Chapter One

Introduction

The introduction is the first part of this chapter and is divided into seven parts. This part explains the background of the research, identification of the problem, the limitations of the problem, the research questions, and the research objective. The significance of the research and the organization of the research is also presented in this chapter.

Background of the Research

In the process of teaching the English language, teachers should provide a method of learning in speaking skills that can lead students to achieve their learning goals. To achieve student learning outcomes in speaking skills, there are several different learning methods required to be implemented by teachers when teaching English language, such as conventional learning method and cooperative learning method. This is in accordance to Simamora (2012) that stated conventional learning methods and cooperative learning methods can be used to teach English language.

Cooperative learning is one of the learning methods to support students' prosses of learning. According to Li and Lam (2013), cooperative learning is the process of learning in which students can learn lesson material from each other in groups. Cooperative learning provides several techniques such as discussion, mind mapping, think-pair-share, role-playing, and jigsaw.

Jigsaw is a kind of cooperative learning that requires learners to communicate with each other to share and integrate missing information. The use of jigsaw technique helps students in the process of teaching and learning. By using this technique, students will cooperate and achieve the learning outcomes together in the group. The process of the jigsaw technique helps students to improve their academic ability. Aronson (2008) explained the jigsaw technique as an effective way to facilitate learning process. Students learn various learning materials from another student, share information with other groups, and are responsible for their individual lesson material. Moreover, this technique requires each group's members to do well for the whole group's learning success.

The jigsaw technique maximizes interaction and builds an atmosphere of cooperation and respect with other students. According to Johnson and Johnson (2009), jigsaw technique can develop a positive relationship between teachers and students, promote students' positive attitudes toward their learning, and improve students' learning skills. This will result in benefits for teachers because they can develop students' positive attitudes to be more active in the classroom when learning the English language.

However, this jigsaw technique is not suitable for introverted students, jigsaw technique focuses on group discussion activities, this makes the jigsaw technique unsuitable for introverted students, because introverted students are not good at communicating. Chain (2012) stated that introvert individuals tend to socialize less than the extroverts because they prefer to spend their time alone or just communicate with themselves. That is why jigsaw technique is not suitable

for introverted students. Moreover, the jigsaw technique also makes teachers have a lot of work when they teach speaking in class, such as having to make sure all students speak English, making sure all students participate well in group activities. Adam (2013) stated that in the jigsaw technique, the teacher must control the time and make sure that all the students have the opportunity to speak. Therefore, in the process of teaching speaking using the jigsaw technique, makes the teacher have a lot of work. That is why not many lecturers use the Jigsaw technique in their classrooms.

In the English Education Department of a private university in Yogyakarta, a few teachers implement jigsaw techniques in the classroom by asking the students to read some material, divides students into two groups consisting of original groups and expert groups, ask students to do discussion in the expert group, reports the discussion result to the original group, present the finding. From the researcher's observation as a former student at the university, the jigsaw technique supports students to be more active in speaking in the classroom because this technique is designed to enhance students' responsibility for their own self and others. Moreover, both cognitive and social skills of students are required in the process of teaching and learning. Students are not only required to learn the material, but they are also required to share and respond to the material provided by other groups. Eventually, all groups should be able to convey the discussions results they have done.

Based on the background of the study, the researcher was interested in conducting this research entitled "Teacher's Perception on The Use of Jigsaw

Technique for Teaching English". The reason as to why this research was carried out was because not all teachers in the English Education Department of a private university in Yogyakarta implement this jigsaw technique in the classroom. Therefore, this research was conducted to present teachers' perception on the use of jigsaw technique for teaching English.

Identification of the Problem

There are several issues regarding the jigsaw technique, such as when using jigsaw technique for teaching speaking the class situation were becomes unconducive, because when using this technique, the activity they did was that students had to moving from their group discussion, from the first home group to the expert group, then back again to the first home group. The jigsaw technique has several challenges that are difficult for teachers to solve, such as ensuring that every student speaks and speaks using English, time management. Moreover, students also often do not understand the tasks given by the teacher, because the jigsaw technique focuses on Student Centered Learning, so students are required to study on their own first, which then makes some students experience difficulties in their learning process.

Limitation of the Problem

The researcher wants to perceive teachers' perception of the roles of jigsaw technique in developing speaking skills for students and the challenges faced by teachers in implementing the technique to teach speaking skill in one of the private universities in Yogyakarta. The data collection technique used in this

research was open-ended interview questions. Two teachers were interviewed to gather the information regarding the use of jigsaw techniques to teach speaking.

Research Questions

Two research questions were formulated based on the background of the study, they were:

1. What are the roles of jigsaw technique in developing speaking skills for students as perceived by teachers?
2. What are the challenges faced by English teachers at the university level in using jigsaw technique?

Objective of the Research

This study aimed to accomplish two objectives, they were:

1. To find out the roles of the jigsaw technique in developing speaking skills for students as perceived by the teachers.
2. To find out the challenges faced by English teachers at the university level in using Jigsaw technique.

Significances of the Research

The Teachers

This study provides information about the roles and the challenges of applying the jigsaw technique in teaching speaking. Hence, teachers can solve problems regarding the challenges of using the jigsaw technique in teaching

speaking to improve their lesson to be even more effective. Moreover, teachers are expected to be more creative when implementing the jigsaw technique in teaching speaking.

The Students

The results of this research can be used as a source of information related to jigsaw techniques. This research is also expected to increase students' knowledge and provide an understanding that the jigsaw technique can be used to improve their speaking skills. Therefore, when teachers implement the jigsaw technique in the classroom, the students can comprehend the method easily.

Other Researchers

The results of this research can be used by other researchers as a reference regarding the roles and the challenges experienced by teachers in using jigsaw techniques. Furthermore, this research can also be used for other researchers who are interested in conducting a further study related to the implementation of jigsaw technique for English teaching purposes.