

**STUDENTS' PERCEPTION OF THE JIGSAW TECHNIQUE
IMPLEMENTATION IN LEARNING SPEAKING AT THE FIRST-
GRADE OF SMA N 7 BANDAR LAMPUNG**

(A Script)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

STUDENTS' PERCEPTION OF THE JIGSAW TECHNIQUE IMPLEMENTATION IN LEARNING SPEAKING AT THE FIRST- GRADE OF SMA N 7 BANDAR LAMPUNG

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Dina Agustina

The objective of this research was to investigate the students' perceptions of the jigsaw technique in learning speaking English. The subjects of the research were 18 tenth-grade students at SMAN 7 Bandar Lampung. The research employed a descriptive qualitative method. The data were collected through interviews. Coding was used to analyze the data. The result showed that majority of students had positive perceptions of the jigsaw technique use in terms of levels of difficulty, degree of stress, confidence, interest, and motivation. This suggests that jigsaw technique facilitates the students to understand the materials more effectively and efficiently. Jigsaw technique provides students with enjoyable learning activities.

Keywords: *Perceptions, jigsaw technique, speaking.*

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A Script

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**ENGLISH EDUCATION STUDY PROGRAM
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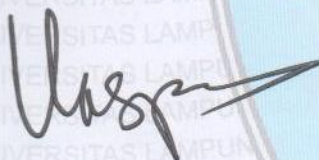
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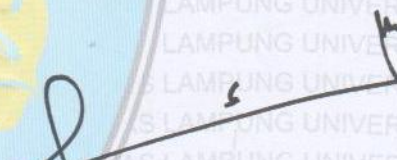
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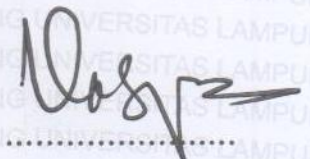


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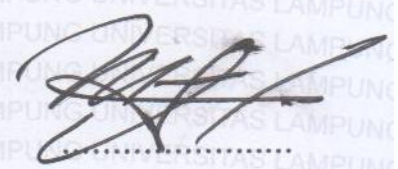
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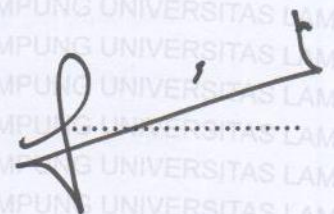
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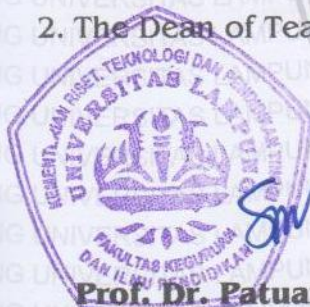
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Dina Agustina is the fourth child of Ashabi and Dalina HD, Spd. She was born on August, 11st, 1997 in Bandar Lampung. She has five sister named Rohaniah, Meilisa, Nova Sapitri, Dea Octariani, ad Syifa Dinata.

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MOTTO

Learn from yesterday, live for today, hope for tomorrow

-Albert Einstein-

DEDICATION

This script is fully dedicated to:

My beloved family

My friends in English Education 2015 of Lampung University

My Almamater, University of Lampung

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Alhamdulillah wasyukurillah, praise to Allah SWT, the Beneficent and Merciful, who has given mercies, blessing, and everything to the writer in finishing this script, entitled “Students’ perception on the jigsaw technique implementation in learning speaking at the first grade of SMAN 7 Bandar Lampung”.

Shalawat and Salam also deserve to Prophet Muhammad SAW and his family. This final project is submitted as a requirement for completing S1 (Undergraduate) Degree at the English Department of the Faculty of Teacher Training and Education, University Lampung. In this case, the writer would like to express her deep gratitude and respect for those who have contribution in helping and supporting her to get this script finished.

In this case, the writer would like to express her deep gratitude and respect for those who have contribution in helping and supporting her to finish this script.

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, 6 October 2019

The writer,

Dina Agustina

LIST OF CONTENTS

	Page
ABSTRACT	i
CURRICULUM VITAE	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
LIST OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
I. INTRODUCTION	1
1.1. Background.....	1
1.2. Research Question	6
1.3. Objectives of The Research	6
1.4. Uses of The Research	6
1.5. The scope of The Research.....	6
1.6. Definition of Terms	7
II. LITERATURE REVIEW	8
2.1. Review of The Previous Research.....	8
2.2. The concept of Speaking	10
2.3. The concept of Teaching Speaking Skills	11
2.4. Types of Text in Communication	12
2.5. Jigsaw Technique	14
2.6. Advantages and Disadvantages	15
2.7. The Procedure of Teaching Speaking Through Jigsaw Technique.....	17
2.8. The Concept of Students' Perception.	18
2.9. Conceptual Framework.....	20
III. RESEARCH METHOD	21
3.1. Research Design	21
3.2. Research Participant	22
3.3. Data Collection Technique	22
3.4. Interview Protocols.....	23
3.5. Validity and Reliability of the research	23
3.6. Data Analysis.	24
3.7. Research Procedures.....	26

IV	RESULT AND DISCUSSION	29
	4.1. Implementation of Jigsaw Technique	29
	4.2. Students' Perception of Jigsaw Technique	32
	4.2.1. Difficult Level	34
	4.2.2. Degree of Stress	40
	4.2.3. Degree of Confidence	47
	4.2.4 Students' Interest	54
	4.2.5. Students' Motivation	61
	4.3. Concluding Remark	67
V	CONCLUSION AND SUGESTION.....	68
	5.1 Conclusion	68
	5.2 Suggestion	70
	REFERENCES	71
	APPENDICES	74

LIST OF TABLES

Table 1: Students' agreement and disagreement about the steps of jigsaw technique.....	33
Table 2: Students' perceptions about the difficulty of steps in jigsaw technique..	34
Table 3: Students' perceptions about the stress in doing the steps of jigsaw technique.....	41
Table 4: Students' Perception about their confidence	48
Table 5: Students' interest in the nine steps of jigsaw technique	55
Table 6: Students' perceptions about the steps of jigsaw and their motivation.....	61

LIST OF APPENDICES

Appendix 1: Lesson Plan 1	75
Appendix 2: Lesson Plan 2	82
Appendix 3: Lesson Plan 3	89
Appendix 4: Interview Protocols	97
Appendix 5: Transcription System	99
Appendix 6: Interview Transcript	100
Appendix 7: Table 2. Students' perceptions about the difficulty of steps in jigsaw technique	112
Appendix 8: Table 3. Students' perceptions about the stress in doing the steps of jigsaw technique	113
Appendix 9: Table 4. Students' Perception about their confidence	114
Appendix 10: Table 5. Students' interest in the nine steps of jigsaw technique .	115
Appendix 11: Table 6. Students' perceptions about the steps of jigsaw technique and their motivation	116
Appendix 12: <i>Surat Izin Penelitian</i>	117
Appendix 13: <i>Surat Keterangan Penelitian</i>	118

I. INTRODUCTION

This chapter presents with some points. There are background of the problem, formulations of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms which will be explained and clarified as the following:

1.1 Background

Speaking is one of four skills the students of Senior High School need to learn (Curriculum 2013). Speaking is important for the students to practice their capability and their understanding, send ideas, pronounce the words well. The speaking ability also shows how capable students are in their language comprehension since speaking would engage all three important components of language; vocabulary, grammar, and pronunciation.

Based on the syllabus of Curriculum 2013 for a senior high school, the basic competency that should be achieved in the speaking subject is that students have to express various meanings (interpersonal, ideational, and textual) in various interactional and monologue oral texts especially those in form of descriptive, narrative, spoof/recount, procedure, report, news, anecdote, exposition, explanation, and discussion.

However, the majority of the students' speaking capability is regarded as being low. According to Leong and Ahmadi (2017), many students are not able to communicate fluently and accurately because they do not have enough knowledge. They are generally facing problems to use the foreign language to express their thoughts effectively. Wahyudi (2014), finds some students of SMPN 2 Bukit Kemuning have difficulties in expressing their idea in English orally. The students also faced difficulties in pronouncing some words since they are not given the same chance to practice speaking in the class because of time limitation. The similar study, Arum (2018), also finds most of the students at SMAN 1 Pagar Dewa were difficult to get engaged in speaking activity effectively. Some of the students kept silent all the time during the teaching and learning session, and the main reason for this situation taking place is the fact that they do not want to speak English.

Based on the problems above, there were relations between students' perception with the problems that influence the learning speaking process. Gardner and Lambert (1972), finds that that the ability of the students to master a second language is not only influenced by the language skills, but also on the students' attitudes and perceptions towards the target language. Then, there were many students that consider language fluency to communicate verbally with others is often considered more important than the ability to read or write (Nazara, 2011). They argue that speaking is the most important language skills that need to be controlled, and they assess learning achievement based on mastery of speaking skills (Burnkart, 1998). It means that students' perception about their ability will affect their goals and motivational patterns, which in turn will influence their

learning behaviors strategy use. Students' perceptions towards an object, whether he/she likes or dislikes will influence their motivation. it effected their speaking performance.

In addition, it is found in the preliminary research that most of the students in SMA N 7 Bandar Lampung faced difficulties in learning speaking. Firstly, their speaking ability is low, they need exercises to improve the practical situation in the classroom. Secondly, the lack of vocabulary is also as one of the problems that was faced by the students. Some students spend much time to pay full attention to express some words in English. Thirdly, the technique was difficult to implement properly and often resulted in inconsistent gains in student performance.

Furthermore, the students' low capability speaking is due to a number of aspects, one of which is the use of the inappropriate technique in teaching English. There are many methods, techniques, and strategies in impacting knowledge to pupils but there is no denying the fact that not all the methods of teaching adequately promotes pupils' understanding (Adams, 2013). An appropriate technique can be a solution and motivated the students to learn English. The students can follow the learning process in the classroom easily and the teacher can make the classroom more enjoyable for the students. The teacher should be able to balance the serious study of English with more entertaining activities that can make the students become active and they are not bored during the teaching-learning process. The teaching-learning process should not only happen between teacher and students but also students and students. One of the techniques that can be used in this case is techniques that employs the concept of Cooperative Learning.

Cooperative learning is part of a group of teaching/learning techniques where students interact and work together with each other to reach the learning goals. Students are given a task, better known as an assignment, and they work together to accomplish this task. By interacting with peers, students understand the topic discussed more and easily since they use a simpler language. Cooperative learning has many models and techniques. There are several techniques in Cooperative Learning that the teachers/ the lecturers may choose based on the needs and the goals of their learning. They are: Student Teams Achievement Division (STAD), Jigsaw, Teams Games Tournaments (TGT), Think Pair Share (TPS) and Numbered Head Together (NHT).

According to Karacop and Diken (2017), Jigsaw is one of the techniques which is used in the implementation of cooperative learning, brings the cooperation to the forefront by providing support to students' working together and removing competition in the classroom. Jigsaw is focused on group working that is able to build the students' bravery and communication ability with other people or friends because by using this technique students can share, retell, the story or discuss certain topic with English language in their group or other group and also can give opinion or response to other students' opinion. Each member of the group indirectly will be forced to speak up based on the topic discussion. By grouping, the students will be more fluent in speaking English without feeling shy or not confident to share their opinion.

There are some previous related to the implementation of Jigsaw Technique. The first study is conducted by Rusandi (2015), entitled the effectiveness of using jigsaw technique in teaching speaking. The result of his study is jigsaw technique in teaching speaking is very effective and applicable in teaching speaking English. The second is Hersulastuti (2010), conducted a study about the implementation of Jigsaw Technique in speaking class. She found that jigsaw technique encourages students to speak up, ask questions and comments. It made the class alive and could decrease their nervous to perform because they worked collaboratively with their friends in a group. The third is Qian (2012), conducted study entitled Cooperative Learning Using Jigsaw Activities in College English Speaking Classes. The research was conducted in China, Tongren College. The result of this study shows that Jigsaw activities had a positive effect on students' anxiety and speaking ability, and students had positive opinions towards it.

Consequently, jigsaw technique is believed to develop students' speaking skill but neither has there been much previous research focus on how students' perception in learning speaking. Students' perception is important in ensuring the effectiveness of the learning process in the classroom. According to Langton and Robbins (2005; p. 31), perception is a process by which individuals, regulate and interpret their sensory impressions to give meaning to their environment. It means that knowing the students' perceptions in the learning process is also useful for teachers to see how good students' achievement is.

In this research, the researcher conducted a qualitative research at the first grade of SMAN 7 Bandar Lampung because the students were lack of experience,

especially in practice speaking. Thus, this research was interested to investigate students' perceptions on the jigsaw technique implementation in learning speaking.

1.2 Research Question

Based on the background above, the problem can be formulated as follow:

What are students' perceptions of the implementation jigsaw at the first-grade students of SMA N 7 Bandar Lampung?

1.3 Objective of the Research

Based on the problem above, the objective of the research is to investigate the students' perception in the implementation of jigsaw technique at SMAN 7 Bandar Lampung.

1.4 Uses of the Research

This research can hopefully be useful both theoretically and practically in English Education in Indonesia. Theoretical and practical benefits can be seen as follows:

1. Theoretically

The result of this research is expected to confirm the previous theory about teaching speaking through jigsaw.

2. Practically

As additional information for English teacher to increase the teachers' knowledge and share experiences in increasing the students' speaking ability using jigsaw.

1.5 Scope of The Research

The research was conducted speaking learning-process at the first grade of SMAN 7 Bandar Lampung. in teaching speaking, There are several techniques in Cooperative Learning that the teachers may choose based on the needs and the goals of their learning. They are: Student Teams Achievement Division (STAD), Jigsaw, Teams Games Tournaments (TGT), Think Pair Share (TPS).The focus of this research is the implementation of jigsaw technique in how the students perceive the implementation of jigsaw technique. Narrative text will be used as the material of the learning process. The research will conduct this research in 4 meetings for four weeks.

1.6 Definition of Terms

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1994).
2. Langton and Robbins (2005; p. 31), defines perceptions " a process by which individuals, organize and interpret their sensory impressions in order to give meaning to their environment"
3. Jigsaw technique is a cooperative learning technique in which students work in a small group (Arronson, 2000).

II. THEORETICAL FRAMEWORK

This chapter discusses review of the previous research, the concept of speaking, aspects of speaking skills, the concept of teaching speaking skills, types of text in communication, jigsaw technique, the procedure of teaching speaking through Jigsaw technique, advantages and disadvantages, and the concept of students' perception.

2.1 Previous Research

In terms of jigsaw technique in teaching speaking, there are several studies prove that jigsaw technique is effective in improving students' speaking ability. More specifically, the previous research will be further described below:

First, Rusandi (2015), the purpose of his research was to get the empirical evidence about the effect of jigsaw technique on students' English in teaching English speaking. He conducted quasi-experimental research that use in two classes which consist of a control class and experimental class. For the sample of this researcher took two classes of the second grade of SMP N 3 Tangerang Selatan. The research chose class VIII 8 and VIII 9, each of which is consisted of 30 students. So, the total number of the sample was 60 students. The researcher used one instrument i.e. test. The finding of this research showed that the jigsaw

technique in teaching speaking is very effective and applicable in teaching speaking English.

Second, Hersulastuti (2010), the purpose is to explore the implementation of Jigsaw technique in speaking class conducted to the 3rd semester students of UNWIDHA Klaten in 2009, under the topic of Describing Someone. Her classroom consisted of 28 students, and she divided it into 5-6 groups. She gave the picture in each group and each member had a different picture. After that, they formed an expert group to discuss the picture. Then, they back to the main group to discussing every picture and make a resume. The result of this research has identified the strengths and weaknesses of this technique. Some strengths are: 1) It could break the 'gaps' of the students-lecture relationship, 2) The atmosphere of learning was much better because the students found another interesting way in speaking class. All those positive things are in line with the principle of what makes speaking class successful.

Third, Qian (2012), the research was conducted in China, Tongren College. The subjects were 30 participants who were first-year students, majoring in the Primary Education Department. The research used one-group pretest-posttest design. This research is to find out whether students' anxiety is reduced; students' speaking performance be enhanced; and students' opinions through the use of Jigsaw activities. The instruments are pre and post-tests for speaking, the speaking anxiety scale, the semi-structured interview. The results revealed that (1) students' anxiety, in general, was reduced through the use of Jigsaw activity; (2) student's speaking ability was improved. However, among the five criteria

(fluency, content, vocabulary, eye contact, and conversation skills), students only made significant gains on eye contact and conversation skills; and (3) students expressed positive feelings and opinions on using Jigsaw activities in college English speaking class

Regarding the previous studies above, this research is intended to find further if jigsaw technique is good for students' speaking ability. The difference between those researches and this research is that this research only focuses on finding out students' perceptions in the implementation of jigsaw technique.

2.2 Concept of Speaking

Speaking is one of the four skills in learning a language. Speaking is the ability to say an articulation sounds or words to express and convey thoughts, ideas, and feelings. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994). The main purpose of speaking is to send the message to another one or to be able to communicate about something by using a language and understood by someone who becomes the listeners. Speaking is not just a means of communicating mere ideas, but also the main tool for creating and formulating new ideas.

Meanwhile, Byrne (1984), states that speaking is oral communication. It is a two ways process between speaker and listener and involves productive and reactive skill of understanding. It means that, in speaking process, the speaker must be able to share the ideas clearly so that the listener can receive what the speaker communicates. Clark & Clark (1997), state that in speaking, a speaker expresses

his thought and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences. It is clear that to be able to speak well, people should know the elements of speaking such as vocabulary, grammar, pronunciation, fluency, and comprehension.

Furthermore, in all communication or conversation, two people are exchanging information or they have a communication or conversation need (Brown, 1987: p.2). It means that the reason for the people to communicate with others is to tell people something, which they do not know, or to find something out from other people.

Speaking has been classified to monologue and dialogue. The former focuses on giving an uninterrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown & Yule, 1983, p. 3).

From the definition above, it can be concluded that speaking is an ability to express ideas, feelings, and emotions to others. The language is a tool to transfer the message to others. Speaking concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of life and socialization.

2.3 Teaching Speaking

Teaching speaking is to train students to communicate. Teaching speaking means giving an opportunity for learners to enable their selves understood.

According to Harmer (2007), there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become.

Furthermore, teaching speaking is to teach our learners to (1) Produce the English speech sounds and sound patterns; (2) Use word and sentence stress, intonation patterns and the rhythm of the second language; (3) Select appropriate words and sentences according to the proper social setting audience, situation and subject matter; (4) Organize their thoughts in a meaningful and logical sequence; (5) Use language as a means of expressing values and judgments; (6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003)

There are various types of text learned by students. Texts should be communicated in spoken and written forms. The study narrows the types into one; i.e. narrative.

2.4 Narrative Text

The narrative is a kind of genre which has a social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Based on Competency-Based Curriculum 2013, the aim of the narrative is to entertain and to amuse the listeners and readers with a legend. Narrative is a perceived sequence of non-randomly connected events, typically involving, as the experiencing

agonist, human or quasi-humans, or other sentient beings, from whose experience we humans can 'learn' (Toolan, 2001). According to Knapp and Watkins (2005), narrative is through the process of sequencing people and events in time and space. Narrate commonly used in; personal recounts, historical recounts, stories, fairy tales, myths, legend, fables, narratives.

One way to understand narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in Senior High School is divided into the following three elements, namely orientation, complication, and the last even resolution (cited in Competency-Based Curriculum, 2013). *Orientation*, in the introduction or orientation the writer or narrator explains where does the story happen. In this level, the writer usually produces an atmosphere that can make the readers follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the introduction of the text, readers will understand first the contents of the text before they read it. The second, *Complication*, in this part, the crisis arises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to rich his or her wants. In this part, the narrator brings up the issues occurred in the story. The third, *Resolution* is the description of real life and they tell the readers that every issue or problem can be solved. After spilling many issues in the climax of the narrative, the narrator will tell the readers the resolution of the issues or the problems. The last is Re-orientation or the last event. This is the closing remark to the story and it is optional. It consists of moral value and advice from the writer.

Language features are one of the language competences which have an important role in communication. Simple past tense is the form of time that is used to explain the event at a certain time in the past and the time has known. Based on Competency Curriculum 2013, there are also typical common linguistic features to the narrative. Those features are:

- a) They are sequenced in time and are often signaled by conjunctions or connections. Like: once upon a time, one day, then and others.
- b) They usually use “action” verbs that describe what people do. It is usually past form, like studied, stayed, went and others.
- c) They often contain dialogues and saying verbs that explain how people spoke, said, and replied and others.
- d) They used an adjective that makes a noun phrase. Like long black hair, two red eyes and others.
- e) They used adverbs and adverbial phrases that refer to the setting of action like here, in the mountain, happily ever after and others.
- f) They use nouns like stepsister, housework, and others

2.5 Jigsaw Technique

Jigsaw technique has been studied and invented by Aronson in 1970, as a cooperative learning technique. It is a structured way of engaging every student by requiring them to cooperate with each other in order to master an area of knowledge. Like completing a jigsaw, each student in a ‘jigsaw group’ is responsible for learning a piece of the subject matter. They do this in a temporary ‘expert group’ before returning to their home jigsaw group where the team

members teach each other what they have learned thus enabling them all to grasp the whole picture.

The jigsaw strategy is a cooperative learning technique appropriate for students from 3rd to 12th grade. There are several benefits of jigsaw technique in teaching. The teacher is not the sole provider of knowledge because most of the work is done by the students themselves which make it an efficient way to learn. Students take ownership in the work and achievement and therefore students are held accountable among their peers. Jigsaw technique is beneficial in teaching because learning revolves around interaction with peers, students are active participants in the learning process and thereby help to build interpersonal and interactive skills among students. The use of this technique also makes teachers find it easy to learn, enjoy working with it, it can be used in conjunction with other teaching strategies and it can be effective even if it is used for just an hour per day.

2.7 Advantages and Disadvantages of Jigsaw Technique

2.7.1 Advantages of Jigsaw Technique

There are several advantages of jigsaw technique in teaching and learning in the class. First, the teacher is not to be as the center of knowledge anymore because the knowledge center could be among the students. It happened because in jigsaw technique a work-ship is built on the student in the class by using discussion and communication to each other. Second, in jigsaw technique, it encourages every student to be an active participant in the learning process and help to build interpersonal and communicative skill among students. Third, by working in jigsaw groups, the students learned that it is possible to work together in a helpful

way without sacrificing excellence and that working together increases their positive feelings about themselves and their happiness in school.

Creating group among students give positive effects besides communication and interaction in the class, there are responsibility and workshop among students. Expert groups have additional advantages. Even the brightest student is stimulated by the questions, examples, and trial presentations of his experts. The expert group may also be considered an effective device to remedy listlessness on one of those dull, low-energy days that descend from time to time on every classroom. This technique provides domination of students to be an important thing because the students will be more active to share their knowledge.

2.7.2 Disadvantages of Jigsaw Technique

While jigsaw technique demonstrates numerous advantages of cooperative learning, this does not mean that working with it is problem free (Aronson, 2000). The problems are considered as disadvantages for carrying out the technique. According to Aronson (2000), there are several disadvantages of using Jigsaw technique. The first problem is the slow student. The slow student needs more time than others to understand and absorb the information. The second problem is the bright students. the bright student may dominate the group while others feel left out. Some students do not trust the abilities of others in the group which results in tension and refusal to cooperate. The last problem is the student becoming bored. It usually happens to many students in jigsaw situations. Moreover, because their minds are so quick, bright students tend to be among the most easily bored if events are moving too slowly for them.

Briefly, in the teaching-learning activities, every single technique always has the advantages and disadvantages. It was natural, but jigsaw technique has more advantages than disadvantages. Because of that, the researcher will use this technique in this research.

2.8 The Procedure of Teaching Speaking Through Jigsaw Technique

The following are the steps in implementing Jigsaw in class (Aronson, <http://www.jigsaw.org/overview.htm>).

1. Students will be divided into 5 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. One student from each group will be appointed as the leader. Initially, this person should be the most mature student in the group.
3. Students will have the day's lesson into 5 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on 1) Her childhood, 2) Her family life with Franklin and their children, 3) Her life after Franklin contracted polio, 4) Her work in the White House as First lady, and 5) Her life and work after Franklin's death.
4. Each student will be assigned to learn one segment, making sure students have direct access only to their own segment.
5. Students will get time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Students next, form temporary "expert groups", by having one student from each jigsaw group join other students assigned to the same segment. Give

students in these experts group time to discuss the main points of their segment and to rehearse the presentations they will make their jigsaw group.

7. Students will back into their jigsaw group. Each student will be asked to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

8. Students focus on their assignments while the teacher floats from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it is best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene until the leader gets the hang of it.

9. Students, at the end of the session, will be given a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

2.9 Concept of Students' Perception

According to Krishnananda (1992; p.59), Perception is a process of the consciousness of an object. The definition was supported by Langton and Robbins (2005; p.31) perception is a process by which individuals, organize and interpret their sensory impressions in order to give meaning to their environment". Mosher (1998;1) proposes that perceptions are not only a gathering of input from the sensory system but also the brain's interpretation of stimuli depending on an individual's genetic and former experience. He concludes that "perception is actually a message constructed using outside input, inner neuron processes, and past, relevant information stored in the brain".

According to Robbins and Langton (2005; p.55), there are three factors influencing perception. These factors can be present in the *perceiver*, in the object or target being perceived, or in the context of the *situation* in which the perception is made. The perceiver's attitudes, motives, interests, and past experiences all shape the way he or she sees an event. The target's characteristics also affect what is perceived. Novelty, motion, sounds, size, and other characteristics of a *target* shape the way it is seen. Objects or events that are unrelated are often perceived together because they are close physically or in timing. Persons, objects, or events that are similar to each other also tend to be viewed as a group. The setting in which we see objects or events also affects how they are perceived.

Perception plays an important role in the learning process. This indicates that exploring students' perceptions is important for teacher and students. However, many the previous researchers only focus on qualitative research. The majority of previous research disregarded exploring the meaning of information behind members. Based on the previous study, jigsaw technique is effective in teaching speaking, but the researcher wants to know students' perception in implementing jigsaw technique, what makes the technique is effective and why. According to Hapsari (2011), there are four ways to get students' response data: observation sheet, teaching journal, questionnaire, and guide the interview. To ascertain students perception Robinson (2001, p. 41) specifies five categories: Level of difficulty, stress, confidence, interest, and motivation.

2.10 Conceptual Framework

As discussed above, Speaking is one of four skills the students of Senior High School need to master (Curriculum 2013). However, according to Leong and P2i (2017), many students are not able to communicate fluently and accurately because they do not have enough knowledge. Moreover, on preliminary research, the researcher did at SMAN 7 Bandar Lampung, most of the students face many difficulties in learning speaking. The students' low capability speaking is due to a number of aspects, one of which is the use of the inappropriate technique in teaching English. An appropriate technique can be a solution and motivated the students to learn English. One of the techniques that can be used in this case is Cooperative Learning. Jigsaw technique is one of the cooperative learning. Based on the previous research above, jigsaw technique is effective. It can develop students' speaking ability. But many previous research only focuses on investigating in students' achievements. Therefore, the researcher is interested to investigate students' perception in implementation jigsaw technique.

BAB III

RESEARCH METHOD

In this chapter, the researcher explains several points: research design, the subject of the research, data collection technique, Validity and reliability of the research, research procedures, and data analysis. The content of this chapter is presented as follows.

3.1 Research Design

In this research, the researcher employed a descriptive qualitative method. The design was used when the researcher needs to explore the topic which is investigated. It is in line with Creswell (2009) qualitative study is selected because the topics need to be explored.

In this research, the researcher acted as the teacher by implementing jigsaw technique. The researcher made three lesson plans and performs in the class in three meetings. The time allocation provided 3x45 minutes each meeting. In the teaching-learning process, the researcher would record to see the students' learning process by using audio-visual recording tool. The recording was used to help students remember what happened during learning-process in the interview.

3.2 Research Participant

The research was conducted at the first grade of SMA N 7 Bandar Lampung. There are nine classes consisting of X1 until X9. In deciding what class to be the subject, the researcher used random sampling method because she assumed that all the students in SMAN 7 Bandar Lampung have almost similar English background that makes them have the same chance to be chosen the subject. Thus, for this reason, the researcher randomly chose one class as the subject. X IIS 3 was chosen as the subject that consists of 30 students. In this study a structured interview was conducted with 18 subjects randomly selected from the total of 30 subjects to get more in-depth information.

3.3 Data Collection Technique

In this research, the researcher was as a participant observing. Participant observation is a process where the researcher can observe a setting to fully participating in the setting to collect data (Glesne & Peshkin, 1992). To get the information the researcher needed a video recording as the tool in an interview. The researcher would record the class during the implementation of jigsaw technique. Then, the recording would be used in the interview session, the aim was to help students more focused and directed to answer the questions of the interview. The researcher used interview because it can help to gain the data of students' perception in the implementation of jigsaw technique deeply. The questions of interview have been validated because they are adopted from Mahpul (2014). The process of the interview also would record by the researcher. The use of video recording hopefully can be authentic data.

3.4. Interview Protocol

The researcher used the interview in order to know the specific information about students' perceptions after the implementation of jigsaw technique in teaching speaking. The interview protocols used in this research are based on Mahpul's adoption from Robinson's (2014) consists of 5 categories: Level of difficulty, stress, confidence, interest, and motivation

The researcher used open-ended and closed-ended questions with structured the type. In questions of the interview, there are two types of questions which are used to gather the statements of perception, closed-end questions, and open-end questions. The former type of questions allows the students to select two or more alternative answers. They are easy to answer. On the other hand, open-end questions allow students to give their answer freely. This type helped the researcher to gain the view of students' perceptions towards jigsaw technique deeply. The students could express their own ideas. The interview was conducted in Bahasa Indonesia in order to avoid misunderstanding between the researcher and students. The process of the interview was recorded by the researcher to help the researcher gain the data.

3.5. Validity and Reliability of the Data

Qualitative researcher tries to combine the data collecting technique such as interview, observation, document and etc. in collecting the same data (Setiyadi, 2006:30). In this research, the researcher collected the data by making a video recording class and interviews the students about their perceptions in the implementing jigsaw technique. Concerning the validity of the data, where it relates to the data that were collected so that researchers always try to make the

data collected must be authentic (Setiyadi, 2006:31). In this research, the use of the recording technique of the classroom hopefully can be authentic data of the research which shows students' perceptions in the implementing jigsaw technique in teaching speaking. In addition, the validity of the questions of interview are adopted from Mahpul (2014). The questions contain to *What-questions* followed up by *Why-questions*. The questionnaire of the interview consists of six questions which are categorized into personal opinions, experiences, and feelings.

3.6. Data Analysis

To analyze this research, first, it was transcribed and organized systematically in preparation for analysis. Then all of the data were coded in detail. Manual coding is used in analyzing the data. According to Saldana (2009), the coding manual for qualitative researchers is intended as a reference to supplement those existing works. This manual focuses exclusively on codes and coding and how they play a role in the qualitative data analytic process. A binary system was used to do coding which students who had opposite responses for each category was designated either plus (+) or minus (-). And the sequence of the number will be used for both plus (+) and minus (-) codes according to the order of the questions in the interview. For example, the Plus (+) code is generated from the first question and will be coded with "1+". A minus (-) response generated from the first question will be then coded by "1-", etc. according to Mahpul (2014) the coding process of this research will be explained by the example below:

"I think it's easy because I'm only assigned to master one part of the material"

The word “easy” is coded (1+) and the following responses to 1+, ” assigned to master one part of the material” were summarized by a Descriptive Code as a ‘simple task’.

Then, the same procedures were applied to minus (–) responses. The example will be explained as the following:

“It is difficult, because we have to explain or convey information in front of friends. I felt shy “

The word “difficult” is coded by (1-) and the following responses 1-, “share my knowledge to others” were summarized by a descriptive code as a ‘complex task’.

Then, the result of ‘what questions’ will be presented in a table form. This table created from Mahpul (2014), it will be shown below:

Question	Category	code	Description
1	Difficulty	1+	easy
		1-	Difficult
2	Stress	2+	Relaxed
		2-	not relaxed
3	Confidence	3+	successful
		3-	Not successful
4	Interest	4+	interesting
		4-	Not interesting
5	Motivation	5+	Yes
		5-	No
6	Learning	6+	Yes
	Opportunities	6-	No, difficult, confused.

3.7. Research Procedure

In conducting the research, the researcher divides the steps research procedures into three stages. They are preparation stage, field work, dealing data. The steps will be discussed as follows:

1. Preparation Stage

The preparation stage of this research consists of four steps. The steps are: 1) formulating the research question, 2) determining the case, the way of collecting and analyzing the data as well as reaching the conclusion, 3) finding the subject of the research.

2. Field Work

In this field work consists of two phases. The phases are the implementation of jigsaw technique and administering an interview.

Phase 1: The researcher will implement the jigsaw technique in three meetings which are each meeting is held in 3x45 minutes. Included the collection of data related to the implementation of jigsaw technique.

1. Students will be divided into 5 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. One student from each group will be appointed as the leader. Initially, this person should be the most mature student in the group.
3. Students will have the day's lesson into 5 segments.
4. Each student will be assigned to learn one segment, making sure students have direct access only to their own segment.

5. Students will get time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Students next, form temporary “expert groups”, by having one student from each jigsaw group join other students assigned to the same segment. Give students in these experts group time to discuss the main points of their segment and to rehearse the presentations they will make their jigsaw group.
7. Students will back into their jigsaw group. Each student will be asked to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
8. Students focus on their assignments while the teacher floats from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention.
9. Students, at the end of the session, will be given a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

The researcher uses video recording in order to give the drawing of the implementation of Jigsaw Technique on students’ speaking ability and to strengthen the facts in the field.

Phase 2: The interview session is conducted after the implementation of jigsaw technique. This is followed by interviews with the students regarding their perception of jigsaw technique. The researcher interviews students in grouping in order to know the specific information about students’ personal opinions, experiences, and feeling about the teaching and learning process by using Jigsaw Technique. The interview is conducted in Indonesian in order to avoid

misunderstanding between the researcher and students. The process of the interview is recorded by the researcher to help the researcher gain the data

3. Dealing with the Data

In this stage, after conducted the interview, the data of the students' perception in form of recording were analyzed by the researcher. There are 3 stages to analyze the data:

- a. The data is transcribed first. The interview transcribed manually, verbatim method was used in transcribing the interviews. The transcription of interview wrote into two languages. There are Indonesian and English, because the interviews conducted in Indonesian so the transcription transcribes into English, the purpose was to make it understandable to readers. The transcription of the interview, which can be accessed in Appendix 5, follows the transcription rules presented by Thorsten, Schiemeder, Dressing and Christian (2015). In order to make the transcript readable, some of the rules concerning the layout of the transcript are presented in Appendix 5.
- b. Then all the data coded in detail by using manual coding. All the data are calculated in percentage, the way to determine the percentage is:

$$\frac{\text{Total of Students' agree responses}}{\text{Total of Interview Participants}} \times 100\% =$$

For example: $\frac{1}{18 \text{ participants}} \times 100\% = 5.6\%$

- c. After all the data had calculated in percentage, the researcher interpreted the result.

IV. RESULTS AND DISCUSSION

This chapter presents three major points: implementation, results of the data analysis and discussion. The following is the elaboration of each point.

4.1 Implementation

First, in applying jigsaw technique, students were divided into groups consist of five. The group should be diverse in terms of gender, ethnicity, and ability. To obtain these data, the researcher asked English teacher about students' daily scores. Most of their ethnicities are Lampungnese and Javanese and for the gender female and male students consist of 15 and 16 students. In determining group, students' seats had been arranged based on their abilities. Then, the numbering system also used to organize chosenness the members' group. The mechanism of the numbering system was students must count one to five until all of the students got their own numbers. Then, the students gathered with the same number e.g., all of the number 1 joined. The purpose of numbering system was to make balancing the determining group.

Second, after dividing groups, one student in each group was chosen as a leader. Electing the leader was based on students' maturity. To know the students' maturity, the researcher had got the data about who the most mature students in the pre-observation. In addition, the researcher also asked some students about

"who is the most mature between you?", "who has high motivation in learning?", 'who can handle the group discussion?'. It is in line with Hersey and Blanchard (1997), the behavior of leader to the maturity are motivated to achieve, willingness to take responsibility and experiences.

Third, the teacher distributed the chunk of text to the students. Narrative text was chosen as the material. The material was divided into 5 segments. Lottery system also used in determining students' segments. The purpose is to make determining fair.

Fourth, after all the students had received their chunks of text, the teacher asked students to learned and focused on their own segment. They were allowed to read and understand their chunks first. Most of the students were reading in silent, the class situation was quiet in the first five minutes.

Fifth, they were given time to read their segment at least twice and become familiar with it. It was noisy after that; they seemed confused about finding the idea of their chunks and started asking each other.

Sixth, after the students read their segment, the students asked to join with others who get the same segment. The students seemed enthusiastic and started finding their expert group members. In this section, expert group, the students were given the time to discuss and prepare the presentation. They had the responsibility in mastering their segment.

Seventh, after preparing the presentation, the students asked to back into their home group. Each member of the home group had the same task which was presented their chunk of the text to the other members in their home group so that all members in the group were able to understand the whole story of the texts. All students were active in this session; they presented their paragraphs and shared their thought.

Eight, when they were discussed together, the teacher floated from group to group. The purpose was to observe observed and checked the students' understanding. She also answered some questions from them. Most of them asked about some vocabularies and sentences they were not able to comprehend. Then, the learning process also checked to know students' problems in discussing, and how the group leader overcame the problems.

Ninth, the teacher gave the quiz. The quiz was about narrative text that they had learned. It did in a group. The teacher prepared 10 questions which were each student got a minimum of two questions to answer spontaneity. The examples of the questions in Malin Kundang material were:

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, diligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?

7. What made Malin Kundang's mother sad and angry?
8. What did he do when Malin Kundang denied that he was his mother?
9. How did the curse happen?
10. What is the moral of the story?

Taken with adaptation from: English Text Book 2014, *Pusat Kurikulum dan Perbukuan, Balitbang Kemdikbud.*

4.2 The Result of Students' Perception of the Jigsaw Technique Implementation

The structured interview was conducted with 18 participants after the implementation of jigsaw technique was administered. As described in Chapter Three, there are five categories of perception to gain the data; difficulty, stress, confidence, interest, and motivation. The opinions of each category were symbolized as (+) and (-). (+) Symbol refers to students' agreement with the activity, while (-) symbol means their disagreement about the activity.

Table 2 below shows the percentage of the students' responses result in implementing jigsaw technique. The result shows that the Jigsaw activities played a positive role in students' class participation and interaction, although some problems occurred occasionally. In general, working individually (Step 4 and 5) perceived more difficult and stressful than grouping (Step 5 and 6). Then, step 1, 6, and 7 also have the same percentage result, it is because in the activities there were a formation discussion group. The comments and level of agreement amongst the students for each category will be showed in more detail in the following sections of this chapter.

An overview of these results showing the number and percentage of participants from the total cohort agreeing or disagreeing about a particular issue is shown in Table 2 below.

Table 1: Students' agreement and disagreement about the steps of jigsaw technique

No	Step in Jigsaw Technique	Categories									
		Difficulty		Stress		Confidence		Interest		Motivation	
		Percentage		Percentage		Percentage		Percentage		Percentage	
		+	-	+	-	+	-	+	-	+	-
1	Dividing group discussion	88.7	11.3	77.8	22.2	88.9	11.1	94.4	5.6	94.4	5.6
2	Appointing leader group	94.4	5.6	94.4	5.6	72.2	27.8	72.2	27.8	72.2	27.8
3	Giving the materials	77.4	22.6	83.6	16.4	61.1	38.9	88.9	11.1	100	0
4	Focusing to learn their own segments	66.3	33.7	66.8	33.2	77.8	22.2	88.9	11.1	83.3	16.7
5	Reading their own segments	66.4	33.6	83.3	16.7	72.2	27.8	83.3	16.7	83.3	16.7
6	Discussing and preparing the presentation in the expert group	4.4	5.6	83.3	16.7	83.3	16.7	94.4	5.6	94.4	5.6
7	Presenting the presentation in the home jigsaw group	83.3	16.7	83.3	16.7	66.8	32.2	94.4	5.6	100	0
8	Monitoring the presentation by teacher	88.9	11.1	88.9	11.1	77.8	22.2	88.9	11.1	83.3	16.7
9	Conducting quiz	77.6	22.4	72.2	27.8	88.9	11.1	88.9	11.1	88.9	11.1

4.2.1 Difficulty Level

The result of students' difficult showed mostly positive rather than negative. The reasons underlying both students' difficult, or easy, in performing 9 steps of jigsaw technique are presented in Table 3 below.

Table 2: Students' perceptions about the difficulty of steps in jigsaw technique

No	Perception	Percentage								
		Step 1	Step 2	Step 3	step 4	Step 5	step 6	Step 7	Step 8	Step 9
	Degree of the step were easy									
1	Fair distribution	61.2		11.1	5.6			5.6		
2	Easy to do	27.7				5.6				
3	Controll group discussion		94.4						88.9	
4	Master one segment			50	44.4	16.8	11.1	38.8		
5	Interest with the topic			16.6	16.6	16.6		11.1		
6	Have a group discussion						61.2			44.4
7	Planning time					27.7	11.1	11.1		33.3
8	Improve the ability together						11.1	16.7		
	Disagree of the step were difficult									
1	Can not choose a team work	11.1								
2	Can not handle the stuation		5.6							
3	Uninterested topic			11.1	5.6	5.6				
4	Problem with the language			11.1	5.6	11.1	5.6	11.1		5.6
5	They was shy							5.6	11.1	5.6
6	Can not share the information				22.2	16.6				
7	Answer spontaneity									11.1
	Total	100	100	100	100	100	100	100	100	100

Based on the table above, many students stated those steps (step 1, 3, 4, and 7) were easy because the division is fair in determining group and material. Burdett (2003), found that the students give positive comments because the workload was fairly shared. As the evidence in the following the comments:

"Menurut saya... mudah ya,karena kelompok saya terdiri dari macam macam kemampuan dan gender. Jadi membuat proses diskusi ituimbang, tidak ada yang dominant //“ I think, it is easy.. because in my group discussion divers of abilities and gender. It makes the discussion balance, there is no one who dominant” (step 1)

"Mudah karena pembagian materinya hanya dibagi satu orang satu potongan, jadi adil gitu."// *"It's easy because, in divided material, one person only gets one segment, so it's fair."* // (Step 3)

"Mudah ya miss, karena kan pembagian materinya sudah adil jadi mudah aja gitu untuk fokus bagian masing-masing. // *"It's easy, because the distribution of material is fair. So it's easy to focus on my segment."* // (step 4)

"Mudah, karena teman yang lain juga bertanggung jawab dengan bagiannya masing-masing. Tidak ada yang pasif. // *"It's easy because other friends also have responsibility for their respective segment. Nothing is passive."* // (Step 7)

Furthermore, there were some steps (step 1 (27.7%), and step 5 (5.6%) students) who answered the step is easy to do. The determining of membership and material by the teacher facilitated the students in reducing the dispute. Some students usually faced difficulties in choosing a group and the workload of the material. Thus, the results of step 1 and 5 showed that there were 27.7% and step 5 5.6% of students who agreed. They stated:

"Menurut saya saat pembagian kelompok itu mudah, karena tidak perlu repot-repot lagi memilih anggota kelompok." // *In my opinion, the division of groups is easy, because there is no need to bother choosing group members anymore.* // (Step 1)

"Mudah, karena tidak repot-repot lagi membagi materi ke teman kelompok, jadi udah fokus bagian masing-masing dengan waktu segitu, jadi tidak pemborosan waktu. // *It's easy, because it doesn't bother to divide the group's material again, so it's already focused on each part with that time, so it doesn't waste time.*" // (Step 5)

The result showed that there were 66.7% of students shared the same opinion that leader presence was useful because can control group discussion. It is in line with Aronson (cited in Washington & Ross, 2004) emphasizes that appointing a group leader is useful to cope with the group controlling problem. They mentioned:

"Menurut saya mudah, karena dengan adanya ketua kelompok ini si ketua dapat mengatur kita dan mendorong kita untuk lebih aktif dalam berdiskusi tidak boleh pasif.// *I think it's easy because with the leader of this group the leader can manage us and encourage us to be more active in discussions not to be passive.*" // (step 2)

In addition, there were some steps (Step 3, 4, 5, and 7) that student likes because they were interested in the topic. The comments were:

"Ya mudah, karena menurut saya topiknya sangat menyenangkan."// Yes, it's easy, because, in my opinion, the topic is very excited."/ (Step 3)

"Menurut saya mudah ya miss untuk focus kebagian masing-masing karena ceritanya tentang legenda Indonesia, jadi seru aja bacanya." // I think it's easy to miss to focus on each one because the story is about Indonesian legends, so it's easy to read.// (Step 4)

"Mudah ya miss untuk dipelajari karena topiknya menyenangkan legenda Indonesia." // It's easy to learn it because the topic is excited i.e., Indonesian legends."/ (step 5)

"Mudah, karena topiknya menarik, topiknya mengenai legenda Indonesia."// Easy, because the topic is interesting, the topic is about Indonesian legends."/ (step 7)

Then, some students reported that they felt easy because they only mastered one segment. The characteristic of the Jigsaw design which is the sharing of the workload, reduced each individual's contribution. In these circumstances, with peer interaction and the sharing of the workload, learning is likely to be more effective and productive (Qian, 2012). They stated:

"Ya mudah, karena saat pembagaaian materi kita hanya bertanggung jawab dalam satu bagian saja " // Yes, it's easy because when the material is divided, we are only responsible in one segment."/ (Step 3)

"Mudah miss, karena menurut saya disini kita hanya membaca dan focus pada bagian masing." // Easy, because in my opinion, I only read and focus on my part."/ (step 4)

"Ya mudah ya miss, karena kita hanya diberi 1 bagian untuk dipelajari, jadi beban lebih sedikit." // "Yes, it's easy, because we are only given on part to learn, so there is less burden."/ (step 5)

"Ya, menurut saya di home group mudah karena hanya menjelaskan satu bagian saja."// Yes, in my opinion, the home group is easy because it only explains one part."/ (step 7)

Another perception, some students said those steps (step 6 and 9) were easy because they have a group discussion. In these steps, some students thought group discussion was to help them to master their chunks. The purpose of the expert

group is to facilitate students to have a chance to discuss their report and modify it based on the suggestions of other members of their expert group. The comments are:

“Mudah ada kawan sharing mencari tahu informasi dengan bagian yang sama.”
// It's easy because I have teamwork than can share to find out information with the same section”// (Step 6)

“Menurut saya, mudah, karena saya punya grup diskusi, mereka tuh ngajarin dan jelasin nya dengan jelas. Jadi, quiz nya mudah karena saya sudah mempersiapkan dengan baik.”/ *I think it is easy, because I have a group discussion, they teach and explain the material clearly. So, the quiz is easy. Because I had prepared well.” (step 9)*

Then, some steps (Step 5, 6, and 7) were easy because there were have planning time. In these steps, the students gave time to prepare the presentation. They mentioned such things as:

“Mudah ya miss, karena kita sudah diberi waktu setidaknya 2x untuk memahami isi cerita tersebut.” *// It's easy because we have been given at least 2x time to understand the contents of the story.”// (Step 5)*

“Mudah... karena kita diberi waktu berdiskusi untuk mempersiapkan persentasi. “ *// easy...because we are given time to discuss to prepare the presentation”// (Step 6)*

“Mudah, karena kita telah diberi waktu pada expert grup untuk mempersiapkan bahan persentasi di grup awal .” *// It's easy because we have been given time to the expert group to prepare presentation materials in the initial group.”// (Step 7)*

Then, there were 11.3% and 16.3% of students who said those steps (Step 6 and 7) were easy because they can improve their ability together. This finding is in line with Qian (2013), stated that having students move from the Jigsaw “*expert group*” back to teach in the “*home group*” provided students with opportunities to enhance their use of the language. They stated:

“Ya mudah, karena kita dpat mengembangkan bersama-sama pengetahuan kita mengenai bagian masing-masing.” *// Yes, it's easy, because we can develop our knowledge of each part”// (Step 6)*

Meanwhile, there were 11.3% of students in step 1 that said the step was difficult because they could not choose teamwork. It is in line with Burdett J (2003), he found that the importance of group composition was supported in 10 percent of comments suggesting that it would be beneficial for students to have the choice about membership. Thus, as the evidence in the following the comments: They stated:

" kalau menurut saya sulit, karena saya lebih suka memilih anggota kelompok dengan sendiri . // I think it's difficult because I prefer to choose group members on my own."// (Step 1)

"(Menurut saya si ya sulit, karena kita tidak dapat memilih kawan sendiri. // I think it's difficult, I can't choose my own teamwork."// (Step 1)

However, there were also some students who had negative perceptions about the steps of jigsaw technique. The reasons for felling difficult in doing the steps of jigsaw technique are: (1) cannot choose teamwork, (2) cannot handle the situation, (3) uninterested topic, (4) problem with the language, (5) felt shy, and (6) answer spontaneity. For the detail will be explained below:

In step 2, there were 5.6% of students who said that step was difficult because they could not handle the situation. It is in line with Rahajeng's (2013), found that the leader who was not able to lead the discussion maximally. She looked hesitant in leading her mates and did not brave enough to warn the student who was passive during the group discussion.

"Sulit, karena sang ketua lebih mendominasi, tidak memebri kesempatan." // Difficult, because the leader dominates, doesn't give a chance."// (Step 2)

Then, some students stated that steps (Step 3, 4, and 5) were difficult because they did not interest with the topic. The comments were;

"Menurut saya sulit, karena ya.. topiknya kurang menyenangkan." // I think it's difficult, because yes ... the topic is not excited."// (Step 3)

"ini mudah karena topiknya menyenangkan." // It is difficult because the topic was uninterested. // (step 4)

"Sulit ya Miss, karena topiknya kurang menyenangkan, agak bosan legenda Indonesia trus." // It's difficult because the topic isn't exciting, it's rather boring Indonesian legend then. // (Step 5)

In addition, there were some students who said those steps (Steps 3,4,5,6, and 7) were difficult. They have a problem with the language.

"Sulit karena bahasa nya susah untuk dimengerti." // It's difficult because the language is difficult to understand. // (Step 5)

"Sulit, karena harus mempersentasikan menggunakan bahasa inggris." // It's difficult because the language is difficult to understand. // (Step 6)

" Menurut saya susah ya, karena bahasa nya sulit dimengerti untuk di pahami, selain itu cara membacanya juga sulit." // In my opinion, it's difficult, because the language is difficult to understand to understand, besides, how to read it is also difficult. // (Step 7)

In short, the students had problems in the implementation of those step especially in step 7 and 9. They were shy about performing or present their presentations. It is in line with Qian (2013), found that they looked shy and uncomfortable when asked to present their work in front of the class. The comments:

"Sulit, karena harus menjelaskan atau menyampaikan informasi didepan teman-teman. Saya malu." // Difficult, because we have to explain or convey information in front of friends. I felt shy // (Step 7)

Then, when in step 4 and 5 applied, some students face difficulties because in that activity they have not group discussion, which means all of the members focused on their own segment.

" Menurut saya (...) sulit ya untuk memahaminya seorang diri." // I think... it's difficult to understand it by myself. // (Step 4)

" Susah(...) untuk memahami seorang diri, saya membutuhkan kawan bertanya, sedangkan dibagian ini kita hanya focus pada bagian masing-masing." // It's difficult... for me to understand by myself, I need friends to ask, while in this section we only focus on each part. // (Step 5)

Different from another step, in step 9, there were 11.3% of students who stated this step was difficult because they must answer spontaneously. Speaking is problematic because spontaneity does not allow the speaker preparation time in which to monitor and correct what he or she wants to say, thus the risk of being wrong in an oral class is high (Horwitz and Young, 1991). The student said:

“Sulit, karena menjawabnya secara lisan dan spontanitas.” // *Difficult, because it answers verbally and spontaneously.*” // (Step 9)

4.2.2 Degree of Stress

The result of students' relaxed was highest than students' stressful. Similarly to the degree of difficulty, the participants gave a variety of reasons for why they felt more or less stressed by the steps as outlined in Table 3 below.

Table 3: Students' perceptions about the stress in doing the steps of jigsaw technique

No	Perception	Percentage								
		Step 1	Step 2	Step 3	Step 4	Step 5	step 6	Step 7	atep 8	Step 9
Reasons for being relaxed in doing the activity										
1	Fair distribution	33.3	27.7	16.6	11.1	11.1				
2	Easy to do	22.2		5.6						
3	Controll group discussion		66.7							
4	Master one segment			50	38.9	33.3	5.6	16.6		
5	Interested with the topic			11.1	16.7	16.7	5.6	5.6		
6	Have a group discussion	22.2					11.1		33.3	
8	Can review the material									11.1
9	Planning time					22.2	5.6	11.1		
10	Peer interaction						55.5	50		
11	Had mastered the material								55.5	61.1
Reasons for NOT being relaxed in doing the activity										
1	Afraid to false								5.6	11.1
2	Shy							11.1	5.6	
3	Afraid to get inappropriate team	16.7								
4	Can not handle the situation		5.6							
5	Have not conversatition with friend			5.6	22.2	5.6				
6	Problem with the language			11.1				5.6		16.7
7	Do not like discussion	5.6					5.6			
8	Responsibility in master one segment				11.1	11.1	11.1			
Total		100	100	100	100	100	100	100	100	100

There are some students who felt relaxed when they must do the steps of jigsaw technique. The steps were Step 1 (33.3%), step 2 (27.7%), step 3 (16.6%), step 4(11.3%), and step 5 (11.3%). The reason was because in dividing group discussion and giving the materials was fair. It is in line with Qian (2013), some students felt the amount of work was much less than before. Before, they had to learn everything about a topic on our own. Some students felt they had too much to do. They were always rushing to finish. But now learning with Jigsaw, they spent all time just on one sub-topic and could get more in-depth information related to it, as indicated by the following comments e.g.,

"Rileks miss, karena adil dalam pembagian kelompoknya. Ya seperti yang saya bilang tadi, rata miss pintar dan bodoh jadi satu. //Relax miss, because it's fair in

dividing the group. Yes, as I said earlier, the high and low abilities joined into one group."/>(Step 1)

"Rileks, karena pembagian ketua kelompoknya berdasarkan siswa yang memiliki sifat dewasa dan pengetahuan yang lebih, adil gitu lah miss"/>(Relax, because the division of the leader group is based on students who have the maturity and more knowledge."/>(Step 2)

"Rileks, karena pembagian materinya adil, satu orang satu bagian. Dengan porsi yang sama. Jadi tidak tertekan atau terbebani karena semua nya mendapatkan bagian masing-masing."/>(Relax, because the material division is fair, one person got one part, with the same portion. So it's not stressed or burdened because all of them get their own segment."/>(step 3)

" Ya rileks karena dibagiinnnya adil (materinya), jadi bebannya sedikit. // Yes, it's relaxed because it's divided fairly (the material), so it's a little burden."/>(step 4)

"Ya rileks karena adil gitu kan miss pembagiannya, jadi gak ngerasa seorang diri yang memilki beban mempelajarinya, tetapi yang lain juga. // Yes, relax because it's fair, the division, so I don't feel that I have the burden to learn it, but others also."/>(step 5)

Not only fair distribution but also some students relaxed in doing those steps because of the activities easy to do. This reason was indicated to step 1 (22.2%), the comments were:

"Rileks, karena mudah dilakukan tidak bikin tegang gitu, yaa Cuma berhitung saja. Relax, because it's easy to do, doesn't make it tense, just counting"/>(Step 1)

Then, in the step 2 some students felt relaxed because a leader could help them, especially in controlling group discussion. According to Aronson (1997) leader's job to call on students in a fair manner and try to spread participation evenly. It means that, leaders' presence can help students to manage the group discussion. There was 66.7% of students who gave a positive comment in did that activity, e.g.,

"Santai, karna pemilihannya sesuai dengan kriteria seorang pemimpin yaitu dewasa, temen sendiri juga kan ya miss, jadi ya kalau kita salah mungkin akan memaklumi. // Relax, because the selection is in accordance with the criteria of a leader, that is adult, and this is my own friend, too, so if I wrong, maybe she will accept."/>(step 2)

In addition, there were some students who gave positive comments. The steps were step 3 (50%), step 4 (38.8%), step 5 (33.3%), step 6 (5,6%) step 7 (16.7%).

The students felt enjoyable because they just mastered one segment for each student. They just have a little responsibility. It is in line with Qian (2013), the shared responsibilities produced in Jigsaw activities enable individuals to be less stressed to produce outputs. As the evidence in the following comments:

“Rileks, karena hanya satu bagian dan cerita yg simple membuat saya rileks untuk membaca nya.” / Relax, because only one part and a simple story make me relax to read it.” // (Step 3)

“Rileks karena kita hanya mempelajari satu bagian saja, lebh sedikit dibandingkan satu full cerita.” // Relax because we only study one part, a little more than one full story.” // (Step 4)

“Rileks, karena kita hanya membaca satu bagian, yang artinya bisa lebih cepat memahami isi cerita tersebut.” // Relax, because we only read one part, which means it can more quickly understand the contents of the story.” // (Step 5)

“Saya merasa rileks karena hanya diberi tanggung jawab untuk menguasai satu bagian saja pada teman.” // I feel relaxed because I am only given the responsibility to master just one part of a friend.” // (Step 6)

“Rileks, karena hanya menjelaska bagian 1 dan dilanjuti oleh teman-teman yang lain.” // Relax, because it's only explained part 1 and followed by another friend.” // (Step7)

Then, some students were enjoyable because they interested in the topic.

“Rileks, karena yaa cerita nya simple dan menarik untuk dibaca” // Relax, because the story is simple and interesting to read.” // (step 3)

“Rileks karena topiknya menarik, tentang legenda Indonesia, sudah familiar dengan ceritanya.” // Relax because the topic is interesting, about Indonesian legends, familiar with the story.” // (Step 4)

“Rileks ya miss, karena kan kita membaca potongan yang menarik, mempelajari nya lebih menyenangkan karena kita membaca cerita.” // Relax, miss, because we read interesting pieces, learning is more fun because we read stories.” // (Step 5)

“Ya rilek, karena topiknya tentang legenda Indonesia.” // Yes relax, because of the topic about Indonesian legends.” // (Step 6)

“Rileks, karena topic nya mudah dimengerti dan sangat familiar.” // Relax, because the topic is easy to understand and the topic is very familiar.” // (Step 7)

Another perspective from students, some students felt relaxed because they have a group discussion. In step 1 and step 6, there were 22.2% and 11.3 % of students who relaxed because they relaxed when the learning process did in a discussion.

Kryszewska (2007) says that in a cooperative learning environment, learners can feel relaxed and free and enjoy themselves in the language acquisition process.

“Rileks, karena saat pembagian kelompok artinya kan ada kawan untuk berdiskusi. Saya suka berdiskusi. / *Relax, because when the group division means there are friends to discuss. I like to discuss.*” (step 1)

“ Iya saya merasa rileks karena adanya kelompok untuk bisa saling bertukar informasi, sebelumnya kan kita hanya mempelajari focus sendiri./ *Yes, I feel relaxed because there is a group to be able to exchange information with each other before we just learn about our own focus.*” (Step 6)

In addition, some students, felt relaxed because they gave the times to prepare the presentation, this reason indicated to step 5,6, and 7. Giving time limitation for each activity was helped students to relaxed in smoothening the lesson, the comments are;

“Menurut saya rileks ya, karena kan diberi waktu untuk mempelajarinya dengan membaca bagian masing.”// *In my opinion, it is relaxed... because we had given the time to read our own segment.*”// (step 5)

“Saya merasa rileks melakukan kegiatan ini karena diberi waktu untuk mempersiapkan bahan persentasi.”// *I felt relaxed in doing this activity because we were given the time to prepare the presentation.*”// (Step 6)

“*Saya merasa relax saat melakukan persentasi, Karena kan sebelumnya kita udah mempersiapkan di kelompok sebelumnya apa saja poin*” yang akan kita jelaskan.”// *I felt relaxed in doing presentation, because in previous step, we had discuss and prepare for the presentation that is the main point of material.*”// (Step 7)

Different from others, the reason below indicated only to Step 9 i.e, quiz. Some students felt relaxed because they could review the material which result 11.3% of students. The comments were: However, step 9 also has a negative comment, i.e. afraid to answer the question. Qian (2012) found that some students keep silent in their English class because they were afraid of making a mistake. Thus, there were 11.1% of students felt stress because afraid of making a mistake. The comments are:

“Rileks. Karena sudah dibahas juga kan ya sebelumnya isi cerita tersebut, jadi merasa santai aja untuk mengingat kembali isi ceritanya.” // *Relax. Because the*

content of the story has been discussed before, so I feel relaxed, I just to review the contents of the story.” // (Step 9)

Not different from the reason above, some students felt relaxed because they do conversation with their own friend, not to the teacher. It helps them to detract their stressful because they could share their knowledge freely and the learning process more fun. As the evidence in the following comments:

” Saya merasa rileks, karena saat melakukan percakapan kita hanya berhadapan dengan teman sendiri.” // I feel relaxed because when we have a conversation, we are only dealing with our friends.”// (Step 6)

“Rileks, karena kita menjelaskan pada teman sendiri yaitu kelompok kecil bukan persentasi di depan kelas miss.”// Relax, because we explain to our friends that is small groups, not present in front of class.”// (Step 7)

Then, in step 9 there were 16.3% of students who felt relaxed because they can answer the questions of the quiz. It means that they were a success in the learning process. They had to master the material because they had discussed it before. So in the quiz section, they were enjoyable because they had prepared it before. As the evidence the following comments were:

“Relax, karena saya sudah tau jawaban apa yang akan saya katakana.” // Relax, because I already know the answer.”// (Step 9)

” Relax, karena saya hanya menguasai isi materi nya miss.”// Relax because I have mastered the contents of the material.”// (Step 9)

However, there were also students who gave negative responsive which were they afraid to get inappropriate teamwork. Burdet (2003) found that thirty-six percent (36%) of students did not enjoy working on group assignment. The comments were:

“Nervous, gerogi gitu miss. Takut saat ngitung pembagian kelompok itu dapat kelompok yang gak sesuai atau sulit untuk diajak berdiskusi.” // Nervous. I am fear when calculating the numbers in the division of groups, I worry to get unsuitable teamwork to discuss.”// (Step 1)

Another reason, some students felt stress because they did not like a discussion.

The disagreement indicated in step 1 and 6, e.g.,

"Sulit karena menurut saya.. ribet gitu miss harus ada kelompok diskusi." // It's difficult because in my opinion ... it's complicated because there must be a discussion group." (step 1)

"Saya tidak rileks, karena kita harus berbagi pengetahuan dengan yang lainnya, saya lebih suka mendengarkan atau menulis dari pada menjelaskan atau berbicara." // I am not relaxed, because we have to share knowledge with the other, I prefer listening or writing rather than explaining or speaking (step 6)

Then, there were some students who felt nervous when they did those activities.

They have a problem in did step 3, 7 and 9, i.e., the problem with the language.

here the comments:

"Deg-deg an karena saya tidak bisa bahasa inggris." // Upset because I can't speak English" // (Step 3)

"Tidak rileks, karena harus berbicara dengan yang lainnya menggunakan Bahasa Inggris." // Don't relax, because I have to speak English with others" // (Step 7)

"Tidak, karena harus menggunakan bahasa inggris dlm menjawab pertanyaannya." No, because I have to use English in answering the question." // (step 9)

Furthermore, some students frustrated because they must be mastering the segment. Usually, it found in passive students. Some of them felt frustrated with those activities. Here the comments:

"Tertekan karena harus menguasai segment tersebut ditambah pula tidak bisa bertanya pada teman-teman." // I felt stressed because I have to master the segment and I can't ask friends." // (Step 4 and 5)

"Saya merasa tertekan, karena pada bagian ini kita memiliki tanggung jawab untuk mempersiapkan persentasi pada grup awal kita gitu kan miss. Seperti beban karna harus menguasainya," // I feel depressed because in this section I have the responsibility to prepare a percentration for our home group. It isdeburden to me because of must master it." // (step 6)

Then, in step 7, there were also 11.1% of students who felt not enjoyable because they were shy to have a conversation with their friend. This result is consistent with the study of Bekleyen (2004) who cited peer pressure as a source of anxiety, e.g.,

“Nervous, karena saya merasa malu untuk mempersentasikan hasil inticerita bagian saya. Saya malu lah.” // *Nervous, because I feel embarrassed to present the results of my story. I'm embarrassed.*”// (step 7)

In step 3, 4, and 5 the students also face difficulties, they felt stress because in these step they do not have a friend to sharing and asking about the segment, they must focus on their segment. They need friends to discuss the material, e.g,

“Tidak rileks, karena saya bingung harus berbuat apa dengan bagian saya ini.” // *Not relaxed, because I was confused what must I do in my segment.*”// (Step 3)

“Tidak rileks, sulit memahami seorang diri.” // *Not relaxed, it's hard to understand by myself* ” (Step 4)

“Saya merasa tertekan, karena tidak ada kawan bertanya.” // *I feel depressed because I don't have friends to discuss my segment.*”// (Step 5)

“Tidak rileks, saya deg-deg kan menjawabnya, takut salah.” // *Not relaxed, I can't answer it, I'm afraid to be wrong.*”// (step 9)

“Tidak rileks, karena ini termasuk pengambilan nilai, membuat saya takut untuk menjawab.” // *Not relaxed, because this includes taking score, making me afraid to answer.*”// (step 9)

4. 2. 3. Degree of Confidence

In this category, the majority students said that they felt confident and successful in doing the nine steps. They indicated that they thought they did the steps well. The reasons underlying both students' confidence, or lack of confidence, in doing nine steps of jigsaw technique are presented in Table 4 below.

Table 4: Students' Perception about their confidence

No	Perception	Percentage								
		Step 1	Step 2	Step 3	Step 4	Step 5	step 6	Step 7	Step 8	Step 9
Reasons for confidence in doing the steps										
1	Fair distribution	44.4		11.1	16.7	11.1				
2	Easy to do	5.6				11.1				
3	Get a team who can cooperate	38.9					27.7			
4	can review the material									5.6
5	controll group discussion		50						33.3	
7	Had mastering the material								33.3	83.3
8	Appropriate criteria to be selected		22.2							
9	Master one segment			33.3	27.7	22.2		11.1	11.1	
10	Easy to understand			16.7	16.7		16.7	5.6		
11	Planning time					11.1		16.7		
13	Can sharing information						38.9	11.1		
14	Remove the competition			11.1	5.6			5.6		
15	Interest with the topic				11.1	16.7		16.7		
Reasons for NOT being confident										
1	Can not choose a team work	11.1								
2	Had common		16.7							
3	Can not handle		11.1							
4	Can not discuss with friend			16.7	11.1	16.7				
5	Problem with language			11.1	11.1	11.1	16.7	11.1	11.1	
6	Shy							22.2	11.1	11.1
Total		100	100	100	100	100	100	100.1	100	100

Several students did indicate that their confidence was affected by factors related to fair distribution such as material and task. As the evidence in the following the comments:

“Menurut saya sukses ya miss, karena kelompok saya anggota nya imbang dengan kemampuan yang bermacam macem.” // *In my opinion, I am successful in did this activity, because my group members are balanced with different abilities.*” // (Step 1)

“Sukses, karena pemilihan ketua kelompoknya dipilih dengan orang yang dapat bertanggung jawab selama proses diskusi.” // *Success, because the selection of group leaders is chosen by people who can be responsible during the discussion process.*” // (step 2)

“Sukses karena adil pembagiannya setiap anggota mendapatkan satu bagian masing.” // *Success because group division is fair, each member of the group gets one segment.*” // (Step 3)

“Sukses, karena pembagiannya adil, proposi nya memiliki beban yang sama jadi saya mampu mempelajarinya dengan proposi segitu.” // *Success, because the*

distribution is fair, our proposition of burden has the same responsibility. So dividing the lesson segment in this activity is more easiest than learn all of the material. I mean it more effective."/ (Step 4)

" Saya merasa berhasil melakukannya, karena materinya juga kan dibagi-bagi jadi lebih cepet aja memahaminya dengan waktu yang diberikan." // I feel successful in doing it because the material is also divided into some segments, it makes the learning process more quickly in time that had given."/ (Step 5)

The students felt successful because the fair distribution of material made them lessening the burden. It was indicated for step 3, 4, 5 (11.3%, 16.7%, 11.3% students). For step 1 and 2 (44.4% and 5.6%) was because of the fair distribution of divided teamwork. They felt successful because they got team works who diverse in gender and abilities. It was also in line with step 1 and 6 (38.8% and 27.7% students) who gave respectively they felt successful because they had teamwork who could cooperate, e.g.,

"Sukses, karena mendapatkan teman diskusi yang dapat diajak berkerjasama." // Success, because I get teamwork that can be cooperative."/ (step 1)

"Sukses, karena dibantu dalam memahami isi cerita dengan teman kelompok ahli." // Success, because it is helped in understanding the contents of the story with expert group friends."/ (Step 6)

Then, there were two steps i. e., Step 1 and 5 (5.6% and 11.3% students)

who felt successful because those activities were easy to do.

"Sukses, karena pembagiannya ga ribet miss jadi ya mudah ada dilakukannya, hanya ngitung."/ // success, because the distribution is not complicated.s so it's easy to do it, just counting."/ (Step 1)

"Menurut saya saat melakukan aktifitas tersebut, saya merasa sukses karena mudah dilakukan yatu hanya membac."/ // In my opinion when doing these activities, I feel successful because it's easy to do i.e., just read."/ (Step 5)

In addition, some students felt success because it can help them in controlling the discussion. The result was 66.7% of students. It is in line with Rahajeng (2013), found that all leaders also gave a big contribution in led the discussion and made the classroom situation under control. As the evidence in the following the comments:

“Sukses, karena pemilihan nya dengan orang yg tepat dapat mengaturorang’ yang pasif.” // *Success, because the criteria of a leader are appointed with the right person that can set people who are passive into active.*” // (Step 2)

“Sukses, karena dengan adanya pemilihan ketua kelompok ini jalannya diskusi berjalan dengan lancar.” // *Success, because with the appoint of this group leader the discussion went smoothly.*” // (Step 2)

Then, some students felt success in appointing a student as a leader group discussion. The criteria for choosing a leader group discussion was suitable. The comments were:

“Sukses, karena pemilihan ketua kelompoknya dipilih dengan orang yang dapat bertanggung jawab selama proses diskusi .” // *I am successful because the selection of group leaders is chosen by people who can be responsible during the discussion process.*” // (Step 2)

Furthermore, some students also felt successful because they just give responsibility to mastering one segment. The results were indicated to Step 3, 4, and 5 (33.3%, 27.7%, 22.3%, and 11.3%), as comments were:

“Sukses, karena yaa sudah diberikan waktu untuk membaca bagian kita masing-masing sampai mengerti apa maksud cerita tersebut.” // *Success, because I have been given time to read my own part, to understand what the story means.*” (step 3)

“Sukses, karena focus pada bagian masing-masing.” // *Success, because we only focus on each part.*” (step 4)

“*Success, because we only given the command to master one part. (Sukses, karena hanya diberi perintah untuk menguasai satu bagian saja.)*” (step 5)

“Sukses, karena hanya menjelaskan satu bagian, dan saya bisa melewati itu.” // *Success, because I only explain one part, and I can pass it.*” (step 7)

Then, another reason was that the steps were easy to understand. Several students agreed that there were successful in applied jigsaw activities especially in step 3 4 6 and 7 which the percentages (16.7%, 16.7%, 16.7% respectively, and 5.6%).

“Sukses karena bahasanya mudah di mengerti.” // *Success because the language is easy to understand.*” // (step 3)

“Sukses, karena lebih mudah focus juntuk mengerti dengan bagian masing-masing.” // *Success, because it is easier to focus and understand each part.*” // (step 4)

"Sukses, krena dalam persiapan persentasi kita bisa lebih mudah memahami isi cerita bersama sama." // *Success, because in preparing the presentation, we can more easily understand the contents of the story together.* // (step 6)

"Sukses, karena dapat memahami isi cerita tersebut." // *Success, because I can understand the contents of the story.* // (step 7)

The students also mentioned jigsaw technique can help them in removing the completion during the learning process, especially in step 3, 4 and 7 which the result 11.3%, 5.6%, and 5.6%. They felt enjoying in doing the activity, the comments were:

"Ya sukses, karena pada bagian ini kita menguasai bagian yang berbeda beda artinya kita saling membutuhkan, dan istilah besaing itu tidak ada." // *Yes, I'm successful, because in this section we master different parts, which means we need each other, and it reduces the competitive.* // (step 4)

" Ya sukses, karena berbicara dengan teman sebaya, jadi tingkat gerogi atau nervous nya berkurang." // *Yes I'm successful, because talking to peers, so the level of nervous is reduced.* // (Step 7)

Then, for step 6 and 7, some students felt successful because they had a group discussion that can share information. In that step, jigsaw technique facilitated them to join with others who have the same segment, so they can make a conversation with friends. That activity helped them to prepare the presentation in their homegroup. Here the comments:

"Sukses, karena dalam persiapan persentasi kita bisa memahami isi cerita bersama-sama." // *Success, because in preparing the presentation we can understand the contents of the story together.* // (step 6)

" Sukses miss, karena saya bisa menjelaskan kepada teman" bagian saya, dan mereka mengerti apa inti cerita tersebut." // *Success, because I can explain my part in front of my friends. they understand what the story is.* // (step 7)

In addition, the planning time was one of the reasons that make them successful.

"Sukses, karena diberi waktu membaca samapai mengerti maksud cerita." // *Success, because we are given the time to read and understand the meaning of the story.* // (step 5)

"Sukses, karena sudah dibahas tuntas dengan teman-teman dan saya dan mendapatkan summary dari cerita tersebut." // *Success, because the material has been thoroughly discussed with friends and me, so I get a summary of the story.* // (Step 7)

Furthermore, most of the students did step 4, 5, and 7 successful because they were interested in the topic. The topic was based on 2013 curriculum which is narrative. The students said:

“Sukses karena topiknya menyenangkan untuk dipelajari.” // Success because the topic is fun to learn.” // (step 4 and 5)

“Ya saya merasa sukses karena topic nya menarik, jadi saya merasa percaya diri saat menceritakan kembali bagian saya.” // Yes I feel successful because the topic is interesting, so I feel confident when retelling my part.” // (step 7)

However, there were also students who felt unsuccessful in did step 1 (11.3% students) because they could not choose teamwork e.g.,

“Tidak sukses, karena pembagiannya tidak bisa memilih sendiri, saya lebih suka memilih dengan teman dekat saja, saya sudah terbiasa dengan grup yang seperti biasanya.” // Not successful, because when the group distribution was done, I can't choose for themselves, I prefer to choose only close friends, I'm more comfortable cooperate with my usual group.” // (step 1)

Then, in step 2, some students felt unsuccessful because the leader could not handle the situation

“Tidak sukses, karena ketua yang terpilih tidak bisa menghandle situasi kelompok.” // Not successful, because the elected leader cannot handle the group situation.” // (Step 2)

Furthermore, 16.7% of students answered that step 2, appoint a leader was had common.

“Tidak terlalu merasa sukses, karena sudah biasa ada ketua kelompok.” // Not feeling too successful, because there is usually a group leader.” // (Step 2)

In step 3, 4 and 5 the rule of the steps were they must be focused on their own segment. They could not make a conversation with others. It made them difficult that made them unsuccessful e.g.,

“ Tidak sukses, saat membaca bagian sendiri sangat sulit untuk memahami sendiri, tidak ada kawan bertaya.” // Not successful, when reading the part itself it is very difficult to understand on its own, there is no friend to play.” // (Step 3 and 4)

" Tidak terlalu merasa sukses, karena saya merasa kesulitan saat mempelajari focus sendiri."// *Not too successful, because I find it difficult when learning my own focus.* "// (Step 5)

Then, some students felt not successful because they have a problem in using English. It was indicates Step 4, 5, 6, and 7 (11.3%, 22.3%, 11.3%, 16.7% and 11.3%). In those steps they read, shared and explained by using English. In fact, they face difficulties when they must use English. Students' lack of confidence due to language problems is consistent with the study by Tavakoli (2009) who found that linguistic demand is considered to be one of the aspects that leads to more difficulty in performing tasks which may then lead the participants to feel less confident when performing the tasks they said:

"Tidak sukses, karena saya memiliki keterbatasan dalam kosa kata bahasa inggris terutama saat pengucapan kata market." // *Not successful, because I have limitations in English vocabulary, for example when saying the word market.* "//(Step 4 and 5)

"Tidak sukses, karena di depan kawan", saya takut dan tidak bisa berbicara Bahasa Inggris." // *I am not successful, because in doing peer interaction, I could not speak English clearly in front of my friends.* "// (Step 6)

"Tidak sukses miss, karena pengucapan saya terkadang salah", membuat teman" ambigu dalam mengartikannya." // *No success, because my pronunciation is sometimes wrong, it makes my friends ambiguous in interpreting it.* "// (Step 7)

According to Gregersen and Horwitz (2002), the inability of students to express themselves fully and freely can be caused by anxiety and frustration, lack of confidence, and even apprehension. In line with this finding, some students felt unsuccessful in doing the activities (Step 7 and 9). It is because they felt shy about doing a conversation with their friends.

" Tidak sukses, karena saya merasa malu berbicara di depan teman."// *Not successful, because I feel ashamed to speak in front of friends.* "// (step 7)

"Tidak sukses, karena saya merasa malu saat menjawab harus menggunakan bahasa inggris." // Not successful, when I am reading my part, it is very difficult to understand on its own, I don't have teammates to discuss it."// (step 9)

4.2.4 Students' Interest

Almost all of the participants reported that the nine steps were interesting. The first reason was indicated for step 1, 6, and 7 which the result (33.3%, 27.7%, and 11.3%). Some students felt interesting because the learning process was in a group. They thought cooperative learning was more helpful than individually.

"Menarik, karena menurut saya dalam berkelompok ini saya dan teman-teman bisa belajar berbicara bahasa inggris bersama-sama." // It is interesting, because in my opinion my friends and I can learn to speak English together."// (Step 1)

"Menarik karena kita bergabung dengan grup lain, diskusi bersama, dengan membahas topic yang sama."// It is interesting because we join with other groups, we can share information and discuss with the same topic."// (Step 6)

"Ya karena ada kawan diskusi." //Yes because I have a group discussion."// (Step 7)

The students' reasons for the steps being interesting to perform can be seen in Table 5 below.

Table 5: Students' interest in the nine steps of jigsaw technique

No	Perception	Percentage								
		Step 1	Step 2	Step 3	Step 4	Step 5	step 6	Step 7	Step 8	Step 9
Responses for interest in doing the steps										
1	Get team who can cooperate	55.5					27.7	22.2		
2	Get new knowledge				22.2		33.3	5.6	22.2	5.6
3	Fair distribution	22.2		5.6	11.1	11.1		5.6		
4	New experiance			33.3			11.1	33.3		27.7
5	Easy to do	11.1			5.6					
6	Controll group discussion		66.7						16.7	
7	Appropriate criteria to be selected		5.6							
8	Master one segment			44.4	22.2	33.3		22.2		
9	Motivate to review									33.3
10	Motivate to learn English				16.7	11.1		5.6	50	16.7
11	Excited	5.6		5.6	11.1	11.1	16.7			
12	Planning time					16.7	5.6			
13	must answer spontanitious									5.6
Responses for NO interest in steps										
1	Can not choose team work	5.6								
2	Had common		27.7							
3	Can not discuss with friend			11.1	11.1	16.7				
4	Difficult to balance the others knowldege						5.6			
5	Problem with the language							5.6	11.1	11.1
Total		100	100	100	100	100	100	100	100	100

Then they felt interesting because they could get new knowledge from those activities (Step 4, 6, 7, and 9).

"Ya menarik, karena dengan fokusnya pada bagian masing-masing ini kita bisa mendapatkan pengetahuan yang baru dengan mencari tahu sendiri." // Yes it's interesting because by focusing on each segment, we can get new knowledge by finding out by ourselves."/ (step 4)

"Ya, karena saya dapat pengetahuan, cara pengucapan yang benar seperti kata market dibaca market. / Yes, because I get new knowledge such as how to pronounce the word market into 'ma:(r)kt."/ (step 7)

"Menarik, karena dari aktifitas ini kita bisa mengembangkan potensi kita. Bagaimana cara menjelaskan kepada kawan" isi cerita tersebut. / it is interesting, because from this activity we can develop our potential. How to explain the content of the story."/ (step 6)

The reason of fair distribution indicates to step 1, 3, 4, 5, and 7. The students interested because almost all of the activities were fair distribution such as divided members group, material, and presented material. Here the comments:

“Menurut saya menarik ya miss, karena bisa dapat teman yang lain, gak yang itu-itu saja. Dapat berbaur dengan yang lain. / *I think it's interesting because I can get new teamwork, I usually discuss with my close friends but here I can join with others.*” // (step 1)

“Menarik ya miss, kita diberi tanggung jawab untuk focus pada bagian masing-masing, yang artinya melatih kita agar lebih mandiri dalam mencari tahu sendiri. “ // *Interesting, because we are given the responsibility to focus on each part, which means training us to be more independent in finding out the content of story.*” (step 3)

“Menarik, karena disini semua akan menjelaskan jadi punya peranya masing-masing, kalau bagian A tidak tuntas dalam menjelaskan maka cerita akan gantung dan tidak mendapatkan summary yang pas” // *it is Interesting because here all of the members will explain their own segment. if part A is not complete in explaining so the story dont have the points, it makes us cannot get the right summary.*” // (step 7)

In addition, some students felt interested because this was the first time they applied the learning process by using jigsaw technique. Especially, in step 3, 6, and 7, they thought those steps were new experiences. It is in line with Qian (2013), found that some subjects shared the same opinion that they learned to be cooperative and communicative in this new way of learning

“Menarik, baru pertama kali melakukan seperti ini, pembagian materi seperti ini.” // *Interesting, because this is the first time I do this activity i.e., the distribution of material like this.*” // (step 3)

“Menarik, karena baru pertama kali nya saya melakukan pembelajaran seperti ini, berkumpulnya anggota grup dari grup lain. Untuk berdiskusi dan mempersiapkan materi persentasi kita. / *It is interesting because this is the first time that I have done this activities, group members from other groups gather together to discuss and prepare the presentation of material.*” // (step 6)

“Menarik miss, karena ini pertama kali nya si miss mencoba menjelaskan masing” bagian seperti ini. / *Interesting, because this is the first time cooperate with others in explaining each part like this.*” // (step 7)

Furthermore, step 1 and 4 have positive responses, one of them was easy to do.

They thought that the activity was simple.

“Menarik, karena dengan cara berhitung jsdi lebih merhatikan siapa saja yang mendapatkan nomor 1 sampai 5 itu Miss, biasanya nya kan pembagian kelompok pada rebut masing-masing. / *Interesting, because by counting, it makes me more pay attention to anyone who gets numbers 1 to 5, as usually in the division of groups always dispute in choosing members.*” // (step 1)

“Menarik, karena saat diberi intruksi untuk focus pad bagian masing-masing itu mempermudah kita untuk mempelajarinya. / *Interesting, because giving instructions to focussing in each part is easier for us to learn.*”// (step 4)

Then, this reason only indicated to step 2, some students interested with an appointed student as a leader in a group discussion because it helps them to control group discussion. Their responsibility was to lead the discussion so that all group members had the same opportunity and contribution in the discussion and to make sure that everybody in the group had understood the text. They comment:

“Menarik, dengan adanya ketua yang dewasa ini jalannya dikusi akan lebih serius lagi tidak main. / *Interesting, because the presence of the leader with the mature characteristic helped the process of discussion is more serious.*”// (Step 2)

“Menarik, karena dengan adanya ketua kelompok, proses diskusi berjalan dengan lancar. Karena ada yang mengatur. / *Interesting, because with the presence leader group, the discussion process went smoothly. Because there is someone who can control.*”// (Step 2)

In addition, some students interested because step 2, appoint a leader was done by the teacher.

“Menarik miss, karena pemilihannya ditunjuk oleh miss. Bukan kita yang menentukan siapa ketua nya.” // *It is interesting because the election was appointed by the teacher. It's not us who determines who the leader is.*”// (step 2)

Then, mastering one segment was one of the positive responses from students. it indicated for step 3, 4, 5, and 7. The students thought that jigsaw technique helps students in mastering the material because they just focus to master one segments. Qian (2013) said that The Jigsaw technique lessened students’ burden since each one in a group is responsible for only one sub-topic. The comments are:

“Menarik ya miss, kita diberi tanggung jawab untuk focus pada bagian masing”, yang artinya melatih kita agar lebih mandiri dalam mencari tahu sendiri. / *Interesting, it is because we are given the responsibility to focus on each part, which means training us to be more independent in finding out for ourselves.*”// (step 3)

“Menarik, karena dengan focus belajar hanya menguasai satu bagian.”// *Interesting, because only focuss in mastering one part.*”// (step 4)

“Menarik, karena diberi tanggung jawab sehingga membuat kita harus bisa menguasainya.” // *Interesting, because we are given responsibility so that we have to be able to master it.* // (step 7)

In addition, some students interested because they were motivated to learn English. The group goal will only be accomplished when all the members within a group share their part of the information. This “information gap” strengthened individual’s sense of responsibility and motivated them to strive for their shared group success (Qian, 2013).

“Menarik, karena dengan diberi intruksi untuk focus masing-masing mendorong saya untuk bisa belajar bahasa Inggris.” // *Interesting, because we are given instructions to focus on our own each part. It encourages us to be able to learn English.* // (step 4 and 5)

“Menarik, karena teman-teman yang biasanya pasif seperti saya ikut ambil dalam proses diskusi tapi dalam aktifitas ini saya harus berbagi info”. // *Interesting, because my friends are usually passive, for example, me. i am a passive students but in this activities, I must share the information to them.* // (step 7)

Then, there were some students who said interested because of the learning process excited. In step 1, there were 5.6% of students who exited with the way of divided teamwork, i.e, number system. Then, there were 5.6% of students also felt excited because every student has their own segment. Step 4 and 5 (11.6% respectively) who interest in the learning process that excited. Then in step 6 (16.7% students) who stated interest because the way of sharing each other was exciting. It is in line with Qian (2013), found that the students seemed to be very excited and curious about moving around from home group to expert group. Here the students' comment:

“Menarik, karena proses pembagian anggota kelompoknya menyenangkan yaitu dengan system nomor, buat penasaran siapa anggota kelompok saya.” // *Interesting, because the process of dividing group members is fun i.e., with a number system, it makes me be curious about who my group members are.* // (Step 1)

“Menarik, karena materi nya cukup menyenangkan yaitu tentang legenda Indonesia.” // *it is interesting, because the material is fun i.e., Indonesian legends.* // (Step 3)

“Menarik, karena menyenangkan aja saat belajar sendiri cari tau sendiri jadi kita punya persiapan sebelum ke grup diskusi selanjutnya.” // *Interesting, because the activities are fun when studying alone, find out for myself so I have preparation before going to the next discussion group.* (Step 4 and 5)

“Menarik, karena karna cara diskusi materi yang sama itu menyenangkan yaitu kelompok lain berkumpul untuk mempersiapkan persentasi pada kelompok asal bersama kelompok lainnya.” // *Interesting, because the way of discussion is fun i.e., other part A joined with all of part A to prepare a presentation in a home group.* // (step 6)

In addition, Step 5 and 6 (16.3% and 5.6%) some students felt interested because they gave time to prepare the presentation, e.g.

“Menarik, karena selain kita focus pada bagian masing-masing kita juga diberi waktu untuk mempeljari sendiri sih bagian kita ini sebelum kita pergi ke grup diskusi selanjutnya.”// *Interesting, because besides we focus on each part we are also given the time to study our own part before we go to the next discussion group.* // (Step5)

“Menarik, karena kita diberi waktu untuk mempersiapkan persentasi ke grup awal, dan kita harus mengembangkan kemampuan berbicara kita.”// *Interesting, because we are given time to prepare the presentation to the home-group, and we must develop our ability to speak English.* // (Step 6)

Different from other steps, in step 9 there were 33.3% of students who felt have a positive impact because of the quiz. The quiz was motivated to review the material.

“Menarik, mendorong saya untuk berfikir keras, dan mengingat ingat jalannya cerita nya.” // *It is Interesting, it encourages me to think hard, and remember the story.* // (Step 9)

There are 5.6% of students also interested because they must answer the question of quiz with spontaneous.

“Menarik, karena dapat melatih skills kita menjawab spontan pertanyaa dari Miss.”// *Interesting, because we can develop our skills to speak English spontaneously to answer the quiz questions from the teacher.* // (Step 9)

However, in step 1 which the result 5.6% of students who not interested in the step, because they could not choose a member group.

“Tidak menarik, karena menurut saya lebih memilih dengan teman dekat seperti biasanya.” // *It is not interesting, because, in my opinion, I prefer to choose teamwork with my close friends.*” // (step 1)

Then, in step 2 also had a negative comment, some students felt not interested because the activity was had common.

“Tidak menarik, karena memang sudah biasa ada pemilihan ketua setiap kelompok. / *It is not interesting, because appoint leader is common. There is usually an election for the leader of each group.*”

“Tidak miss.. karena sudah biasa. Maksudnya setiap ada kelompok diskusi juga selalu ada ketua nya. / *it is not interesting ... because it's common for me. it means that every discussion group there is always appointing section in choose leader..*”

Some students also felt uninterested because in step 3, 4, and 5 (11.3%. 11.3%. 16.3%) they must focus on their own segment. It made them could not ask or discuss with friends.

“Tidak menarik, karena hanya focus masing” membuat saya sulit untuk bertanya pada teman . / *It's not interesting, because there is an instruction to focus on our own segment, it makes me difficult to understand my segment without ask with others.*” (Step 3)

“Tidak tertarik, karena sulit memahami suatu paragraph dengan seorang diri. *Not interested, because it's difficult to understand a paragraph by itself.*” (step 3)

“Tidak menarik, karena kita diberi waktu hanya mempelajari sendiri tanpa boleh bertanya pada teman yang lain. Jadi sibuk masing-masing gitu. / *It is not interesting, because we are given the time to only learn it by ourselves without being able to ask other friends. So busy each one. ()*”

Furthermore, in step 6 there were some students (5.6%) who felt uninterested because in prepare presentation they were facing difficulty to balance the ability with others. It made them just watch the discussion. Burdett (2003), found that comments by participants (59%, 86 comments) reflected the frustration of dealing with inequalities of effort among group members and conflicts that resulted. Students expressed annoyance with laziness and free-riding on the part of group members who were able to benefit from the compensatory effort of others.

“Tidak menarik karena sulit untuk mengimbangi teman-teman yang pintar dan pemalas. / *It is not interesting because it's difficult to balance the abilities with smart and laziness members in discuss.*”

The result of step 7 and 9 were 5.6% and 11.3% of students who did not interest because they could not use English.

“Tidak menarik, karena sulit untuk menjelaskan kepada teman-teman menggunakan bahasa inggris *it is not interesting, because it is difficult to explain by using English.*”

“Tidak menarik, karena kita harus menjawab spontanitas ditambah juga menggunakan Bahasa Inggris. / *It is not interesting, because we have to answer the spontaneity and also use English.*” (step 9)

4.2.5 Students' Motivation

Almost all of the participants said they were motivated to do the nine steps of jigsaw technique. Step 7 generated the highest percentage of agreement regarding motivation (100%). The students gave a variety of reasons for their motivation including with respect to the steps themselves how they helped improve their ability in speaking English, how they helped improve their overall level of motivation for learning English, how they enabled them to develop knowledge, and that they provided useful information

Table 6: Students' perceptions about the steps of jigsaw technique and their motivation

No	Perception	Percentage								
		Step 1	Step 2	Step 3	Step 4	Step 5	step 6	Step 7	Step 8	Step 9
Reasons for motivation in doing the activities										
1	Can learning together with friends	44.4					27.7	44.4		
2	Easy to do	5.6			11.1	11.1				
3	Fair distribution	16.7		44.4	38.8	44.4		5.6		
4	Controll		72.3						50	
5	Motivate to master the material			22.2	11.1	5.6	11.1	33.3	27.7	55.6
6	Improve the ability			22.2	5.6			11.1		33.3
8	Get new knowledge				16.7	22.2	11.1		5.6	
10	New experience						22.2	5.6		
11	Excited	27.7					11.1			
12	Remove the competition			11.1			11.1			
Reasons for NO motivation in doing the activities										
1	Can not choose team work	5.6								
2	Had common		27.7							
3	Have not conversation with friends				16.7	16.7				
4	Difficult to balance the others knowledge						5.6			
5	Afraid to answer								16.7	11.1
Total		100	100	100	100	100	100	100	100	100

The reasons varied according to the different steps. Step 1, 6, and 7 were most frequently commented on as being motivating because it facilitates them to learn English together with friends (44.4%, 27.7%, 44.4%). According to Qian (2013), Cooperative learning entails students working closely together and giving assistance to each other when necessary. They must help each other if a team member encounters any problem.

“Ya saya tertarik unyuk melakukannya lagi, karena sya dapat belajar bersama-sama.”// Yeah, I think I would do this task again because I can study together.”// (Step 1)

“Ya termotivasi karena dapat bertukar pikiran bersama teman-teman. /yes I motivated to learn again, because I can share ideas with my friends”// (Step 6)

“Tertarik, karena kita dapat mengembangkan kemampuan kita dalam berbicara atau menjelakan didepan teman.” // Interested, because we can develop our ability to speak in front of friends.” // (Step 7)

Then, some students motivated because the activities were easy to do. There were some steps that agree with that reason. The steps were Step 1, 4, and with the results of 5.6%, 11.1%, 11.1% of students.

“Tertarik ya miss, karena menurut saya gak ribet” lagi milih” teman, yang biasanya sulit dapat teman kelompok disini kita ga usah khawatir gak dpet kawan kelompok.” // I want to do it again, because I don't have to choose teamwork, which is it is usually difficult for others to get a group, here we don't have to worry about do not have a group discussion.”// (Step 1)

“Kalo saya tertarik, karena menurut saya saat di beri intruksi untukfokus pada bagian masing-masing ini justru memudahkan kita. Jadi kita mudah aja mempelajarinya. / Yes, I want to do it again, because in my opinion when the teacher gives instructions to focus on each part. Actually, it makes us easier to learn it. ”// (Step 4 and Step 5)

On the other hand, fair distribution was motivated in Learning English especially in speaking. In step 1 (16.7%) some students motivated because the team members diverse in abilities and gender which means fair distribution.

“Tertarik, karena tidak membosankan dengan cara berhitung aktifitas pembagian kelompok seperti ini juga mengurangi perselisihan karena rebutan teman kelompok.”// Yes, because it is not boring. Dividing group discussion by using number system also facilitates students to reduce disputes of choosing members group.”// (step 1)

Then Step 3, 4, and 5 motivated because fair distribution in divided material, each student had one segment.

“Tertarik, karena pembagiannya adil miss, setiap orang dapet satu bagian.” // Yes, because the distribution is fair, each person gets one part.”// (Step 3)

“Ya saya mau melakukannya lagi, karena pembagiannya rata gitu kan, semua orang punya bagian masing” jadi semua orang punya titik focus masing.”// yeah I want to do it again because the distribution is fair, everyone has their own part.”// (Step 4)

“Ya saya mau melakukannya lagi karena pembagian materinya adil memudahkan kita untuk belajar lebih dalam.” // Yeah, I think I would do this step again because the distribution of the material is fair. it makes us easier to learn more deeply.”// (Step 5)

“Menarik, karena disini semua akan menjelaskan jadi punya peranya masing-masing. I think I would do this activity again because here everything will explain so it has its own role.”// (Step 7)

Different from others, in step 2, there were 72.3% of students who motivated in did the step because the leader can help them in controlling group discussion.

"Tertarik, karena ada yang mengatur jalannya diskusi." // Yes, because there are who can handle the course of the discussion." // (Step 2)

"Tertarik, karena akan sulit jika tidak ada yg menhandle atau mengatur jalannya diskusi." // Yes because it will be difficult if no one handles or control the course of the discussion." // (Step 2)

In additions, Step 3, 4, 5, 6, 7, and 9 were motivated students to master the material.

"Ya tertarik, karena menurut saya kita hanya focus pada bagian masing-masing, membuat saya ingin mendorong saya untuk trus memahami isi dari sebuah cerita dari bagian saya ini." // Yes, I will do it again, because in my opinion we only focus on one part, it encourages me to study hard in understanding the contents of a story from this part of me." // (step 3)

"Menarik, karena diberi tanggung jawab sehingga membuat kita harus bisa menguasainya. / yes, because the teacher gives responsibility to all students ,so that we must be able to master it." (step7)

"Ya tertarik, karena saat focus pada bagian masing-masing, artinya kita diharuskan menguasainya kan, jadi lebih terdorong aja karena ada tanggung jawab ini." // Yes, because when I focus on my part, it means we are required to master it, so we are more motivated because of this responsibility." // (step 4 and 5)

"Ya, karna saya merasa terpacu untuk trus belajar B.inggris, agar bisa menyampaikanide dlm berdiskusi. / Yes, because I feel motivated to develop my abilities especially learning Speaking English, so I can convey my ideas in the discussion." (step 6)

"Tertarik, dengan adanya quiz ini yang merasa terdorong untuk memperdalam pelajaran Bahasa Inggris." // yes, because with this quiz, i felt motivate to deepen English lessons." // (step 9)

"Tertarik, karena saya merasa terpacu untuk belajar trus agar bisa memperbaiki nilai quiz saya, dan bisa menjawab pertanyaan" di qUiz selanjutnya." // yes, i'll do it again because I feel encouraged to learn so that I can improve my abilities i.e., speak English. Then, i wanna get the highest score in a quiz and can answer questions in the next quiz." // (step 9)

Then, some students motivated because they could improve their abilities, especially in English speaking: Step 3 (22.2%), step 4 (5.6%), step 7 (11.1%), step 9 (33.3%). The finding is in line with Qian (2013), Jigsaw activities had a positive effect on the reduction of students' speaking anxiety and their improvement of speaking ability. The comments are:

"Tertarik, karena bagian ini membuat kita untuk berlatih dengan cepat bagaimana memahami cerita masing." // yes, because this section allows us to practice quickly how to understand each other's stories." // (step 3)

"Tertarik, karena dengan focus nya pada bagian masing-masing kita dapat meningkatkan kemampuan kita dengan lebih mandiri." // yes I will do it again because by focusing on each part, we can improve our abilities more independently." // (step 4)

"Tertarik, karena membuat saya terpacu trus untuk trus belajar, sehingga saya dpt berbicara Bahasa Inggris." // Interested, because it made me motivated to study hard, so I can speak English." // (step 7)

"Tertarik, saya merasa terlatih utuk berbicara bahasa inggris." // yes, I feel trained to speak English." // (step 9)

Furthermore, step 3, 4, and 5 were motivated students because they got new knowledge in those activities (16.7%, 22.2%, 11.1%). Qian (2013), found that students felt, they can gain more knowledge and experiences from theirselves and others. This will enrich their learning greatly.

"Tertarik, karena saya memperoleh pengetahuan baru dari cerita bagian saya." // Yes because I gained new knowledge from my part story." // (step 4 and 5)

"Tertarik karena mendapatkan pengetahuan yang banyak dari text tersebut." // Yes, because I get a lot of knowledge from the text." // (step 6)

Then, new experience was one of the reasons that motivated students in did the activities 6 and 7 (22.2% and 5.6%)

"Tertarik karena ini pertama kalinya si miss mencoba teknik ini." // yes because this is the first time to me tried this technique." // (Step 6)

"ya saya tertarik untuk melakukan kegiatan ini, karena ini pertama kalinya saya belajar seperti ini, yaitu berdiskusi menggunakan bahasa inggris, dan masing-masing punya bagiannya." // yes, I am interested in doing this activity, because this is the first time I have studied like this, which is to discuss using English, and each has its share." // (Step 7)

Then some students in step 1 (27.7%), and step 6 (11.1%) motivated because of this activity excited. In step 1 the students felt grouping was more interesting than individually. Meanwhile, in step 6 the students motivated because the way of sharing information or discussion was more exciting.

"Kalau saya si tertarik ya miss, karena menurut saya berkelompok lebih mengasyikan dibandingkan kita sendiri" kaya bosen gitu miss kal sendiri." // *yes, because in my opinion, the grouping is more exciting than individually, I felt bored if work alone.*"// (Step 1)

"Tertarik karena menurut saya ternyata teknik ini menghidupkan suasana. Smua teman" terpacu untuk mempersiapkan persentasi ke grup asal, karena bertanggung jawab pada bagian masing." // *Yes, because in my opinion, this technique turns on the atmosphere. All friends are encouraged to prepare a presentation to the home-group because they are responsible for each part.*"// (Step6)

Remove the competition in class also motivated students to do the activities of step 3 and 6 (11.1% respectively).

"Tertarik, karena antar kelompok tidak adanya sifat competition, semua kelompok berkerja sama gitu miss. Kan kalo tidak di campur grup 1 sampai 6, pasti kita agak berfikir bahwa kita harus yg terbaik. Tetapi disini tidak, kita berkejasama untu kembali k grup awal dan persentasiin bagian kita." // *yes because it reduce the competition between groups, all groups work together. If the discussion does not join in with others i.e., groups 1 to 6, surely sometimes we think that we have to be the best. But here it is not, we collaborate to return to the home-group and the present the presentation.*"// (step 6)

However, there were also students who did not want to do in step 1 which is to make a group discussion. It was because they could not choose teamwork (5.6%).

It is in line with Burdett (2003), found that there were 10% of students who suggest that the group composition would be beneficial for students to have about group membership. Some students advised that the teacher should allow students to choose their own group members.

"Tidak tertarik, ya karena saya lebih tertarik memilih kawan sendiri, jadi sekelompok isinya sama semua gitu miss kemapuannya."// *yes because I am more interested in choosing members group by my self, so in my group members have the same abilities.*"// (Step 1)

Unfortunately, there were a few students who described how they did not find the tasks motivating. For some, this was because the students thought to appoint leader was had common.

"Tidak, Biasa aja sih ya miss, karena pemilihan ketua kelompok seperti ini udah biasa terjadi bukan sesuatu hal yang baru." // *No, because the election of a group leader like this is already commonplace not something new.*"// (Step2)

However, some students in step 4 and 5 (16.7%) do not motivate because they do not have a conversation with friends.

“Tidak tertarik karena tidak bisa bertanya pada yang lain.” //No because I can't ask with others.” // (Step 4)

“Tidak tertarik, karena kita memahaminya sendiri.” // No, because we understand it ourselves.” // (Step 5)

But there were students in step 6 (5.6%) who did not motivate in did the activity.

The reason was that they difficult in balancing the other knowledge.

“Tidak, karena sulit sekali berdiskusi dengan yang lain, saya yang pasif ini tidak diberi kesempatan untuk berfikir.” // No, because it is very difficult to discuss with others, this passive person is not allowed to think.” //

Then, there were 11.1% of students in step 9 who did not motivate because they were afraid to answer the question of a quiz. Qian (2013) anxiety is therefore regarded as a major obstacle preventing from developing language skills, and particularly speaking skills. When students are nervous, they tend to make more mistakes. The more mistakes they make, the more nervous they will be, and the less likely they are to perform well.

“Tidak, karena sya merasa deg-deg kan saat pertanyaan itu dilontarkan untuk saya.” // No, because I felt so nervous when the question was asked for me.” // (Step 9)

4.3. Concluding Remarks

In conclusion, this chapter focused on the research findings. The research question deals with qualitative data analysis based on the data obtained through the structured interview that adopted from Mahpul's thesis (2014). The result showed that majority of students had positive perceptions of the jigsaw technique use in terms of levels of difficulty, degree of stress, confidence, interest, and motivation. However, some expressed negative opinion raised concerns over Jigsaw technique. In chapter five, conclusions and suggestions will be provided

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result in the research and also several suggestions which are elaborated in the following section.

5.1 Conclusion

Based on the result above, all of the 5 categories showed that students' responses are mostly positive rather than negative comments. The students expressed positive feelings and opinions on using Jigsaw technique. Some students felt the activities of jigsaw technique were easy. They felt relaxed and confident in doing the activities of jigsaw technique. Then, they were interested and motivated in learning speaking English by using this technique. The factors that make them give positive comments are:

1. They more like to collaborate or cooperate with others. It is in line with cooperative theory, Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson & Johnson, 1999). During the process of cooperative learning, learners help and interact with one another in a group in order to accomplish a set of shared goals in a group.
2. Some students like because in jigsaw activities, they helped each other elicit more ideas and reduce their responsibilities. Besides, reducing responsibilities seemed to be another reason for positive opinions generated

from students and the idea of learning from others in a group seemed to be stimulating. According to Qian (2013), the characteristic of the Jigsaw design which is the sharing of the workload, reduced each individual's contribution. In these circumstances, with peer interaction and the sharing of the workload, learning is likely to be more effective and productive.

3. Peer interaction also a factor that made students felt easy and relaxed in did the activities. They thought that they can express their ideas without feeling nervous. Then, peer interaction also helped them to get new knowledge because they can share each other and learn together. Qian (2013), in jigsaw activity, students gain practice in self-teaching and peer teaching, so they can understand the material at a deeper level than students who simply do it alone or listen to the teacher.

However, there are also have negative responsive of implementing jigsaw technique. Some students felt difficult and stress because of peer interaction. Peer influence can be both positive and negative. Peer interaction, mutual encouragement, and help were found to be effective with students in the group work. However, negative behavior or attitudes experienced or perceived by students from their peers can be anxiety-provoking. This result is consistent with the study of Bekleyen (2004) who cited peer pressure as a source of anxiety.

The factor that made the students difficult, stress, unsuccessful, uninterested and no motivated in did the activities of jigsaw technique is their personalities. Students' personalities related to their speaking ability.

5.2 Suggestion

In reference to the conclusion above, the writer gives some suggestions as follows:

5.2.1. Suggestions for English Teachers

English teachers can use Jigsaw technique to solve the problem of the learning process. This is because jigsaw technique is one of the cooperative learning that gives a relaxed learning atmosphere. Enjoyable teaching and learning activities will help students receive the material more effectively and efficiently. Jigsaw is a technique that will lead students to be more active and enthusiastic. It can increase the interest of the students toward learning speaking. They are motivated to give the best performance and support their team to get the best score.

However, teachers should more pay attention to the students' personalities in divided group discussion. The teacher requires to understand students through their personalities. Because it influences the students' speaking ability in discussed or shared the information.

5.2.2. Suggestions for Further Research

1) To the future researchers, particularly those who have the same problem and are interested in conducting jigsaw technique in their research, it is suggested that they apply jigsaw technique in the same field or the teaching of other language skills. In this research, the narrative text was employed as the topic to implementation of jigsaw technique. Further research can try to apply jigsaw technique with another kind of text.

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