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

(A Script)

By

Dina Agustina

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019

ABSTRACT

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

By

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.

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

By:

Dina Agustina

A Script

**Submitted in a Partial Fulfillment of
the requirements for S-1 Degree**

in

**The Language and Arts Department of
Teacher Training and Education Faculty**

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2019

Research Title : **STUDENTS' PERCEPTION OF THE JIGSAW TECHNIQUE IMPLEMENTATION IN LEARNING SPEAKING AT THE FIRSTGRADE OF SMA N 7 BANDAR LAMPUNG**

Student's Name : Dina Agustina

Student's Number : 1513042062

Department : Language and Arts Education

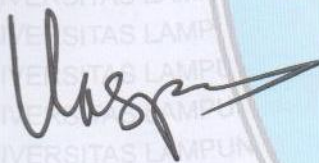Study Program : Teacher Training and Education

APPROVED BY

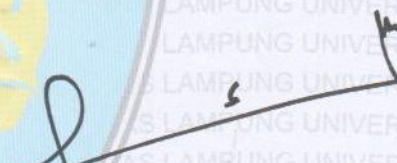Advisory Committee

Advisor   Co-Advisor

Mahpul, M.A., Ph.D.   **Dr. Feni Munifatullah, M.Hum**
NIP 19650706 199403 1 002   NIP 19740607 200003 2 001

The Chairperson of
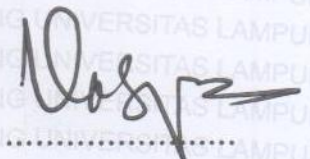The Department of Language and Arts Education

Dr. Nurlaksana Eko R., M.Pd.
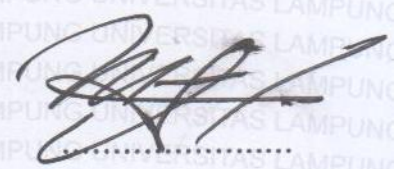NIP 19640106 198803 1 001
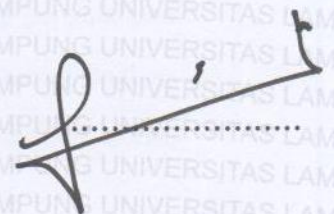
ADMITTED BY

1. Examination Committee

   Chairperson   : **Mahpul, M.A., Ph.D.**   ....

   Examiner   : **Drs. Deddy Supriyadi, M.Pd.**   ....

   Secretary   : **Dr. Feni Munifatullah, M.Hum**   ....

2. The Dean of Teacher Training and Education Faculty
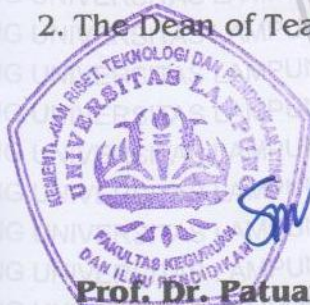
   Prof. Dr. Patuan Raja, M.Pd.
   NIP 19620804 198905 1 001

Graduated on: **October 10ᵗʰ, 2019**

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama   : Dina Agustina

NPM   : 1513042062

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan ilmu pendidikan

JudulSkripsi   : Students' Perceptions of the Jigsaw Technique Implementation in Learning Speaking at the First Grade of SMAN 7 Bandar Lampung

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.

Bandar Lampung, 15 Oktober 2019
Penulis,

Dina Agustina

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.

She began her education at TK Dwi Tunggal in 2001. She enrolled SDN 2 Sumberejo in 2003 and graduated in 2009. After that, she continued her studies at SMPN 14 Bandar Lampung and graduated in 2012. Then, she continued her studies at SMAN 7 Bandar Lampung and successfully finished in 2015.

She entered the S1 PROGRAM AT English Education of the Teacher Training and Education Faculty (FKIP) of Lampung University in 2015. From July to August 2018, she did KKN in Sinar Harapan, Talang Padang and she conducted PPL at MA Sinar Harapan.

MOTTO

Learn from yesterday, live for today, hope for tomorrow

-Albert Einsten-

DEDICATION

This script is fully dedicated to:

My beloved family

My friends in English Education 2015 of Lampung University

My Almamater, University of Lampung

ACKNOWLEDGEMENT

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.
1. Mahpul, M.A., Ph.D.as the first advisor, for his invaluable guidance, ideas, suggestions, and encouragements for the writer during the script writing process
2. Dr. Feni Munifatullah, M.Hum., as the second advisor, for her ideas, guidance and carefulness in correcting the writer's research.
3. Drs. Deddy Supriyadi, M.Pd., as the examiner for her encouragement and contribution during the seminar until this script is finished.
4. My lecturers and administration staffs of Language and Arts Department.
5. Sudarisman S.Pd.., as the headmaster of SMAN 7 Bandar Lampung and Suhani, S.Pd., as the English teacher of SMAN 7 Bandar Lampung who have given me the help and chance to conduct my research.
6. All students of SMAN 7 Bandar Lampung, especially classes X IPS 3 and for their nice cooperation during this research.

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

LIST OF TABLES

LIST OF APPENDICES

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 5-6groups. 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 is 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 communicative. 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 workship 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 Opportunities	6+	Yes
		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:

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

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.

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. The felt relaxed and confident in did 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. P \eer 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.

REFERENCES

Adams, F. H. (2013). Using jigsaw technique as an effective way of promoting co-operative learning among primary six pupils in Fijai. *International Journal of Education and Practice, 1(6): 64-74.*

Aronson, E. (2000). *The jigsaw classroom.* Retrieved November 1, 2018, from Web Site Copyright 2000-2019, Social Psychology Network: http://www.jigsaw.org

Arum, D. S. (2018). *Improving students' speaking achievement through video at the second grade of SMAN 1 Gading Rejo.* Faculty of Teacher Training and Education, English Education. Lampung University: Unpublished Script.

Bekleyen, N. (2004). The influence of teachers and peers on foreign language classroom anxiety. *Dil Dergisi (Language Journal),* 123, 49-66

Burdett, J. (2003). Making group work: University students' perception. *Internationa Education Journal, 4 (3) :*177-191

Burnkart, G. S. (1998). "Spoken language: What it is and how to teach it." Retrieved on April 26, 2019 from http://www.nclrc.org/ essentials/ speaking/goalsspeak.htm

Brown, D. H. (1994). *Teaching by principle: An interactive approach to language pedagogy.* New Jersey: Printice Hall Regents.Englewood Cliffs.

Brown, G., & Yule, G. (1983). *Discourse analysis.* Cambridge: Cambridge University Press.

Byrne, D. (1984). *Teaching oral Englis*h. New Jersey: Longman Group Ltd.

Centra, J., & Gaubatz, N. (2000). Student perceptions of learning and instructional effectiveness in college courses: A validity study of SIR II. *ETS SIR Report No. 9. Princeton: NJ: Educational Testing.*

Clark, H., & Clark, E. (1997). *Psychology and language.* New York: Harcourt Brace Jovanovich.

Creswell, J. (2009). *Research design qualitative, quantitative, and mixed methods approaches.* New York: SAGE.

Dresing, Thorsten. Pehl, Thorsten. Schmieder, Christian (2015): *Manual (on) Transcription. Transcription Conventions, Software Guides and Practical Hints for Qualitative Researchers. 3rd English Edition.* Marburg Available Online: http://www.audiotranskription.de/english/transcription-practicalguide.htm (Access: 18.September.2019).

Gardner, R. & Lambert, W. (1972). A*ttitudes and motivation in second language learning.* Rowley, MA: Newbury House.

Glesne, C. & Peshkin, A. (1992). *Becoming qualitative reseacher: An introduction*. White Plains, NY: Longman.

Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-Anxious language learners' reactions to their own oral performance. *The Modern Language Journal,* 86(4), 562-570.

Harmer, J. (2007). *How to teach English.* Cina: Pearson Longman.

Harris, D. (1969). *Testing English as a second language.* New York: McGraw-Hill.

Heaton, J. B. (1991). *Writing English language testing.* New York: Longman Inc.

Hersey, P. &K. H. Blanchard. (1977). *Management of organizational behavior. 3rd ed.* Englewood Cliffs, N. J.: Pratice Hall

Hersulastuti. (2010). Implementing jiggsaw technique in speaking class of describing someone reflection. Journal Magistra in English UNWIDHA Klaten.

Horwitz, E. K., & Young, D. J. (1991). Language anxiety: From theory and research to classroom implications. Englewood Cliffs, *NJ: Prentice Hall*.

Johnson, D. W., & Johnson, R. T. (Eds.). (1999). Learning together and alone: Cooperative competitive, and individualistic learning. Englewood Cliffs, *NJ: Prentice-Hall*.

Karacop, A., & Diken, E. H. (2017). The effects of jigsaw technique based on cooperative learning on prospective science teachers' science process skill1. *Journal of Education and Practice, Vol.8, No.6,2017.*

Knapp, P., & Watkins, M. (2005). Genre, text, grammar. In *technologies for teaching and assessing writing.* Australia: University of New South Wales.

Krishnananda, S. (1992). *The philosophy of life.* India: website: www.swami-krishnananda.org.

Kryszewska, H. (2007). Expertise in second language learning and teaching. *ELT Journal,* 61(2), 179-181.

Langton, N., & Robbins, S. (2005). *Fundamentals of organizational behavior, Third Canadian Edition.* Toronto: Pearson Prentice Hall.

Leong, L.-M., & Ahmadi, S. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education, 2(1), 34-41.http://ijreeonline.com/article-1-38-en.html*.

Mahpul. (2014). *Task Difficulty in dialogic oral production by Indonesian EFL learners.* Curtin University, Thesis for The Degree of Doctor of Philosophy. Espace - Curtin's Institutional Repository.

Mosher, R. (1998). Model perception. Retrirved November 15, 2018, from http://serendip.Byrnmawr.edu/bb/neuro/neuro98/202s98-paper1/Mosher.html

Nazara, Situjuh. (2011). Students' Perception on EFL Speaking Skill Development. *Journal of English Teaching, Vol.1, No.1, 2011.*

Nunan, D. (1989). *Designing tasks for the communicative classroom.* New York: Cambridge.

Nunan, D. (2003). *Practical English language teaching.* New York: M Graw Hill.

Qian, L. (2012). *Cooperative learning using jigsaw activities in college English speaking classes.* Master's Thesis, Suranaree University of Technology,

Arts in English Language Studies. Thailand: SUTIR. Retrieved:http://sutir.sut.ac.th:8080/sutir/handle/123456789/4105ian.

Rahajeng, T, Dian. (2013). *Using jigsaw technique for improving reading skilld of the tenth grade students of SMAN I Parakan.* English Education. UNY: Unpublished Script.

Robbins, S., & Langton, N. (2005). *Organization behaviour.* Canada: Pearson Education.

Robinson, P. (2001). Task complexity, task difficulty, and task production: Exploring interactions in a componential framework. *Applied Linguistics 22:1, pp. 27-57.*

Rusandi, T. (2015). *The effectiveness of using jigsaw technique in teaching speaking.* Syarief Hidayatullah State Islamic University, English Education. Jakarta: Unpublished Script.

Saldana, J. (2009). *The coding manual for qualitative researchers.* London: SAGE.

Setiyadi, A. (2006). *Metode penelitian untuk pengajaran bahasa asing: Pendekatan kuantitatif dan kualitatif.* Yogyakarta: Graha Ilmu.

Syakur. (1987). *Language testing and evaluation.* Surakarta: Sebelas Maret.

Thornburry, S. (2005). *How to teach speaking.* Longman: Pearson education limited University.

Toolan, M. (2001). Narrative: In *a critical linguistic introduction second edition.* London: Routledge.

Wahyudi, T. (2014). *Improving students' speaking ability through jigsaw task at the class Nine of SMP N 2 Bukit Kemuning.* English Education. Unila: Unpublished Script.