Chapter One

Introduction

This chapter presents the introduction of the research. There are several points mentioned in this chapter. First, this chapter provides research background that explains why this research was conducted. It also presents the identification of the problems followed by the delimitation of the problem, research questions, research objectives, and the significance of this research. In the last part of this chapter, the researcher mentions the organization of this research.

Background of the Research

The success of learning English is determined by several aspects. One of the aspects is teaching technique. Teachers provide teaching techniques which can lead students to the goal of learning when teaching English process. The teaching technique is a way to work with teachers and learners in the process of interacting. Therefore, the teaching technique plays an essential role in language teaching activities dealing with four skills such as reading, writing, speaking, and listening.

Regarding the reading skills in language teaching, the current issue is reading comprehension in English. Qrqez and Rashid (2017) stated that reading comprehension entails more than just recognizing and comprehending individuals' words as they pass through the gaze. Based on the researcher's experience during the reading class, reading comprehension is considered as challenging activity in the learning process. Reading comprehension could be examined when a lecturer delivered the reading material in

the classroom activity. The class reading activity usually involved the students to read in which the students were asked to read and check on their reading comprehension in the reading material. There were several sessions when the students' reading comprehension did not satisfy the lecturer's expectations. As a result, some students received low grades on the assessment. They probably could not fully absorb the reading material. After some time, the lecturer introduced a reading comprehension technique known as the jigsaw technique. Slowly, at the end of the semester, the student's reading comprehension had progressed. The students noticed that their reading comprehension had improved, and the researcher believed it was due to the lecturer's teaching technique which was the jigsaw technique.

A previous study shows some proof about the jigsaw technique. It was claimed that jigsaw technique could increase students' reading comprehension (Ifrianti, 2013). In this research, Jigsaw technique improved students' reading comprehension in the fifth semester of the English Education Program Study of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies Raden Intan Lampung in academic year 2013/2014. As a result, 30 students received higher scores (88%), and four students received lower scores (12%).

Jigsaw technique is a cooperative learning technique in which students are assigned to work in a small group to become proficient in a learning material. Doymuş (2008) stated that in the implementation of Jigsaw, the students work in two different groups such as main groups and jigsaw groups. Firstly, the students come together in

their primary groups. Each section of the material is different. Afterwards, the small group members meet with members of another group known as the Jigsaw group in order to discuss their topic before returning to their original group. Jigsaw comes as one of the techniques in cooperative learning which is an effective technique for learning as one of the principal tasks favored by cooperative learning advocates. Besides, jigsaw technique is a teaching technique where the students need to communicate to receive and integrate information with others. Sahin (2010) explained that jigsaw technique enables the students to be active in the process of study. Then, the students should feel more comfortable with their respective roles by continuously using this technique. Hence, the students who use jigsaw can learn from both teachers and their group friends. Every student is essential as they are experts from their respective teams, and other teammates are responsible for their study buddies.

However, the students also have some problems when using Jigsaw. According to Hoerunnisa and Suherdi (2017), the students face several problems in using the jigsaw technique in reading class. For instance, they faced the difficulties in delivering the material to other students and were not confident to speak English in front of their friends. Besides, the students also felt bored in joining the learning process which made the students not interested in learning activity. In Jigsaw technique issues, the students do not have the confidence to speak English and are afraid of making mistakes because they have lack of vocabulary mastery (Lestari & Aswandi, 2015). In this case, students have translated texts word-by-word while talking with other students in the expert

group. As a reason, the students also get bored because it takes too much time for group learning.

Furthermore, the teachers should be more creative in the process of learning to resolve those teaching and learning problems. The way teachers conduct the class should provide more entertaining activities which can enhance students' activity in learning. The jigsaw technique is helpful to support students for their reading comprehension since it is a student-centered learning technique which can improve communication amongst students. Thus, jigsaw technique has an influential role in changing passive students to active ones and enhancing participation and enthusiasm in learning process (Moonaghi & Bagheri, 2017).

Some studies on Jigsaw topic have been conducted by some researchers. For example, Jigsaw is applied in speaking, and it is also applied to improve the students' reading comprehension in narrative text. However, the research on students' experiences in applying Jigsaw in reading activities is not easily found. From the mentioned statement, this has also made the researcher want to conduct research on the students' experience in using Jigsaw technique in reading activities. This study, therefore, explored the experience of students in using a cooperative learning approach for their reading comprehension particularly in using jigsaw activities to know how the students perceived towards this jigsaw technique.

The Jigsaw Technique has been used in the English Language Education Department (ELED) of one of Yogyakarta's Islamic private universities. Based on the

observation by the researcher in the classroom, students were quite excited experiencing the benefits that they got from the technique and felt challenged toward the learning process itself when using the Jigsaw technique. Some of them realized they got easier in comprehending the texts. Others, meanwhile, felt challenged because they were required to share the information they gathered with their groupmates, both in the same expert group or in the jigsaw group. Regarding the phenomena mentioned, it is important to explore the experiences of students in the implementation of this technique to develop their reading comprehension skills so that teachers can choose the appropriate approaches to support the students' learning.

Identification of the Problems

Jigsaw technique has been implemented at English Language Education Department (ELED) of a private university in Yogyakarta. The technique has many advantages for the teachers and the students. It is implemented as an educational activity which helps students cooperate with the group members and share responsibility for each student. Also, it gives the teachers to have more time to assess students' work in their group. Despite the many advantages of using a jigsaw technique, there are also problems in applying and using the jigsaw technique.

Based on the research finding conducted by other researchers in Language Assessment and Evaluation class at a private Islamic university in Yogyakarta, the students have experienced some issues during the teaching and learning process during the implementation of this technique. According to the Ohoirat (2019), the use of

jigsaw in learning could improve students' reading habits, vocabulary mastery, teamwork, motivation, and critical thinking. They also had a better understanding of the text which was able to help them broaden their knowledge.

However, the students had encountered several difficulties such as the difficulty in understanding the given material, inability to understand vocabulary, too many perspectives in one group, unequally divided grouping, free riders, time management, and too complicated steps in the implementation of Jigsaw technique. In addition, the researcher also discovered a problem related to the use of this jigsaw technique in reading activities especially in comprehending texts. Some of the students at the ELED of a private university of Yogyakarta felt helped with this technique while the others did not. There were those who were excited and those who were not fond of the jigsaw technique.

Delimitation of the Problem

This study focused only on investigating the experiences of students using the jigsaw technique in reading activities. It focused on the students' perception on the benefits of the use of the jigsaw technique in reading activities. In addition, it focused on the challenges that the students experienced in using Jigsaw in reading activities. The research was delimitated to be conducted only at a private Islamic university in Yogyakarta involving the students from batch 2017 who have experienced using jigsaw techniques in their lectures for at least one semester. The research was delimitated by only applying a qualitative approach.

Research Questions

Based on the background of the study mentioned previously, the research question is formulated as: What do the ELED students experience in using jigsaw technique in their reading activities?

Objectives of the Research

The objectives of the research are:

1. To find out the benefits received by ELED students in using the jigsaw technique in reading activities.

2. To find out the challenges faced by ELED students in using the jigsaw technique in reading activities.

Significances of the Research

This research is expected to be advantageous and helpful for some parties related to this research such as teachers, students, and future researchers who are involved in the education and learning process.

For the teachers. The findings of this research, especially the positive experience, will hopefully give teachers some new information and knowledge about the jigsaw technique. As a reason, they can implement the positive benefits of this research in the classroom activity in teaching English context. Then, the findings of the negative experiences can hopefully be used to consider the teachers whether or not to apply the jigsaw technique in the context of English language teaching and learning.

For the students. The findings of this research especially for positive experiences will hopefully bring new knowledge and information to the students, so they will be enthusiastic when joining the class using the jigsaw technique to improve their reading comprehension skills. Then, the findings of this research dealing with negative experiences can be used as information about the problems which exist during the learning process. Therefore, the researcher hopes that students will be able to anticipate the issues which might arise during the implementation of jigsaw technique.

For future researchers. The findings of this research can be an additional information for other researchers to carry out further research related to the same field of research. The researcher expects that the findings in this research can be one of the references for other researchers to carry out further research related to the study. It is expected that this study will have theoretical and practical significance for other researchers.

Organizations of the Chapters

This research consists of five chapters which explain an overview of each research chapter. In the first chapter, the researcher provides the background of the research. The researcher also points out the identification of the problem and the delimitation of the problem. Furthermore, the researcher formulates the research question and the objectives of the research. In addition, this chapter provides several benefits in the significances of the study. At last, this chapter also provides the organization of the chapters.

The second chapter discusses the literature review and conceptual framework. The literature review provides the literature used in this research taken from journals and books. The researcher reviews reading comprehension, teaching technique, cooperative learning, jigsaw technique, the student's perception of jigsaw technique, and students' experiences using the jigsaw technique. Lastly, this chapter also provides a review of related studies and conceptual framework.

The third chapter deals with the methodology of research. In this chapter, the researcher discusses the methods used in this research. Firstly, the researcher discusses the research design explaining the reason why the researcher used it. Secondly, the research setting discusses the place and time of the research. Thirdly, research participants describe the participants of this research. Then, the data collection method explains the way how the researcher gathered the data. Following this, the researcher discusses the research instrument. Besides, this chapter also explains the data collection procedure. Furthermore, the data analysis explains how the researcher analyzed the data in this research. At last, this chapter mentions the trustworthiness.

The fourth chapter presents the finding and discussion. The findings answer the research question "What do ELED students experience in using the jigsaw technique in reading activities?" The findings are discussed further supported by the relevant references.

Chapter five includes the conclusion and recommendation. In the conclusion, the researcher presents the summary of the research. In addition, the recommendations are addressed to some parties related to this research, namely the teachers, students, and other researchers.