students of Islamic private university batch 2016 class A and had the experienced of jigsaw technique in the class which is Language Assessment and Evaluation.

The second participant was Nisa, she is the ELED students of Islamic private university batch 2016 class B and had the experienced of jigsaw technique in some

classes such as Language Assessment and Evaluation, Entrepreneurship, Listening and Speaking for Career Development, then Reading and Writing for Career Development. The last participant was Tara, she is the ELED students of Islamic private university batch 2016 class C and had the experienced of jigsaw technique in some classes such as Curriculum Design, Language Assessment and Evaluation, and Basic Reading and Writing.

The research used an interview for the data gathering technique. Kvale (1996) said that "regarding an interview, remarks, as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasize the social situatedness of research data" (as cited in Cohen., et al., 2011, p. 409). The type of interview that the research used is a standardized open-ended interview. With this, the researcher asked the same basic questions in the same order to all of the participants. In line with that, Oppenheim (1992) argued that "standardization should refer to stimulus equivalence, that every respondent should understand the interview" (as cited in Cohen., et al., 2011, p. 412).

The first one to design the instrument, the researcher made the interview guideline to make the interview run properly. The researcher used the interview protocol as an instrument. Furthermore, the researcher made an interview protocol to make a coherent interview. Then, the interview protocol gave a piece of clear information about Jigsaw Technique in developing students' English language skill.

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The second one is a mobile phone recorder as the tool. Afterward, the record file explained through written text. The researcher used paper and pen to write or make a note of the important point. Each participant had around ten minutes until fifteen minutes to do the interview. The interview conducted using the Indonesian language to make it easier for the participants to understand, as their first language is the Indonesian language. The researcher did transcribing, member checking and coding for analyzing the data.

Findings and Discussion

Roles of Jigsaw Technique in Developing Students' Speaking and Listening Skills

There were four roles mentioned by three participants. Firstly, increasing students' confidence in speaking. Secondly, facilitating students to interact in english in a group discussion. Thirdly, promoting students' critical thinking. Lastly, improving students' vocabulary mastery while listening.

Increasing students' confidence in speaking. Confidence is the one of thing that can develop speaking skill. McIntyre (2004) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. Speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations (as cited in Gürler, 2015). This finding was mentioned by all of the participants.

The statements mentioned were in line with Mengduo and Xiaoling (2010) who said that jigsaw classes reduce the unwillingness and anxiety of students to follow activities in a class while increasing the self-esteem and the self-confidence..

Facilitating students to interact in English in a group discussion. Interact with the other is the thing that can develop speaking skill. Brown (2000) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that in speaking we have to express our opinion, feeling, and ideas correctly in order that every single person can understand the message (as cited in Ramadhani & Hikmat, 2018). One participant mentioned that jigsaw can help the students to learn how to discuss and interact in a group. Nisa said, "Activity in jigsaw can help students to learn about discussion and interaction" (B1.2). She mentioned that jigsaw has an activity which students should work in a group. It can make the students learn how to discuss and interact with each other.

Slavin (2010) mentioned that jigsaw uses group investigations in which students work cooperatively in small groups, group discussions and sharing the plan and project realization. In addition, Keshta (2016) stated that face to face in group members will promote interaction. Members of the group have to explain orally how to solve the problems, teach the knowledge of someone to others, checking the understanding, discussing the concepts being studied and also associating the present learning with the past one.

Promoting students' critical thinking. Critical thinking is the thing that can develop listening skill. According to Kamali and Kahim (2011), listening and critical thinking go hand in hand. It is necessary that listeners are able to analyze the speakers and the setting to critically judge the interlocutor's intention. What is worth mentioning is that by developing learners' ability in critical evaluation, it seems may advance their listening skill (as cited in Zare, Behjat, Abdollrahimzadeh, & Izadi, 2013).This research found one opinion from the participant. Nisa explained that through listening can increase students' critical thinking. She said, "through listening to our friends' explanation will increase critical thinking" (B1.6). Furthermore, there was an argument from Pozzi (2010) to support the participants' statement. He mentioned that discussing with others like peers or tutors in jigsaw activity is the main manner to study, it can encourage critical thinking.

Improving students' vocabulary mastery while listening. Vocabulary is one of micro skills of listening skill. Brown and Abeywickrama (2004) emphasized that one of micro skills of listening is distinguishing vocabulary or word boundaries, recognizing a core of words, and interpreting word order patterns and their significance. Tara explained, "students can get a new vocabulary through listening to their friend explanation" (C1.5). She said that every student has a different vocabulary acquisition. Sometimes, one of the students will say a new word then it can make the other students collect it and put it into their new vocabulary.

The argument of the participant supported by Perez and Desmet (2012) who explained that vocabulary is one component of language that can be obtained through listening skills training. Besides, there was a study done by Van Zeeland and Schmitt (2013) showed that there were some types of knowledge that more easy to acquire for example word, word will be easier through L2 listening while others such as meaning are not.

Problems of Jigsaw Technique in Developing Students' Speaking and Listening Skills

This research found three problems of jigsaw technique in developing speaking and listening skills from the participants' said. They are making shy students difficult to speak, confusing pronunciation, consuming a lot of time.

Making shy students difficult to speak. Jigsaw technique demands the students to be active in a class. One of those activities is speaking or explaining the result of the material which has been discussed together with the group. Three participants said that shy students will difficult to speak. The reason was the shy students only having difficulty in delivering the idea because they shy of attention. However, for getting the idea they are good enough.

The statement mentioned was supported by Kardaleska (2013), "Peer teaching as cooperative learning is learner-driven, so it may be disadvantageous for both shy students and dominant students prone to competition based learning" (p. 56). Jigsaw

technique might not really help both shy students and dominant students to learn. The problem of shy students especially on speaking is that they are shy of the attention and afraid of making mistakes (Djahimo, Bora, & Huan, 2018, p. 192). The problem in speaking for shy students is happening in jigsaw technique. Shy students tend to listen rather than speak in front of people.

Confusing pronunciation. Pronunciation of the speaker is one of the things that will effect to the understanding of the audiences. All of participants agree that wrong pronunciation of speaker makes them confused with the speaker's mean. Besides that, to support those arguments there was a statement from Richards (2008) that support participants' statements. He stated that the failure of understanding the material spoken can affect the accomplishment of other language skills such as speaking, reading, and writing (as cited in Pambudi, Bindarti, Sukmaantara, 2014, p. 1).

Consuming a lot of time. Jigsaw technique has some steps in its activity. Two participants explained that jigsaw will consume time. In that, they need to discuss more if the material is difficult to understand. Then, Nisa added the statement "less resourceful from students will make the activity longer" (B2.2). Less of the source also made the main topic in discussion hardly to achieve it can affect to the time used.

Furthermore, those statements supported by Adams (2013) stated that jigsaw makes students work with other individuals from other groups and work on the same report segment, this affects time, so the time given is limited.

Conclusion and Recommendation

Jigsaw is one of the techniques in the teaching and learning process. Jigsaw technique is also one of the cooperative learning techniques. Jigsaw technique can be used for teachers or lecturers who want to put the cooperative learning in another way. Cooperative learning has characteristics which the activities mostly make the students more independent, work in groups, and active learning. Furthermore, this research has the aim to find the roles of jigsaw technique and the problems of jigsaw technique that students face in developing students' English language skills as perceived by the students. The English language skills are focusing on listening skills and speaking skills. This research used a qualitative research design. After that, to collect the data, the interview was used in this research. The participants are three students of ELED who have experience in the class that using jigsaw technique. Those all of the participants have passed the course that used jigsaw technique.

The first finding showed that there were four roles of using jigsaw technique. It divided into speaking skills and listening skills. They are roles in developing speaking skills such as increasing students' confidence in speaking, facilitating students to speak in English when group discussion. Furthermore, in developing listening skill there is promoting students' critical thinking. and improving students' vocabulary mastery while listening.

Meanwhile, there is also the second finding of the problems that students face in experiencing jigsaw technique. There were three problems. Firstly, the problem in

developing speaking skills is making shy students difficult to speak in jigsaw activity. Secondly, in developing listening skill there is a problem in confusing of the pronunciation of the speakers. Lastly, there is also a problem in consuming a lot of time.

Recommendation

For the teachers or lecturers. Related to the result of the research, the teachers and lecturers can know the roles of jigsaw technique and the problems of using jigsaw especially on teaching listening and speaking skills. By knowing it, the researcher recommends the teachers or lecturers to make sure when using the kind of techniques they should suit it with the students.

For the students. From the result of the research, we can see that jigsaw technique is cooperative learning. The researcher recommends this technique for students who like active learning and group discussion. However, shy students can try this technique with their pair who comfortable with. It is possible to train them to speak in front of people.

For the next researchers. Regarding the result of this research, the next researchers finally know the roles of jigsaw technique and the problems that students face in experiencing jigsaw technique especially in listening skills and speaking skills as perceived by the students. Afterward, the researcher recommends the other researchers to develop this research by focusing on jigsaw technique in developing writing skills.

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