**Chapter Four**

**Findings and Discussion**

This chapter presents the result or finding and discussion of the research about students' perception on using jigsaw technique in developing their English language skills. The English language skills are listening skills and speaking skills. The finding reports the students' experiences on experiencing jigsaw technique class. Then, it also reports the roles of jigsaw technique and problems that students face in experiencing jigsaw technique to develop listening and speaking skills. There are four points of the roles of jigsaw technique and three points of problems that students face in experiencing jigsaw technique that will be explained in this chapter.

**Findings and Discussion**

This part explains two main topics of the research. Firstly, it explains the roles of jigsaw technique in developing students' listening and speaking skills. Secondly, it explains the problems that students face in experiencing jigsaw technique to develop students' listening and speaking skills. The participants said jigsaw technique helps them to develop their speaking skills such as their confidence. One of participants explains that jigsaw technique can help the students to interact with the other students in English when discuss in groups. The other argued from two participants, through listening to a friend's explanation and jigsaw technique also can help to increase students' vocabulary acquisition. While one of them explained that through listening to their friends can help them to increase critical thinking. Moreover, all of the

participants said activity in jigsaw technique also helps them to promote their critical thinking.

Besides the roles, three participants said that there are the problems that students face in experiencing jigsaw technique. In speaking skills, the problem was for shy students who difficult to speak. Then, in listening skill the problem was on the wrong pronunciation of the speaker or the friend who explains the material in front of the class that can make them confused about speaker's means. Another problem was time-consuming. Two participants explained that jigsaw technique can consume time if the students got the difficult material. In addition, there was one different opinion from one participant. She added if jigsaw technique will consume the time when students have fewer resources.

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

There were four roles mentioned by three participants. Firstly, in speaking skill, all of the participants said that jigsaw technique can help them develop speaking skills. Ajeng said that "Jigsaw will help students to practice speaking skill" (A1.4). Then, Nisa told that "Jigsaw can help students to practice their speaking skill" (B1.1). Lastly is from Tara stated that "Jigsaw helps the students to issue their opinions" (C1.2).

In line with that, there was a finding of the research from Dyah (2009) the teaching speaking using Jigsaw showed that it is successful to improve speaking skills of students. Afterward, Rika (2017) said that when students follow the jigsaw activity

they will learn something by themselves and active in the learning process. Through this way, their speaking skills can improve too. Keshta (2016) said when the students are anxious or afraid to take part in the activity, they will lose the information which they need to completely understand. Through getting involved in the activities, students will concentrate on listening, speaking, and cooperation. Speaking skill is one of the skills mentioned previously which might be increased in jigsaw activity because the students should have to speak in order to join jigsaw activity. If they do not want to follow it, they are going to lose some pieces of the material.

Afterward, in listening skills, all of the participants said that listening skill can be developed by using jigsaw. The activity that can develop listening skills was from listening to their friend's presentation or explanation in front of the class. Those three participants mentioned that when there was an activity in jigsaw that their friends explain in front of the class can help them to practice their listening skill. Ajeng said, "jigsaw can help students to increase listening skill through listening to a friend's explanation" (A1.5) and Nisa also said, "jigsaw can help to increase listening skill" (B1.5) while Tara said "jigsaw can help students but only little bit to increase listening skill" (C1.5). In that, she thought that in her class mostly used code-switching so it makes the listening skill increase but only a little.

Those arguments supported by the study of Tamah (2011) that found the students mostly claim that they listen with full attention to their partners during discussions in a group of jigsaw technique. Then, it showed that jigsaw help to improve

listening skill. In addition, According to Pambudi, Bindarti, and Sukmaantara (2014), jigsaw is useful and effective in teaching reading or listening because it can help the students to learn the material and motivate the students to involve in the classroom activities. So that it can increase the students' reading or listening comprehension achievement.

However, there were two opinions more. The first one added by Tara, she said through listening their friend will help to increase vocabulary acquisition. The second one was added by Nisa, she argued that through listen to their friend's presentation will increase critical thinking. In addition, for developing speaking skill they also mentioned that students' confidence in speaking will be developed and one of them stated that interact with the other when group discussion will also be developed in jigsaw technique. Lastly, jigsaw technique also can promote students' critical thinking. In this case, the detailed information about the roles of jigsaw technique in developing speaking and listening skills are explained by the following paragraphs.

**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. Ajeng mentioned, "Jigsaw technique helps students to practice their confident" (A1.3). The

reason was that in jigsaw technique, student should present the material in front of their group or class. Nisa mentioned, "jigsaw can increase the confidence of the students" (B1.7). She said jigsaw will help students who are shy to talk to be confident. The last one, there was a statement from Tara. She said "Jigsaw helps students to be more confident" (C1.1). Her reason was the same with Ajeng, jigsaw has an activity to force the students to speak in front of the class. That is why their confidence will improve.

Afterward, there were arguments from Ajeng and Nisa. Ajeng explained, "Jigsaw helps the students to be brave to talk in front of the class" (A1.2). they mentioned from jigsaw activity the students will be more confident to speak. Then, Nisa mentioned, "jigsaw makes the students courageous to speak in public" (B1.3). Nisa explained jigsaw is the way to help to practice speaking skill especially for students who are shy or afraid to speak in front of the class.

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. Juliana and Surya (2017) also explained that cooperative jigsaw learning is more meaningful and it can improve students' understanding of learning material which ultimately can improve student learning outcomes and self-confidence. Rahman (2010) told jigsaw technique focuses on work in a group, which can build the courage of students and also develop communication skills with other people. In addition, Sukamti and Riady (2016) said

jigsaw technique will lead thoroughly in making students more active, having self-confidence and brave to present.

After that, the result of the research was done by Tarhan, Ayyıldız, Ogunc, and Sesen (2013) it found that during the activities in jigsaw technique, accomplishment feeling can increase students' self-confidence. Increasing confidence is one of jigsaw technique's roles. The activity in jigsaw mostly is speaking in front of the class it can help students to practice speaking skills while increasing their self-confidence. The bravery of the students will be challenged in jigsaw activity. Students have more practice in speaking through activity in jigsaw. Then, it facilitates them in improving their bravery in speaking.

**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.

In line of that, Tamah (2011) said that in jigsaw technique every student has the opportunity to redound meaningfully in discussions, which is hard to reach in discussions on a large group. Then, 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. Furthermore, According to Rahman (2010), jigsaw technique has an activity that students should work in a group and that can build the communication skill of the students with the other people or with their friends. Discussion in jigsaw activity is one way for students to be interacting with each other. They can share their opinion and learn how to respect other opinions.

**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). She mentioned that when one of

friends explains the material and a friend who becomes the audience will increase

critical thinking because if an explanation from the speaker does not clear yet, the

audience can ask the speaker then discuss together. It makes critical thinking increase.

Besides critical thinking in listening skills, there is critical thinking that can increase in

discussion activity of jigsaw. From the finding, all of the participants told that jigsaw

makes critical thinking increase. Ajeng explained, "jigsaw will make students to

increase critical thinking" (A1.1). Then, Tara said, "critical thinking will increase

through activity in jigsaw" (C1.4). Lastly, Nisa also mentioned, "jigsaw can help

students to increase critical thinking" (B1.4). Their reasons are the same because jigsaw

has the discussion in its activity they revealed that that activity will help them

increasing critical thinking.

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. Another

statement came from Husain, Husain, Samad, and Wahab (2013) that jigsaw technique

is cooperative learning which was considered effective in improving significant

outcomes of educational, such as critical thinking and also problem-solving skills. Then

Buhr, Heflin, White, and Pinherio (2014) mentioned that skills of critical thinking and

skills of problem-solving are fostered in the jigsaw discussion section. The discussion

part gave the students a chance to share and retell the information with each other. This is the way for students to increase critical thinking while speaking or retell information.

**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. One of the impacts in listening English language is increasing vocabulary. The more vocabulary that students have will give them the facility to speak or write in English language.

**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. The first point is in speaking, in jigsaw technique shy students will get a problem to speak. This statement was given by all of the participants. Then, the second one is in listening, the problem is on pronunciation which less precise of the speaker when they explain in front of the class. It will make the audiences confused. This statement was also given by all of the participants. Afterward, the last one is time-consuming. Jigsaw will take a long activity and this opinion gave by Ajeng and Nisa while Tara was not. For more explanations, the researcher explained it in the following paragraphs.

**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. Ajeng said, "shy students will difficult to speak in public" (A2.1). After that, Nisa told that "shy students are difficult to speak in front of their friends or groups" (B1.1). Lastly, Tara mentioned, "for shy students will get the difficulty to show their opinion" (C2.1). 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. Ajeng mentioned that "wrong pronunciation of the speaker will make the audiences difficult to understand about what the speaker's means" (A2.3). After that from Nisa, she said that "pronunciation from the speaker makes the audiences confused about the speaker's means" (B2.4). The last one, Tara also told that "the pronunciation of the speaker makes the audiences confused with the speaker's means" (C2.2).

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). Then there was another statement from Sharma (2011) mentioned that listening strategy

is a technique or action that gives direct understanding and withdrawal of listening

inputs. So that, if there are any wrong inputs it can affect the result of the learning.

**Consuming a lot of time.** Jigsaw technique has some steps in its activity. Two

participants explained that jigsaw will consume time. Ajeng said "difficult material

made the activity in the class longer" (A2.2) and Nisa also said "difficult material made

the discussion in jigsaw more time consuming (B2.1). 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. After that, 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). Time in jigsaw technique became the problem. There were some cases

that this research found was the material which difficult and the less resourceful.

It can be concluded this research found four roles and three problems of jigsaw

technique in developing students' English language skills. The roles in developing

students' speaking skills are confidence in speaking, facilitating students to interact in

English when discussing in a group, and promoting students' critical thinking. Then in developing listening skill there is improving students' vocabulary mastery while listening. Meanwhile, there are also problems that students face. They are the difficulty of shy students to speak, then problem in speaker's pronunciation that can make the audience confused. The last is jigsaw can consume a lot of time.