

## **Chapter One**

### **Introduction**

This chapter discusses the introduction of the research. Several important points are mentioned in this chapter. The first part is the research background, which explains why the researcher wants to conduct this research. Besides, the statements and delimitation of the problem explain the limitations of this research. Then, the research questions are used as a guideline of the research. This research also describes the specific objectives of the research. The following section of this research explains the significances of the research, which presents the benefits of this research towards particular parties.

### **Background of the Research**

Education is an institution that functions to develop the quality of human resources in an increasingly better way. Through education, every learner is expected to have a positive impact on enriching knowledge. Expectations in the world of education are always on the increase in every country, including Indonesia. As a consideration to the learning process, each educator needs to use a learning model that applies to the material and learners.

The learning model can be represented as a style or technique adopted by an educator. According to Chasanah (2020), the learning model is a model of learning that helps students acquire information, ideas, skills, values, and ways of thinking. Various studies have shown that using learning models in classrooms can improve learners' comprehension and achievement. Suroto (2017) argued that there are several functions of the learning models in the learning process, such as

with models, the implementation of activities can be identified appropriately; models can control the range of activities it covers; models ease the educator to identify components, elements that constrain barriers if activities are ineffective and unproductive; teachers can arrange student tasks into a unified form using models.

Educators' learning models tend to vary, and one of the learning models used to improve student learning achievement is the cooperative learning model. In this section, one type of cooperative learning model that will be explained is the Jigsaw technique. According to Aydin & Biyikli (2017), the jigsaw technique is a group-work technique for learning and participating in group learning activities. It is a cooperative learning strategy that enables each student to specialize in one aspect of a learning unit to resolve a task or class project. Therefore, the jigsaw technique can be assumed to be a group work for learning and engaging in group learning activities.

Using the Jigsaw technique, learners should understand some lecture materials, and then they will share knowledge with other students. Students allow collaborating with peers in the form of group discussion to solve a problem. For this reason, each group consisting of 4 to 5 students has the heterogeneous academic ability. There will be a highly skilled student, two or three medium-skilled students, and a student with low ability in one group. There is a tendency that students will learn each other through their understanding, assisted by the educator as a facilitator. The materials will be a challenge for educators in

universities to prove whether the Jigsaw technique can generate changes in students' understanding in college.

Using the Jigsaw cooperative learning model in the learning process, learners are grouped based on heterogeneous ability. The teacher gives material or the previous material to the students to be studied. Each group member is randomly assigned to become an expert on a particular aspect of the material. After reading and studying the material, “experts” from different groups come together to discuss the same topics from other groups until they become “experts” on the concepts they study. It aims to obtain a comprehensive picture of learning materials or concepts that will be discussed. Students then go back to the original group to teach their group members the topic they are mastering. In the end, the teacher gives a test or assessment for all the topics provided to the students.

The implementation of the jigsaw technique may inflict several problems for students. First, students who never or just found out about this technique find it challenging to use the jigsaw technique. Second, based on the learning journal, the Jigsaw technique was time-consuming (Mahari, 2019). It is observed that the implementation of the Jigsaw technique in lecture lessons is conducted in more than one session of the lessons. Thus, the lecturer needs time to decide the group, and the students also need to arrange the group. Then, the implementation of the jigsaw technique makes some students confused. Thus, the class is too noisy; hence, they cannot hear the lectures' instructions and explanations properly, leading to confusion. Also, the students cannot thoroughly explain their findings

to the rest, and their explanations are too fast, hence caused confusion among the team members.

There are some previous studies related to this research. First, was conducted by Marhamah and Mulyadi (2013). This research aimed to investigate the effect of jigsaw cooperative learning instruction on the second-year undergraduates' achievement of teaching and learning strategy. The result showed the result showed that the jigsaw technique significantly affects the participant's achievement namely students' attention is more focused, they can express the ideas, students' confidence is increased, and they will appreciate other opinions. Then, second related research was administered by Alsa (2010). This research aimed to test the effect of cooperative learning, the jigsaw method on interpersonal relationship skills, and teamwork of undergraduate student's faculty. This result showed that the jigsaw learning technique significantly improves interpersonal relationship skills in undergraduate students. In addition those previous researchers with this research have differences. This research focuses on students' point of view toward jigsaw technique in teaching and learning process. Then, this research uses qualitative research in which the results are descriptive and in-depth.

The jigsaw technique has been implemented at one of the Private Universities in Yogyakarta, especially at English Language Education Department (ELED). Jigsaw technique has been used in the curriculum design course in five-semester. First, the lecturer asks the students to discuss the material using the jigsaw technique. Then, the lecturer also uses the jigsaw technique in every

meeting as long as 12 (twelve) meetings in that course. Then, it appears some problems. For example, some students are difficulty in understand materials using the jigsaw technique. Then, students feel in practicing jigsaw technique the situation in the classroom will be crowded.

Regarding the phenomena mentioned, the researcher is interested in investigating English students' points of view toward the jigsaw technique in teaching and learning English. Therefore, the researcher aims to find out English students' points of view toward the jigsaw technique in teaching and learning English. The researcher will then find out the challenges and strategies in implementing the jigsaw technique in teaching and learning English. Therefore, this research is essential to be conducted in which the researcher can reveal whether the jigsaw technique can still be used as a practical learning technique.

### **Statements of Problem**

There are many problems faced by both lecturers and students in the process of teaching and learning. Many efforts have been tried for the successful implementation of different techniques in teaching and learning English. Jigsaw technique can be one technique to solve that problem. According to Amador and Mederer (2013), Jigsaw technique is a technique that emphasizes peer learning by facilitating the work of learning between small groups of students. In all cases, the structure of the jigsaw technique group encourages students to assist each other by allocating the work of learning to understand knowledge on related subjects. Then, each student in a small group is responsible for gaining information on a different topic or reading and sharing their expertise with those in the group.

Even though the jigsaw technique can be an alternative technique to ease teaching and learning English, the students feel the challenges they face in implementing the jigsaw technique cannot be avoided. The problem occurred when the researcher observes jigsaw technique activity in the classroom. It is mostly students with poor performance in the classroom who have the problem of following jigsaw technique activity because the jigsaw technique activity is student-centered learning, which means students should be independent, active, perform in a classroom, and learn by themselves. Therefore, most students with low academic results will have a bit of trouble learning in those aspects.

### **Delimitation of the Research**

This research focuses on English students at a private university in Yogyakarta in batch 2017. Those who have used the jigsaw technique in the classroom activity. The researcher also focuses on finding out students' points of view toward the jigsaw technique in teaching and learning English. Following this, the researcher also wants to reveal the challenges students face in implementing the jigsaw technique based on their opinions. Also, the research wants to find out the strategies that English students used to overcome the challenges in implementing the jigsaw technique.

### **Research Questions**

1. How are English students' points of view toward jigsaw technique in the process of teaching and learning English?
2. What are the challenges in the practicing of jigsaw technique in the process of teaching and learning English?

3. What are the strategies to overcome the challenges in the practicing the jigsaw technique in the process of teaching and learning?

### **Objectives of the Research**

1. To find out English students' points of view toward jigsaw technique in the process of teaching and learning English.
2. To reveal the challenges students face in implementing the jigsaw technique in teaching and learning English based on English students' point of view.
3. To reveal the strategies to overcome the challenges in implementing the jigsaw technique in teaching and learning English based on English students' point of view.

### **Significance of the Research**

The result of the research is expected to give benefits and contributions to some parties. Therefore, the research significance is addressed to the lecturers, the students, and other researchers. For more detailed information, each significance related to this research is explained in the following paragraphs.

**For the lecturers.** This research can provide essential information for some lecturers about students' points of view toward the jigsaw technique in teaching and learning English. This research also gives information about the challenges that students faced during the implementation jigsaw technique. After knowing the challenges in implementing the jigsaw technique, the lecturer can decide the appropriate strategies that can be applied to solve the challenges in the

future class activity. After knowing the strategies for implementing the jigsaw technique, the lecturers can apply the strategies to minimize the problems.

**For the students.** The existence of this research is expected to help the students to gain knowledge about this research. By reading this research, the students can get information about the challenges in implementing the jigsaw technique. The students are expected to be more aware of the challenges they might face when using the jigsaw technique. Additionally, after knowing the strategies for implementing the jigsaw technique, the students can overcome the challenges.

**For other researchers.** By conducting this research, the other researchers can use this finding of the research to the theoretical overview of further research on the same topic and might become a recommendation for further research. Therefore, conducting this research can encourage the researchers to research the same as this area in depth.