

CHAPTER II

LITERATURE REVIEW

In this chapter will be discussed review of previous literature that has been studied about Students' Perception on The Use of Cooperative Learning Approach: Jigsaw Technique Implementation.

2.1. Cooperative Learning

Cooperative learning is a learning process in which individuals learn in small groups by helping one another. According to Johnson et al. (1991), as cited in Singh & Agrawal (2011) cooperative learning is an educational tool in which small groups of students work together to increase individual, as well as, group member learning. According to Olsen & Kagan (1992, as cited in Sabah 2016) cooperative learning can be defined as group learning activities where learning depends on socially structured information exchange between students in groups, where each student is responsible for his own learning and motivated to improve the learning of others. Johnson & Johnson (2001) state that cooperative learning has five elements: positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and processes in a group. Thus, Cooperative Learning is Cooperative learning is one of the learning strategies for teaching in groups with a student-centered approach.

According to Mengduo & Xiaoling (2010) cooperative learning defines a class as a heterogeneous group, classes arranged in several groups to fulfil cooperative learning tasks. Tasks are based on interaction and mutual reciprocity between group members and require mutual assistance. In this approach, students and teachers are in working conditions to build intimate learning. In cooperative learning, discussion becomes an indispensable method, because discussion is a better way. According to Slavin (1995, as cited in Hadyan 2013) in cooperative learning students are expected to help each other, discuss, and argue for understanding one another. The explanation above shows that cooperative learning involves small groups so that individuals work together to maximize their respective achievements.

2.1.1. Face to Face

According to Johnson & Johnson (2001) students involved in promoting learning with each other cognitive activities and interpersonal dynamics will occur. This includes explaining verbally how students solve problems, discussing the nature of concepts learned, teaching one's knowledge to classmates, and connecting rewards with learning in the past. Face-to-face interactions between group members will increase when accountability to peers, is able to influence each other's reasoning and conclusions, social models, interpersonal rewards, and all personal and professional relationships. According to Valdivia (2007) in this activity each student is dependent on other group members, so each student must help, encourage and support their efforts. The lecturer must also encourage students to help each other.

2.1.2. Small Group Skill and Process

According to Johnson & Johnson (2001) when students feeling difficult in working with each other arises, students will be involved in group processing to identify, determine, and resolve the problems they face together, and that is important with the processing of a group. The purpose of group processing is to clarify and increase the effectiveness of members in contributing to achieving group goals. Students must be given time and procedures to analyse how well their study groups' function and the extent to which students use their social skills to help all group members to achieve and maintain effective working relationship in groups. According to Valdivia (2007) in small group skills and processes, students must develop and use social skills such as leadership, building trust, decision making, communication and conflict management to work effectively.

2.2. Jigsaw as Technique in Cooperative Learning

Jigsaw is a variation of activities in the classroom to motivate and keep learners engaged and focus on the text and tasks. Jigsaw is a kind of jigsaw technique which combines the idea of a jigsaw puzzle. Jigsaw learning can help develop teamwork and cooperative learning skills for all students and the depth of their knowledge, impossible if students learn all the material itself. According to Bharti et al. (2017) jigsaw method is a form of cooperative learning, in which students are actively involved in the teaching-learning process. Diana and Diego (2012) state that jigsaw is an approach to reading that involves the students in speaking and summarizing skills. It is very useful when working with short authentic text such as newspaper articles. According to

Mengduo & Xiaoling (2010) jigsaw is one of the cooperative learning techniques carried out by researchers and teachers for a subject.

2.2.1. Jigsaw as a Classroom Activity

Jigsaw classis an alternative. Teachers who use Jigsaw in cooperative learning believe that every student has the ability to be a contributor to knowledge. Students will be encouraged to learn from their fellow students in a team of experts and when they return to their original team, they are encouraged to teach each other the material they have acquired in the expert team. According to Wood & Peter (2011) the class teacher will divide the lesson into five or six sections and provide one part of the lesson for each student in the Jigsaw group. Before teaching in the Jigsaw group, students met in expert groups and helped each other prepare themselves to teach their part to their respective Jigsaw groups. In the Jigsaw group, each student teaches the information needed and helps the group to master the assigned work. When finished, students will be tested and each of them receives grades based on their own test performance. With Jigsaw, students are interdependent through learning tasks rather than through a scoring system.

The illustration of Jigsaw technique in teaching learning process can be seen in below.

Jigsaw Groups	Expert Groups	Jigsaw Groups
A1-B1-C1-D1	A1-A2-A3-A4	A1-B1-C1-D1
A2-B2-C2-D2	B1-B2-B3-B4	A2-B2-C2-D2
A3-B3-C3-D3	C1-C2-C3-C4	A3-B3-C3-D3
A4-B4-C4-D4	D1-D2-D3-D4	A4-B4-C4-D4

Table 1: Jigsaw technique illustration (adopted from Lie, 2008)

2.3. Review on Relevant Studies

There are some previous researchers that relevant to this study. Based on the research entitled “The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University” Wichadee (2005). In this study the researcher collected data from 40 first-year students at the School of Communication at the University of Bangkok in a purposive

sampling technique. Students enrolled in the Basic English Course I 3 credits are required in the first semester of the 2004 academic year. Eight weeks are used for experiments using cooperative learning methods. This research is a one group pre-test and post-test design. Five types of instruments were used in this study: 1) pre-test and post-test test 2) questionnaire 3) form of cooperative learning behaviour assessment 4) individual quizzes 5) inter-view. The results show that students get a higher reading in the comprehension score for the post-test than the pre-test score at the 0.05 significance level. As for attitudes toward cooperative learning, the findings indicate that most students rated cooperative learning as quite positive. Also, the assessment form shows they are doing good cooperative learning behaviour in their assignments.

The second research is “Students Perception in Applying Cooperative Learning in EFL Classroom” Hidayati et al., (2018). In their studies the researchers focusing on students' perceptions of cooperative learning in EFL classrooms. The purpose of this study was to find out the opinions of students about the application of cooperative learning in the EFL class. Participants of this research were 33 students of Indonesia education study program. Data will be collected using a questionnaire consisting of 20 questions. In this study, the results of the study showed that the final year students of the Indonesian education study program IKIP Siliwangi Bandung had a positive response to the application of Cooperative Learning.

2.4. Theoretical Framework

Based on the above theory, researcher use cooperative learning approach for jigsaw technique implementation. Cooperative Learning can also help and make it easy students in learning.

Table 2: Theoretical Framework

