Chapter Two

Literature Review

This chapter discusses the reviews on literature related to students' perception on jigsaw technique in developing English language skills. There are several points mentioned in this chapter, they are the definition of English skills and jigsaw technique. Then, this chapter also discusses the roles of jigsaw technique and the problems of jigsaw technique.

English Language Skill

There are four skills in mastering a language. These include listening skills, speaking skills, reading skills, and writing skills. Those skills are needed especially for English students. The first skill is listening skills. According to Howatt and Dakin (1974), "listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously" (as cited in Bello, 2018, p. 64).

Brown and Abeywickrama (2004) stated that there are some micro and macro skills of listening. The micro skills of speaking are discriminate among the distinctive sounds of English, retain chunks of language of different lengths in short term memory, recognizese English stress patterns, words in stressed and unstressed positions, rhythmic structures, intonation concourse, and their roles in signaling information.

Then recognize reduced forms of words, distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance. Afterward, process speech at different rate of delivery also process speech containing pauses, errors, corrections, and other performance variables, recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptiacl forms, detect sentence constituents and distinguish between major and minor constituents. After that, recognize that a particular meaning may be expressed in different grammatical forms, recognize cohesive devices in spoken discourse.

Besides the micro, there are the macro skills of listening such as recognize the communicative functions of utterance according to situations, participants, goals. Then infer situations, participants, goals using real-word knowledge. After that, from events, ideas, and so on, describes, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification. Afterward, distinguish between literal and implied meanings, use facial, kinetic, body language, and other nonverbal clues to decipher meanings, and develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signalling comprehension or lack thereof.

The second skill is speaking. After listening to something or we called it input, we have an output. Speaking is one of those outputs. Boonkit (2010) stated that one of the four macro skills that needed for communication is speaking and it is effective in

any language, especially when the speaker does not use their mother tongue. Speaking skill in English language is one of skills that useful for students who want to speak with the native speakers or if they need to present something using English language.

According to Brown and Abeywickrama (2004) speaking skill has some micro and macro skills. The micro skills are produce differences among English phonemes and allophonic variants, produce chunks of language of different lengths, produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. Then produce reduced forms of words and phrases. After that, use an adequate number of lexical units (words) to accomplish pragmatic purposes, produce fluent speech at different rates of delivery, monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message, use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, pluralisation), word order, patterns, rules, and elliptical forms. Afterward, produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents. Then express a particular meaning in different grammatical forms and use cohesive devices in spoken discourse.

Furthermore, the macro skills of speaking are appropriately accomplish communicative functions according to situations, participants, and goals. Then use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations. Afterward, convey links and connections between events and communicate such relations as focal and peripheral ideas, events

and feeling, new information and given information, generalisation and exemplification, also convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. After that, develop and use a battery of speaking strategies, such as emphasising key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well the interlocutor is understanding.

The third skill is reading. Goodman (2014) emphasized that reading is an accurate process. This includes precise, itemized, the perceptions are sequential and letters' identification, words, patterns of spelling and substantial language units. Reading is the activity that needed to identify and understanding something through words, sentences, or phrases.

The last skill is writing skills. This skill is the output of the reading activity. Students can write after they read some texts. According to Kurniaman, Yuliani, and Mansur (2018), "Writing is a communication activity in the form of the delivery of messages (information) in writing to others by using written language as a tool or media" (p. 54). Writing also can be called as the delivery information to the other and this skill will help students to have communication in a written way.

All of the skills above have different purposes. Those skills are the macro for mastering the English language. They are the key for students to improve their English language. Students need to have those skills for facilitating them to develop.

Teaching Techniques

Teaching techniques are the way for the teacher or lecturer used to teach the materials. There are a lot of teaching techniques. Teachers and lecturers need to use some of the techniques for the teaching and learning process. Based on a book written by Larsen-Freeman and Anderson (2013) there are kinds of techniques for teaching. They mentioned kinds of technique, the first one is the direct method. According to Amertawengrum (2016), the direct method can be effectively used in vocabulary teaching through pronunciation exercises guided by the teacher/instructor. In addition, this method can be effectively implemented in small classes. Secondly is communicative language teaching. In Communicative Language Teaching (CLT) communication is used as a view in teaching language. Namely, language can be said as a social tool to make meaning that used by the speaker, they communicate about something to someone for a specific purpose, both orally and in writing (Berns, 1990, as cited in Sreehari, 2012, p. 87). Thirdly is task-based learning, this technique has an activity in which students use language to achieve certain results, these activities describe real life and learners focus on meaning, using any language is permissible in this activity (Bowen, 2010, p. 1). The last is cooperative learning. According to Woods and Chen (2010) "cooperative learning is an instructional model in which students work together toward a common goal" (p. 1).

One of the technique strategies within a cooperative learning technique is jigsaw (Adams, 2013, p.2). In cooperative learning, students will work in a group and become independent learners. They also should be active in a class then learn the material by

themselves. The activities on jigsaw are mostly work in a group or peer for understanding and discussing whole of the materials.

Jigsaw Technique

Jigsaw technique is commonly used by the teacher to help them to present the materials. According to Adams (2013), jigsaw is a teaching technique created in 1971 by a Social psychologist, Elliot Aronson. Jigsaw has several definitions. Adams (2013) said that, "Jigsaw is a cooperative learning technique" (p. 2). Similar with Adams' statement, Isjoni (2013) stated that the Jigsaw is one of the cooperative learning techniques which makes the pupils active and facilitate each other to comprehend the lesson and the material to achieve maximum attainment (as cited in Permanasiwi, 2017, p.23). Cooperative learning is a strategy in teaching that has small teams in the activity, each student has different levels of the skill, uses kind of learning activities to increase their comprehending of a lesson. From the learning process is expected to be interdependent (Dyna, 2013, p. 2).

There was also a definition stated by Tahrun, Simaibang, and Iskandar (2017), who mentioned that cooperative learning that can reduce racial conflict among school children is a jigsaw technique, besides that it can promote learning more, increase student interest, and enhance the enjoyment of learning experiences. Jigsaw is a technique that can make students more active or cooperative in the learning process. Through the jigsaw technique, students would also be better at promoting learning. It can increase their interest and make the learning experience more enjoyable.

The Jigsaw technique has four steps to follow according to Adams (2013), the first one is making a group consisting of 4-5 students. Secondly, every student will become an "expert" in every topic that has been given. After that, each member works with the "experts" from other groups. Then, they go back to their actual group and every student who is experts in each part of the material would present it to their group.

In conclusion, the jigsaw technique is one of the teaching techniques that are usually used by the teacher and lecturer. It is an important technique because it promotes better learning, improves students' interest, and increases enjoyment of the learning experience. Cooperative learning is one of the characteristics of the jigsaw technique. By means of the jigsaw technique, students will be more active and independent in the class.

Roles of Jigsaw Technique

Students in a class need a technique that can help them to master the materials from the teachers. The jigsaw technique provides several roles in class activities. The detailed information about the roles of jigsaw technique will be explained by the following paragraphs.

Giving an opportunity to students to participate in group activities. Jigsaw activity support students to have learning through participating in groups. According to Tamah (2011), every student has the opportunity to redound meaningfully in discussions, that is hard to reach in discussions on a large group. Every student builds

expertise and has something significant to redound. Students have a chance to be more active and there will reduce inactive members in the activity.

Helping students to be brave to talk. Group work is one of characteristics of jigsaw technique. It can facilitate one student to interact with other students. Rahman (2010) argued that Jigsaw technique focuses on work in a group, which is able to build students' courage and communication skills with other people or friends wherefore by using jigsaw students can share, retell stories or discuss particular topics with English language. It also can give some opinions or responses from the opinions of other students. Through this activity, students can practice their speaking skills.

Facilitating students to read little materials. Reading whole materials will sometimes make students take time. Thus, reading some materials by each individual in a class can facilitate them. According to Kardaleska (2013), who stated that the main advantage of the jigsaw technique can be integrated towards the number of activity in a classroom which is structured, therefore students do not have to read the whole of work but just a part of the same work. Students do not have to consume a lot of time to read when using the jigsaw technique.

Promoting listening activity. Jigsaw technique also has listening in a part of the activity. Students should have to listen to the other explanation about the topic that they do not read yet. The study of Tamah (2011) found that the students mostly claim that they listen with full attention to their partners during discussions in a group. After

that, the study showed that jigsaw help to improve listening skill. Thus, listening activity can be promoted in jigsaw technique.

Encouraging students to participate in reading activities. Every student needs to be encouraged to participate in some activities in the classroom. The jigsaw technique also helps in encouraging students to be active and to easily participate in reading comprehension (Tahrun, et al., 2017). Students have a chance to improve reading comprehension through this activity. In this technique, students can discover a wider range of materials than is possible when each individual is expected to independently read all available sources (Kardaleska, 2013). Students will read the materials by themselves, which means that they independently read the materials that have been given.

Increasing critical thinking. Critical thinking is also an important skill that students need. In additional, Kardaleska (2013) said that among the important results in the jigsaw approach involves finding processes in applying findings and contributing to the development of high-level thinking skills, such as analysis, synthesis, and evaluation as well as elements of argumentation and critical thinking. Jigsaw technique will help to increase skills of developing, analyzing, evaluating and skills for critical thinking because there is a discussion with the other member in the activity of jigsaw, it can make they shared everything they got to the other after they read and it will help them to increase their critical thinking.

Problems of Jigsaw Technique

Besides the roles, there are also some problems of jigsaw technique in a class. The detailed information about the problems of jigsaw technique that students face will be explained by the following paragraphs.

Making shy students and dominant students get disadvantageous. The jigsaw technique can be a problem for shy and dominant students. According to 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. There was a finding from the study of Djahimo, Bora, and Huan (2018), it showed that the problem of shy students especially on speaking is they are shy of attention and afraid of making mistakes and dominant students sometimes thought that they can work by themselves without the interference of others.

Challenging for poor performance students. Students who have poor performance in class will have a problem with this technique. Perwitasari et al. (2018) stated that students who have difficulty understanding reading comprehension will experience serious problems between their knowledge of the meaning of the words and words that are used in the text. Afterward, Kardaleska (2013) argued that teachers should ensure that students with poor learning abilities do not present unfavorable reports to the jigsaw groups. Low-level students take a lot of time to understand the material, it can be a difficulty for them when they need to participate in jigsaw activities that demand an efficiency of time.

Spending a lot of time for students who are less resourceful or less understanding to the material. Consuming a lot of time is a problem of using the jigsaw technique. The jigsaw technique demands time, space and practice for students who are less resourceful and less proficient to learn the material and also provides the opportunity to leverage more advanced students as models on organizing and presenting their reports (Kardaleska, 2013, p. 56). The jigsaw technique contains many steps that make it possible for taking a lot of time. A lack of source and less understanding of the material also can make the activity longer and more time-consuming.

Related Studies

The previous study that has been done was from Kardaleska (2013) which is about the impact of the jigsaw approach on reading comprehension in an ESP (English for Specific Purposes) classroom. The aim of the study was to identify the effects of using the Jigsaw approach on reading comprehension, and in particular in an ESP classroom. The study was done in one of Universities in Skoplje, Republic of Macedonia. The study used a qualitative approach and employed experiments as the design of the study. The participants are a group of students of English for specific purposes classroom – at the Faculty of Political Sciences and International Relations. The finding of this study showed that the jigsaw approach is a method that is far more efficient. This is because the result of the experiment was better than every other group of students.

The second previous study was done by Tahrun, Simaibang, and Iskandar (2017) which was about the influence of the jigsaw technique and learning interest towards reading comprehension achievement of business letters on the eleventh grade of one of schools in Palembang. The aim of the study was to investigate the influence of Jigsaw technique and traditional teaching methods in relation to learning interest towards reading comprehension achievement of business letters. The quantitative study was conducted in one of schools in Palembang. The participants are students of the eleventh grade of one of schools in Palembang. The data was collected using adopting pretest, posttest, and questionnaire. Findings showed that there was a significant influence of the application of both Jigsaw technique and traditional teaching method towards reading comprehension achievement of business letters, but that there were not any significant interaction effects of the application of Jigsaw technique and learning interest towards reading comprehension achievement of business letters.

The last, there is also a previous study from Ummah, Azhar, and Mahdum (2017) about the effect of the jigsaw technique on reading comprehension of narrative texts by second-year students of Islamic school in Teluk Kuantan. The aim of this study was whether any significant effect of Jigsaw Technique on reading comprehension of the narrative text of the second year students of Islamic schools in Teluk Kuantan or not. The method was a quantitative approach using the posttest and pretest design. The respondents were 30 students of class C in eight grades at the second semester of the academic year 2016/2017. The results showed that the mean score of the posttest was higher than the pretest. The result showed that the value of the t-test was higher than the

t-table at the significance level of 5% as well. Therefore, there was a significant effect of using the jigsaw technique on reading comprehension of narrative text by the second year students of Islamic schools in Teluk Kuantan

The related studies elaborate the reasons that make this research relate to the previous research. The similarity between the previous studies above and the present study is they have the same topic which is discussed about the jigsaw technique. However, the present research focuses on the use of the jigsaw technique for developing English skills, specifically in listening skills and speaking skills. Moreover, the method that the previous research used was mostly the quantitative method, while the present research uses the qualitative method. Lastly, the target of the research is different. The previous research mostly took school students as their participants. However, the present study selected university students as the participants.