

Chapter One

Introduction

This chapter discusses the description of the research which is presented in several subtopics. First, there is background of the research which covers why this study is important to conduct. Second, the identification of the problem discusses the possible problems related to the topic. Third, the delimitation of the problem focuses on the scope of the topic being researched. Fourth, the research questions and the objectives of the study are also presented. Next, the significance of the study presents the benefits of the study for particular people. Lastly, the researcher provides the organization of the chapters which deals with the content of each chapter.

Background of the Research

There are several levels of education that students can take. One of the levels of education is higher education where students must be more independent in their learning and study with a different kind of curriculum. All of the materials that students have to study is more complicated than the previous ones because they learn what they want to focus on for their career later. Therefore, teachers are required to make learning as attractive as possible so that they can make students learn well and motivated. Their teaching should be supported by appropriate learning methods facilitated by the teacher. This is in line with Syarifudin (2011)

who stated that the appropriate teaching method will make quality students who will be successful in their learning purpose.

As students in this education level are required to be more independent in learning, students must be able to learn by themselves and the teachers will be the facilitator in the learning process. In their learning process, students still need to interact with other people like their peers to give or exchange their ideas during class. In fact, cooperative learning is one of the methods that can be used by the teacher to facilitate the students for that need. As stated by Lafont et al. (as cited on Karacop & Doymus, 2013), all of the students will be more engaged and active in the learning process with their peers through cooperative emphasis. This phenomenon was seen as a way to solve or reduce the passive students and build their critical thinking in learning.

Cooperative learning is defined as a learning activity that has its responsibilities and a sense of motivation to improve the learning of other friends and groups depending on the exchange of information between people (Olsen & Kagan, 1992 as cited in Meng, 2010). Students will work together with their friends and with this method they can explore their understanding with one and another. Felder and Brent (2007) said that there are five principles of cooperative learning which are face to face interaction, positive interdependence, interpersonal skills, individual and group accountability, and group processing. Those principles are needed in supporting the effectiveness of cooperative learning method in collaboration rather than working alone.

In cooperative learning method there are some techniques mostly used by teacher; one of them is jigsaw. Jigsaw has been implemented in many English as a Foreign Language (EFL) classes. It is claimed to be one of the suitable methods to generate students' positive attitude in learning. According to Tarhan's and Sesen's study (2011), jigsaw cooperative learning can promote students' positive attitudes, interests, conceptual understanding, and interpersonal skills in the learning process.

Jigsaw cooperative learning is a learning model that requires students to work together in a group with their parts that have been mastered by themselves in the expert group. In their research, Karacop and Doymus (2013) stated that jigsaw cooperative learning is context learning in groups that explains each other explanations of learning that requires collaboration. Jigsaw technique aims to enhance cooperation between students and share the problem with their friends as stated by Adams (2013). The students will have more interaction with others and share their ideas freely.

In this study, the researcher decided to find out teachers' perspectives of using jigsaw cooperative learning technique in EFL classes because the previous study just focused on the students as the main participants. In this current study, the researcher focuses on teachers' opinions as the main participants, considering how teachers' role is important in the classroom when using this technique. This current study only used one method which used qualitative and use the interview to collect the data.

There are several study about jigsaw cooperative learning technique done by different reserchers. One of them was conducted by Sabbah in 2016 with the research tittle “The Effect of Using Jigsaw Strategy on ESL Students’ Reading Achievement”. This study aimed to know the effect of using jigsaw cooperative strategy on ESL students’ achievement in reading comprehension. The researcher used the quasi-experimental pre-posttest design to get the data and the researcher invloved female students from two classes who enroll level 4 of reading class in the fourth quarter of the academic year of 2013-2014 in the Foundatin Program in the Community College of Qatar. To do the data analysis, the researcher used Analysis Covariance (ANCOV). The conclusion of this study is that there is great significant effect of using jigsaw strategy on ESL students’ reading achievement.

The second study comes from Fitriyah and Fauzi in 2020 with research tittle “Improving Quality of Arabic Translation Course through Jigsaw Cooperative Learning”. This study aims to improve the quality of students' Arabic translation and improve the learning ethos of students in translation classes. This study is a Classroom Action Research (CAR) where the researchers used descriptive-qualitative method and the researchers analyzed the data qualitatively. The researchers also used comperative descriptive and questionner to get the quantitative data. The participants of this study were 52 students of two classes in Terjemah Arab-Indonesia Course. The results of this study indicate that jigsaw cooperative learning improves students 'learning ethos in their independence in seeking knowledge and quality of students' Arabic-Indonesian translation.

In EFL classes, the jigsaw cooperative learning has also been used at the English Language Education Department (ELED) of one private university in Yogyakarta. Based on the researcher's experience in joining some EFL classes that have used this method, the researcher has experienced the positive effect of this method which make students focus on their part of the material so that they can master their part better. However, the researcher also noticed that some students still did not know what they wanted to discuss with their friends. They just listened to their friends without sharing their ideas and being passive participants during the class discussion. They were supposed to tell their understanding and share it freely. However, they could not do that well. Therefore, the learning process using this technique did not run well as it should be. This means that some students may not get the advantages implemented by the teacher. Based on the case above, it may be said that beside bringing the advantages for the students, the jigsaw cooperative learning may bring disadvantages for the students.

Considering how important a teacher's role in teaching and learning process is, teachers need to know the advantages that their students enjoy. In addition, teachers also need to be aware of disadvantages that this technique brings to their students. Since there is no previous study evaluating the positive and negative sides of jigsaw cooperative learning in this ELED of a private university, the researcher conducted a research on its implementation. The researcher wanted to explore the implementation of jigsaw cooperative learning

especially dealing with the advantages and disadvantages for their students based on the teachers' perception.

Identification of the Problems

The goal of jigsaw based on cooperative learning is to build responsibility for each member of their part in learning, and it also can make the students become active participants in the learning process (Sahin, 2010). Karacop and Diken (2017) stated that the jigsaw technique makes students dependent on others and give their responsibility to understand their parts, then share the discussion to their friends. In other words, the students will have motivation in learning. Not only that, the introvert students who feel shy to share their ideas through big forum discussion will also feel more comfortable sharing their ideas in the small group discussion. Based on the statement above, Jigsaw technique has good effect for the students.

However, in implementing this technique in the learning process, the researcher found some problem when joining some EFL classes in one of islamic private university in Yogyakarta that some students lacked motivation in learning because without mastering their part, they can still get the information from their friends. While this technique can build students' social skills during learning process, this technique is potential to lose teachers' control. The researcher noticed some of the students in EFL classes in one of islamic private universities in Yogyakarta did not show the appropriate social skills because they looked busy with their phones and talking with their other friends while their active friends

were sharing their opinion. Besides, through this technique, students are expected to build their responsibility in their learning, but the fact showed that they could not present their part well to their friends in their original group.

Based on the statement above, the researcher was interested in finding out the teachers' perspectives about the implementation of jigsaw cooperative learning in EFL classes. To be more specific, the researcher wanted to explore the advantages and disadvantages of this technique. This is because in learning and teaching process, a teacher plays an important role to support the students to achieve their goals in learning.

Delimitation of the Problem

This research focused on exploring teachers' perspectives toward the implementation of jigsaw cooperative learning in EFL classes in ELED of a private university in Yogyakarta. The researcher only focused on the advantages and disadvantages of the implementation of jigsaw cooperative learning. The researcher got the data from three teachers that used jigsaw cooperative learning as the teaching method at an English Education Department, not at many departments. Besides, the researcher matched the participants with the characteristics needed in this study such as teachers who have taught at least three years at ELED. In fact, participants can be women and men, but in this research, the participants only involved woman because it was only them who matched the requirements and had issues while implementing jigsaw cooperative learning in class. In this research, the researcher only used interview technique to collect data.

The reason why the researcher did not use other techniques was because she did not have appropriate time and circumstances for using observation techniques. The researcher selected a specific research scope, place, research method, and participants because this topic has not yet done at ELED of private university in Yogyakarta. From those specific criteria, the researcher has got satisfactory results which it has complemented the research gap at ELED and become knowledge or resources for other researchers in the same topic of this research.

Research Questions

This research is intended to answer the questions:

1. What is the teachers' perspective on the advantages of Jigsaw Cooperative Learning in EFL classes?
2. What is the teachers' perspective on the disadvantages of Jigsaw Cooperative Learning in EFL classes?

Research Objectives

This research is conducted to answer the research questions above. The objectives of this research are:

1. To find out teachers' perspectives on the advantages of Jigsaw Cooperative Learning in EFL classes.
2. To find out teachers' perspective on the disadvantages of Jigsaw Cooperative Learning in EFL classes.

Significance of the Study

The researcher expects that this research will be beneficial for particular parties, namely teachers, students and other researchers.

Teachers. This study is expected to widen the knowledge of the teacher on jigsaw cooperative learning deeply when they want to apply it in the class. Teachers will know the lacks causing disadvantages to their students found during the implementation of this method so that the teacher can modify and improve the method become more appropriate. Therefore, the problems and the lack that are found are not repeated in their classes. Related to the advantages found in this research, the teachers can consider choosing this technique to be implemented maximally in their classes.

Students. Through this study, the students will know the advantages of using this jigsaw cooperative learning. By realizing the advantages, it is expected the students can learn language enthusiastically. Besides, when the students realize the disadvantages, they can actively cooperate with their friends and teachers to minimize the disadvantages.

Other Researchers. This study can be a reference for the next researchers who are going to conduct the research with similar topic. They can take and use some references in this study to support their research. Besides, this study will give more knowledge about jigsaw cooperative learning itself.

Organization of the Chapters

This study consists of five chapters. The first is chapter one which discusses the introduction of the research. There are seven sub chapters being discussed. The background of the research discusses why this study is important to do. The identification of the problem and the delimitation of the problem presented in this sub chapter. Next, the research questions and the objectives of the study are also provided. The significance of the study presents the benefits of the study for particular people. The last, the researcher presents the organization of the chapters which describe the content of each chapter.

The second chapter discusses the literature review consisting of supporting references. The first part is the definition of cooperative learning, followed by the structure elements in cooperative learning and then the definition of jigsaw cooperative learning. The explanation of steps in using jigsaw cooperative learning, the advantages and disadvantages of jigsaw cooperative learning are also discussed by the researcher. This chapter also discusses the previous related study and the conceptual framework of this study. In this chapter, all of the theories and the previous studies are provided to support this study.

The third chapter is about the methodology used in this study. This chapter provides research design chosen for the study. This chapter also explains about the research setting in conducting the research, followed by the research participants involved in this study. The next is the data gathering technique to gather the data. Then, the research instruments used in this research are also explained. The researcher also described the data collection procedure and the

data analysis. In this chapter, all the methods are explained separately to ease the reader's understanding about why the researcher chose the method.

The fourth chapter presents the findings and discussion of this study. The findings cover the advantages and disadvantages based on teachers' perspectives and are supported by theoretical fact of the previous researchers in discussion. The findings and discussion about the outcome of conducting this research are explained clearly in this chapter.

The last chapter provides the conclusion and recommendation of the study. The conclusion presents the summary of the content of this research. In the recommendation section, the researcher offers some recommendations for teachers, students and the future researchers after conducting this research.