



## Students' Perception on The Jigsaw Technique in Learning Reading at SMPN 7 Padang

Nadya La Viola<sup>1</sup>, Yetti Zaini<sup>2</sup>

English Department, Faculty of Languages and Arts, Universitas Negeri Padang<sup>1</sup>

English Department, Faculty of Languages and Arts, Universitas Negeri Padang<sup>2</sup>

Email: [yuliana.yf@gmail.com](mailto:yuliana.yf@gmail.com)

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### Abstract

*This research aimed to find out students' perception on the use of the Jigsaw technique in learning reading. The design of this study belonged to descriptive quantitative approach. This research used questionnaire and interview questions as the instrumentations. The researcher found that the implementation of the Jigsaw technique in learning reading has a good response from the students. Students showed positive perception after the researcher calculated the data. The highest score gained from this study was reading phase with 4.16 or 82.83% while the lowest score was quiz phase with 3.96 or 79.10%. The result of this study could be reference for the teacher to evaluate teaching technique or method. The teacher can redetermine his/her teaching technique or method that is suitable for students' need which can improve students' motivation.*

### Keywords:

Students' perception, learning reading, the Jigsaw technique.

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## INTRODUCTION

Reading has an important role in learning activities especially for students. Students get knowledge through reading. In the learning process, students have to read a lot of books. Students also can develop critical thinking through reading. In order to enrich their knowledge, students also need to read new information. In reading, there is interaction between the reader and the text being read. In learning reading at school, teacher takes an active role. Teacher usually starts with introducing new alphabets and characters, moving on to a word and finally to a sentence, a paragraph, an essay and so forth.

English teacher may get difficulties in teaching reading. Teaching reading text in junior high school may face some challenges. The availability of aids, time management and class condition are some external challenges in teaching kinds of text as stated by Hidayati (2018). Her participants mentioned that they only used

paper and blackboard or whiteboard in teaching reading text. It is important to use some properties to teach how to read text. Some audio-visual aids are available to be used but they need more time to teach than the time provided by the school.

In reading, students need to have a good attitude and a good motivation. The common reason why students do not like reading is that students have lack of motivation in doing it. Thus, teacher needs to look for various teaching technique or method. An interesting teaching method or technique may make the students being interested and motivated especially in reading text. A study conducted by Kresma (2014) found that students' saturation point of learning by using the conventional method is higher than learning by solving a problem. There are some methods or techniques of learning by solving a problem, such as problem-based learning, cooperative learning, project-based learning, team games tournament, and etc.

The various teaching methods are commonly used by high school teachers. The researcher has interviewed two English teachers at SMPN 7 Padang. The researcher found that few teachers apply more varied learning methods and techniques. The teacher usually conveys the material by the lecture and inquiry method. Based on the researcher's interview, teachers at SMPN 7 Padang began to look for more interesting learning techniques due to the lack of motivation and enthusiasm for student in reading text. Students are also familiar with online learning in the last two years so a good learning activity is needed to increase socialization between students. Interesting cooperative methods began to be applied in grade 7. One of the cooperative methods applied is the Jigsaw technique. This technique brings students to a wider scope of socialization. According to Silberman (2007), Jigsaw Learning is a widely used technique that has similarities to the "group-to-group exchange" technique with an important difference: every learner learns and teaches something. This technique is suitable to be applied while teaching text. According to curriculum 2013, one of the texts learned by junior high school students is descriptive text. Teacher in SMPN 7 Padang tried to use this technique to deliver descriptive text material such as the social function, language features and generic structure of the text.

There were some reasons why the teacher used the Jigsaw technique. The teacher thought that the Jigsaw technique can be a way to carried out student-centered method in the learning process. The teacher also considered advantages of the Jigsaw technique in teaching reading. Students not only learn but also teach their friend so they should master what they teach. Moreover, there are some studies about the effectiveness of the Jigsaw technique in teaching reading that strengthen the teacher why she used the technique.

Learning methods and techniques used by teachers must be continuously evaluated in order to increase the effectiveness of teaching and learning activities. Students' perceptions of the applied learning methods and techniques are also needed to be known to determine whether these methods and techniques are suitable for use and create positive perceptions of teaching and learning activities or not. Students' perception is very important in the learning process because it affects students self-confidence, interest and motivation towards learning in the classroom (Agustina et al., 2019). In addition, Sugiyanti (2013) stated in her research that students' perception about the teaching method or technique influenced students achievement

The other reason which strengthens researchers to carry out this research is the change in learning from online to offline which results in social inequality between students which may decreased student learning motivation if the methods and techniques used are not varied. This raises a question about the implementation of jigsaw techniques as a form of collaborative learning, whether this implementation will result in positive or negative perception of the students. The fact that students have through online learning in the last two years makes a different understanding and motivation in reading. That is why the researcher needed to investigate the students' perception of the Jigsaw technique in learning reading. The perception may be different from the previous studies because of the sample and situation at hand. Thus, based on the discussion above, the researcher intends to conduct a study about students' perception of the Jigsaw technique in learning reading at SMPN 7 Padang.

## **RESEARCH METHOD**

### **Research Design**

The design of the research belongs to descriptive quantitative design. This study aimed to know the students' perceptions of using Jigsaw technique in learning reading kinds of text. The researcher would describe students' perceptions in learning reading using Jigsaw technique at SMPN 7 Padang. According to Sugiyono (2013), quantitative research is designed as a method based on the philosophy of positivism, used to study a specific population or sample, using data collection as the instrument, using statistical to analyze the data.

### **Population and Sample**

Sugiyono (2013) said that population is a generalization area consisting of objects or subjects with certain qualities and characteristics that are determined by the researcher to be studied and then draw a conclusion. The population of this study was grade VII students who learn descriptive text at SMPN 7 Padang academic in the year 2021/2022. There are eight classes of grade VII in SMPN 7 Padang. They are VII-1 until VII-8. Cohen et al., (2018) said a sample is the smaller group or subset of the whole population representing the total the population studied. The researcher used purposive sampling. Based on Etikan (2016), purposive sampling is drawn as the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. In this case, the sample has an experience of learning descriptive text by using the Jigsaw technique. They were VII-5 and VII-6.

### **Instrumentation**

#### *Questionnaire*

According to Gay & Mills (2018) a questionnaire is a written collection of several survey questions that research participants will answer. The most important question in this study is "What are students' perceptions in learning descriptive text by using Jigsaw technique in grade VII SMPN 7 Padang". The question is written in two languages, English and Bahasa Indonesia, so that it would be easier for the participants to understand and answer the question. The questionnaires were adapted from Utami (2019)'s and Suciati (2019)'s studies about students' perception on the

use of cooperative learning approach type jigsaw technique. The researcher used a five-point Likert to measure the questionnaire. This is a scale with the number of points presented with the range from 1 to 5 as the ordinal number.

#### *Interview*

The interview become the second instrument that the researcher use by the researcher. Dawson (2009) mentioned that interview is a way for the researcher to know the specific information by asking some specific questions that will be discussed. This instrument shows the detail of data from the sample about the research question. The questions of the interview were adapted from Arnaz & Adnan (2021)'s study. She conducted research about students' perception of the Jigsaw technique in learning speaking. In order to make the interview section being more efficient, the researcher chose 10 students to be the interviewees. They are chosen by looking at the questionnaire results. The five interviewees were the highest score students and the rest will be the lowest score students.

#### **Technique of Data Validation**

It is important to check the validity of the instruments in doing research. Validating is a step that must not be forgotten in order to determine the amount of certainty in a research outcome. Taherdoost et al. (2017) assume that content validity is used to the extent measurement instrument items are relevant and representative of the target construct. The instrumentations have been checked and validated by Fitriwati, S.S., M.Pd. as an English lecturer in Universitas Negeri Padang.

#### **Technique of Data Collection**

The researcher distributed the questionnaire to grade VII students at SMPN 7 Padang directly after receiving permission from the school. The researcher explained to students how to answer the questionnaire. The instruments were presented in two languages; English and Bahasa Indonesia. To finish the questionnaire, the respondents needed to choose one response (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree). The interviewees were given 5-10 minutes to answer the question. The interviews were audio recorded.

#### **Technique of Data Analysis**

The questionnaire data were analyzed using Microsoft Excel. The researcher counted the percentage and the mean score in analyzing the data. The formula can be seen as:

$$P = \frac{f}{R} \times 100\%$$

P = Percentage  
f = Frequency  
R = Total syntaxes

$$\bar{x} = \frac{\sum x}{N}$$

$\bar{x}$  = Mean  
 $\sum x$  = Total raw score  
N = Total number of students

In order to explain the mean score in finding out the students' perception, the researcher adapted indicators of score interpretation from Arnaz & Adnan (2021).

$$\text{Interval level value} = \frac{\text{the highest score} - \text{the lowest score}}{\text{number of statement criteria}}$$

$$= \frac{5-1}{5} = 0,8$$

- The highest score = 5
- The lowest score = 1
- Interval = 5-1 = 4
- Interval distance = 0,8

Table 3. 1 Indicators of Score Interpretation

Mean	Level of Agreement
4.25 – 5	Very good/ very positive
3.44 – 4.24	Good/ positive
2.62 – 3.43	Enough/ fair
1.81 – 2.61	Bad/ negative
1 – 1.80	Very bad/ very negative

The data from the interview section were collected by the researcher in the form of audio recording. The researcher took advantage of the recorder to get more information about interviewee's perception in accordance with the research question. The recorders were listened to several times and translated into the written data. The researcher concluded the main point of the data. Key-word which has been written was stated in the finding and conclusion of the research.

## RESULT AND DISCUSSION

### Data Description

The indicators of the questionnaire were adapted from Slavin's theory (2014) about the syntaxes of the Jigsaw technique including reading, group discussion, team report, quiz and team recognition. To get the description of the data, the researcher has counted the mean of each item. The result of questionnaire can be seen as follows:

No	Syntaxes	Item	Total Score	Average	%	Category	Conclusion		
1	Reading	1	267	4.4	87.54%	Positive	4.1	82.38%	Positive
		2	257	4.2	84.26%	Positive			
		3	235	3.9	77.05%	Positive			
		4	246	4.0	80.66%	Positive			
2	Expert Group Discussion	5	249	4.1	81.64%	Positive	4.1	81.72%	Positive
		6	245	4.0	80.33%	Positive			
		7	254	4.2	83.28%	Positive			

		8	249	4.1	81.64%	Positive			
3	Team Report	9	255	4.2	83.61%	Positive	4.0	80.41%	Positive
		10	243	4.0	79.67%	Positive			
		11	238	3.9	78.03%	Positive			
		12	245	4.0	80.33%	Positive			
4	Quiz	13	245	4.0	80.33%	Positive	4.0	79.10%	Positive
		14	241	4.0	79.02%	Positive			
		15	236	3.9	77.38%	Positive			
		16	243	4.0	79.67%	Positive			
5	Team Recognition	17	253	4.1	82.95%	Positive	4.2	83.28%	Positive
		18	258	4.2	84.59%	Positive			
		19	252	4.1	82.62%	Positive			
		20	253	4.1	82.95%	Positive			

The highest mean score can be seen from team recognition syntax, while the lowest mean can be seen from team report and quiz syntaxes. Both lowest and highest have positive result about the perception of the Jigsaw technique in learning reading at SMPN 7 Padang.

#### *Questionnaire*

##### *Reading*

Regarding to the questionnaire result, the mean of reading syntax is 4,1 (82,38%) and it means that the first syntax has good/positive response from the students. Students agree with four reading statements of the questionnaire. Furthermore, students agree that the Jigsaw technique makes the reading activity more interesting, easier in finding out the main idea of the text, more focus in reading and acquiring more English vocabulary.

Most of students had no idea about the Jigsaw technique before the teachers instructed them. However, after being instructed, the students stated that the Jigsaw technique helped them to be more focus in reading text and to acquire new English vocabulary. Meanwhile, students chose the Jigsaw technique because it made reading activity more interesting. Students had no difficulty in doing reading activity by using the Jigsaw technique because the teacher clearly instructed the students. Students thought that the reading activity being more interesting because they understood about the instruction given by the teacher. Students felt that the Jigsaw technique helped them to get the answer of their jobs easily and they felt happy when the Jigsaw technique was implemented in reading activity.

##### *Expert Group Discussion*

The questionnaire result shows that there is 4,1 (81,72%) as the mean of the second syntax. The result indicates good/positive perception about the expert group discussion in the Jigsaw technique especially in learning reading. Students agree with the expert group discussion in the Jigsaw technique helps them to share information to their group members, listen to their group members' explanation, interact actively with their group members, and participate in making decision in discussing text when learning reading.

The student did not know what to do after doing reading activity before the teacher gave instruction to do discussion with the expert group. Students chose to use the Jigsaw technique in the next learning reading because students enjoyed doing discussion with their friends. They enjoyed sharing information with the others. In the expert group discussion, students did not face any difficulty because they tend to ask their friend or teacher when they felt confused about the discussion. Students thought they needed a discussion so that they could find out the answer of their task. Students felt happy while doing discussion because they interacted actively with their friends.

#### *Team Report*

According to the questionnaire result, the mean of team report is 4,0 (80,41%) which means that this syntax has good/positive perspective from the students. Students agree with team report in the Jigsaw technique trains them to be both a good listener and a good speaker. This syntax also makes students agree that team report makes the text being more clearly and trains them to read the result of the discussion bravely in front of their classmates.

Students had no idea what the next activity after doing discussion so the teacher had an important role in giving interaction about what to do after finishing it. The Jigsaw technique was chosen by the students in next learning reading because it trained them to be a good speaker and a good listener. That reason also made students thought that the Jigsaw technique could meet students' need in achieving their learning goals. Students felt happy because they had no difficulty about the team report because it made the result of the discussion was clear enough. When they got difficulty and felt confused about the phase team report, they would ask their friends.

#### *Quiz*

By using the Jigsaw technique in learning reading, students agree that answering a quiz given by the teacher being easier. The students also agree that they feel intellectually challenging because of the quiz. Some question provided in the quiz makes every sub-material they have learned being clearly because it is reviewed in it. Those statements can be proved by looking at the mean of the fourth syntax. It is 4,0 (79,10%).

The instruction also was needed to be delivered by the teacher so the students knew what activity they would do after doing team report. Students had no difficulties in the quiz because it helped them to reviewed again the lesson they had learned. They thought that the Jigsaw technique helped them to meet their goal because they felt happy and intellectually challenging through the quiz phase. They chose to use the Jigsaw technique in the next learning reading because it was easier for them to do quiz after learning by using that technique.

#### *Team Recognition*

In the last syntax, the mean is 4,2 (83,28%) which indicates positive response of the statement. Students agree that the Jigsaw technique helps them to appreciate their hard work, be responsible in discussion and making decision.

The teacher give instruction from the first phase until the last phase so that students understood what to do next. Students were happy because all activities in the Jigsaw technique were fun and students also got some achievement from the

teacher. They thought that the Jigsaw technique helped them to achieve their learning objectives after doing all activities in the Jigsaw technique. In addition, they did not face any difficulty while the Jigsaw technique was implemented so they chose to use the Jigsaw technique in the next learning reading.

### **Discussion**

Slavin et al., (1985) said in his book that the Jigsaw technique is a cooperative model in which students are assigned to several teams to work on some section of academic material. The analysis of all syntaxes got positive perception from the students. From the data description above, students had positive response for syntax reading. Most students got easier to acquire new English vocabularies, understand and find out the main idea by using the Jigsaw technique. They also became more focus in reading text. Expert group discussion facilitated the students to exchange their critical thinking. They were trained to participate actively in groups. The lesson was discussed well so that it became easier to student to make a report of the lesson. Doing quiz after reporting the lesson made students felt intellectually challenged. The discussion though the Jigsaw technique trained students to be more responsible of their decision and to appreciate their team's hard work. After calculating five data, the researcher got point 4,07 as the mean of them. It indicates positive perception for five syntaxes of the jigsaw technique in learning reading by students in SMPN 7 Padang.

Based on the students answer in the questionnaire, all result shows good and positive responses. In order to get more information about the students' perception of the Jigsaw technique in learning reading, the researcher also have been done some interview activities with ten students. According to Gibson (2012) there are some factors that influence perception. Those factors; stereotype, selectivity, self-concept, situation and need and emotion become the indicator of the interview questions. The interview questions were adapted from a study conducted by Arnaz & Adnan (2021). The result of the first interview question show that all students do not know what the Jigsaw is before the Jigsaw was implemented in the classroom. The researcher found that students frequently studied by using the lecture method to get lessons in the classroom. The Jigsaw technique was selected by most students to learn reading instead of another teaching method or technique. However, there was a student who interested in learning by using various teaching technique in order to reduce boredom in learning activity. Almost all students did not have difficulty in doing the Jigsaw technique in learning reading. However, a student said that it was difficult having group members who did not understand about the lesson and the Jigsaw technique as well. They also had opinion that it was fun because they understood about the lesson and the Jigsaw technique. Nevertheless, it would be boring if students did not understand about both of them. In addition, students felt that they found their need in achieving learning objectives and they felt happy while doing the Jigsaw technique.

The finding of this research is supported by a study conducted by Suciati (2019). The Jigsaw technique has a positive response when it is implemented in reading activity because students felt enjoy and easier to remember contents of the text. Students have opinion that the Jigsaw technique helps them to be more focus



and excited in reading text. The technique also trains students to be more confident to exchange their thinking. It is in accord with Anggraini (2009) who conduct a research about students' perception of the Jigsaw technique in elementary students' reading class. The result of the study shows that students also have positive responses on the implementation of the Jigsaw technique in students' reading activity. The positive perception comes from activity of expert and home group. The students hope that the teacher use the Jigsaw technique in English lesson.

It is in line with a study conducted by Anggrayani (2019), there was a successfulness of students' learning process, students studied actively in the classroom. They also became more responsible of assignment they had. Moreover, Prawitasari (2017) found that students' perception on the use of the Jigsaw technique had an impact in enhancing students' reading skill. There were positive perceptions of students in her research.

The positive perception gained from students was the result of this study. The value of perception found in this research would affect the learning motivation of students especially with the use of the Jigsaw technique in learning reading. Sarjo (2016) said a positive perception from students in learning process increase students' motivation in the classroom. If students' interest grows and develops in learning process, students will be motivated and they will easily absorb the lesson taught in the classroom. Otherwise, students' motivation decreases as their negative point of view of the learning process. In addition, students' perception obtained from this study proved that the Jigsaw technique can be the solution for teachers to vary the teaching technique. Nurwulandari & Fadhilah (2017) stated that reading skill can be improved by the Jigsaw technique as cooperative learning. The result of this study could be a reference for the teacher to evaluate the learning process. The students' perception is very important to evaluate the effectiveness of teaching. Besides, the teacher also could redetermine some techniques or methods which are suitable for students' needs that can improve students' motivation in doing learning process.

## **CONCLUSION**

The researcher conducted a study about students' perception on the Jigsaw technique in learning reading at SMPN 7 Padang. The study was quantitative research and the researcher chose grade 7 as the sample. According to the finding which discussed in the previous chapter about the students' perception on the Jigsaw technique in learning reading, students have positive perception about it. Five syntaxes of the Jigsaw technique show the result of the research question. Both first and second syntaxes, reading and expert group discussion, the mean is 4,1. Both second and fort syntax, team report and quiz, the mean is 4,0. Team recognition as the last syntax of the Jigsaw technique has the highest mean than the other syntax. It is 4,2. Those numbers indicated positive responses of the questionnaire. Five indicators of interview questions; stereotype, selectivity, self-concept, situation, and need and emotion, show good answer from the students. They felt happy, having no difficulties and choosing the Jigsaw technique in their learning reading. In the other words, students' perception of the Jigsaw technique in learning reading is good/positive.

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