

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. The introduction including the explanation of the reason of the researcher's interest in discussing students' perception on the use of jigsaw technique to develop their English language skills. Then, this chapter also presents the research questions as a guide for the study. In addition, the identification and limitation problem of the research, the purpose of the research, and significances of the research also mentioned in this chapter.

### **Background of the Research**

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.

Jigsaw technique has some differences between group discussions. Jigsaw technique has some steps according to Adams (2013) jigsaw technique has the steps that every students should become an expert in the material. First, students read the material by themselves. After that, they share the result of their understanding to the others. They need to move to the other group which has different topic to explain it. However, in common group discussion there is no the expert one. Students only learn together and share their opinion about the material. Group discussions may be defined as an activity in which a small number of persons meet face to face and exchange and share ideas freely or attempt to reach a decision on a common issue. Jigsaw technique has some benefits. Kardaleska (2013) said that among the important results in the jigsaw technique is involving such as finding processes in applying findings and contributing to the development of high-level thinking skills they are analysis, synthesis, and evaluation as well as elements of argumentation and critical thinking.

At an English Language Education Department of an Islamic private university, three lecturers used the jigsaw technique to in the instruction. The lecturer used this technique to make students more active and independent in a class. From the researcher's experiences, through the technique, students should work in small groups and discuss the topic that the lecturer gave. After that, they read the material, discuss with their group and present the result to the other groups. The materials were presented in English language. One of the individuals will explain the materials that he or she discussed with the other group. In here, there will be an individual who is "experts" on each topic. Thus, they need to read the material first to understand the topic and present it to the member who does not read yet about the topic.

However, based on the researcher's experience, the problem with the jigsaw technique is that not all of the students have the same bravery to talk in front of the other groups. With the jigsaw technique, good delivery of the material to each other is needed. If students do not have that skill, it can be a problem for the receivers.

Furthermore, the researcher wants to find out the roles because on the researcher's experience some students in jigsaw technique class found that they were thought that jigsaw was more complicated. In jigsaw activity the students should have to move to the other groups to explain what they have got about the material. Some students thought that those steps were complicated. Therefore, the researcher wants to know the roles of jigsaw technique and how important jigsaw technique roles itself for the students are. Afterward, the researcher also wants to find out about the problems of

jigsaw technique because it is important to know and to avoid the problems or make some strategies to solve them.

### **The Implementations of Jigsaw Technique at ELED**

At English Language Education Department, the implementations of jigsaw technique were done in some classes. They are in language assessment and evaluation, curriculum design, and instructional development. The researcher got the information from the students of ELED batch 2016. Based on information from the lecturer, she used jigsaw technique was to make the students active in a class.

The activities in those classes are first, students should work in a group. The group consists of 4 – 5 students. Secondly, each member will get different topics of the material. They need to read the material that the lecturer gave. Lecturer gave the time approximately 7 – 10 minutes to read. Afterward, they should explain to the other member what they have read. The last they need to discuss the material together with the other group.

There is a modification on the activities of jigsaw at ELED. Sometimes, in the class that used jigsaw, the students should have to read the same topic with the other. After that, they discuss it together with the other members. Whereas, in jigsaw activity every student should have to read different topics.

### **Identification the Problem**

Some students are hard to speak and deliver the material in front of the class. Jigsaw technique is one of the techniques that students should be active and speak in

those activities. The researcher wants to find out about the roles of the jigsaw technique in developing students' listening and speaking skills. Then, the researcher wants to find out about the problems that students face in experiencing jigsaw technique in developing students' listening and speaking skills.

The problem that happened when the researcher observe from jigsaw activity in class was mostly the students who have poor performance in class have the problem to follow jigsaw activity, because the activity on jigsaw technique is student-centered learning which means students should be independent, active, need to perform in a class and learn by themselves. Then, most of the students who have poor performance in class can a little bit difficult to learn in those ways.

### **Limitation of the Problem**

This research focuses on the English language skills of the students when they used the jigsaw technique. English language skills are listening and speaking skills. The reason why the researcher only focus on listening and speaking skill because reading skill already researched by Hikmahtika Ramadhani Ohoirat (2019). The title of the research is The Use of Jigsaw Technique on ELED Students' Reading Comprehension Skills. She is also in the same department and batch of the researcher. Afterward, for writing skill it has very limited resources. Then from the researcher observation before doing the research of jigsaw technique, so far students do not really need writing in jigsaw activities.

### **Research Questions**

The questions of this research are mentioned by the following questions, namely:

1. What are the roles of jigsaw technique in developing listening and speaking skills as perceived by the students?
2. What are the problems that students face in experiencing jigsaw technique in developing listening and speaking skills as perceived by the students?

### **Purpose of the Research**

The researcher wants to find out about:

1. The roles of jigsaw technique in developing listening and speaking skills as perceived by the students.
2. The problems that students face in experiencing jigsaw technique in developing listening and speaking skills as perceived by the students.

### **Significances of the Research**

The researcher hopes that this research will give benefits for the following parties, such as the next researchers, students and lecturers or teachers.

**For students.** Using the jigsaw technique in developing listening and speaking skills will be the references for students who are confused to choose the technique for working in a group or peer. It can be used as an alternative. They will know more about the jigsaw technique, after knowing the roles of jigsaw technique students might want

to start to read collaboratively with the other. Afterward, students can anticipate the problems of the technique that may occur during the implementation of jigsaw technique.

**For the lecturers or teachers.** This research is expected to give the benefits for the lecturers who want to make their students active in class through the technique that has characteristics of cooperative learning. It also may help the lecturers that use this technique to facilitate the students to be independent learners.

**For the next researchers.** This research can be a reference for them in doing the research. It will help the next researchers who want to take a jigsaw technique as their research. This research focuses on two English skills they are listening and speaking skills. It can facilitate the next researcher to find a reference about the use of jigsaw in developing listening and speaking skill.

### **Outline of the Research**

This research consists of five chapters and each chapter contains sub-chapters. Chapter one was about the introduction of the research. The chapter contains the background of the research. The content explained about the definition of the jigsaw technique, as well as the identification and limitation problem. It also presents the two research questions. The first one is the roles of the jigsaw technique in developing English language skills as perceived by the students, and the second one is the problems that students face in experiencing jigsaw technique to develop English language skills

as perceived by the students. After that, the chapter also explains the purpose of the research, significances of the research and the outline of the research.

Chapter two discusses about literature review. This chapter consists of theories about the definition of English language skills. Afterward, the definition of the jigsaw technique is also mentioned. Then, this subchapter discusses teaching techniques. Lastly, the chapter explains the roles and problems that students face in experiencing jigsaw technique. It also includes the review of related studies.

Chapter three presents the methodology for the research. This part consists of the research design and research setting. This includes information regarding the design used in the research and where the research will be conducted. In this research, the researcher uses qualitative design. Afterward, it discusses the number of the participants of the research and also the criteria for the participants suitable for the research. The participants are three students of the English Language Education Department at an Islamic Private University who have previously experienced in a class that used the jigsaw technique. Moreover, the data collection method and data analysis are also presented in this chapter. The data was conducted in the English Language Education Department at an Islamic Private University.

Chapter four reports the finding about the research such as the roles of jigsaw technique to develop students' speaking and listening skills, and also the problem of jigsaw technique that students face. There are four points of the roles and three points of the problems that explain in this chapter. Afterward, this chapter also explains the experts' statement to support the findings.



Chapter five presents the conclusion of the research. This chapter explains the summary of the result of the finding. Then, this chapter also shows the recommendation for the teachers, the students, and the next researchers.