

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter explains the findings obtained from the questionnaire to identify students' perceptions on the use of cooperative learning approach for jigsaw technique implementation, students who have passed all ICT-based courses from semester one until semester four in English Language Education at the Islamic University of Indonesia that participated in this survey research.

4.1. Research Finding

This finding describes about students' perceptions of the use of cooperative learning approach especially for jigsaw technique implementation.

4.1.1. Analysis Descriptive Results of the Data

Table 4: Descriptive Statistic of the data

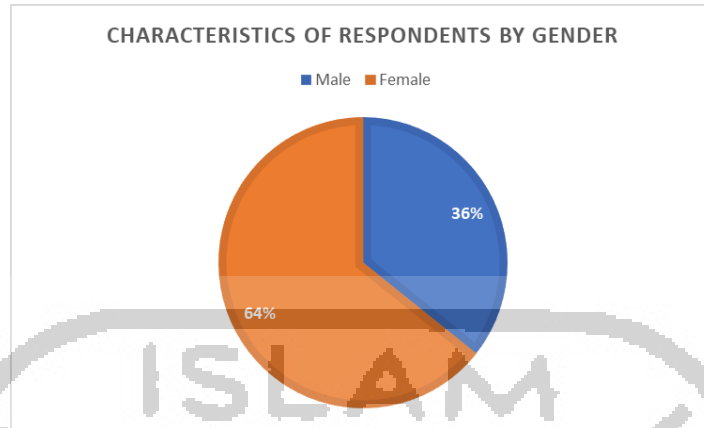
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total Score	70	3.671428571	4.071428571	3.85	0.038481176
Valid N	70				

4.1.2. General Data Result

The characteristics of general respondent shown in table below:

Chart 4.1.2.1 Characteristics of Respondents by Gender



Based on 70 respondents, the characteristics of the respondents based on gender found that 25 (36%) respondents were male and 45 (64%) were female.

Table 5: Item Statistics

Item Statistics			
	Mean	Std. Deviation	N
This approach helps me to learn new thing easily	3.828571429	0.833561045	70
This approach helps me to acquire knowledge through working in a team	4.071428571	0.728735824	70
This approach makes me understand the working process	3.8	0.80936547	70
This approach enables me to participate in sharing information, making decisions, and solving problems	4.057142857	0.720018403	70
This approach helps everyone reach the goal equally	3.671428571	0.774997495	70
This approach trains me how to be a good leader and a good	3.842857143	0.827703551	70

Follower			
This approach creates a good relationship among group members	3.942857143	0.778063637	70
The lessons become more interesting with this approach	3.8	0.80936547	70
I feel actively involved in all activities through this approach	3.7	0.768020229	70
I feel intellectually challenged through this approach	3.785714286	0.796602517	70

Based on the questionnaire analysis result, the researcher found that the highest score refers to the statement "This approach helps me to acquire knowledge through working in a team." with the results of Mean= 4.07 and SD= 0.72. Meanwhile, for the lowest score is the statement "This approach helps everyone reach the goal equally" with the results of Mean= 3.67 and SD= 0.77. Furthermore, to make this result more detailed, the researcher shows the table below:

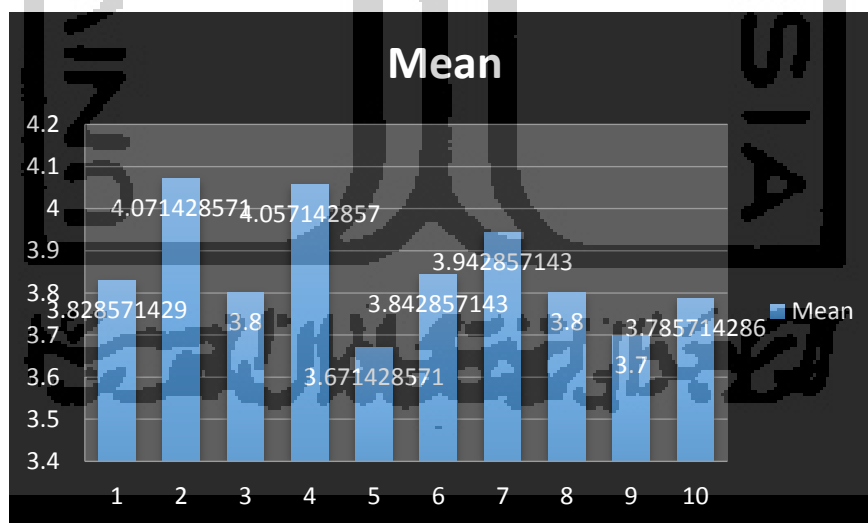


Figure 1: Chart of Mean Questionnaire

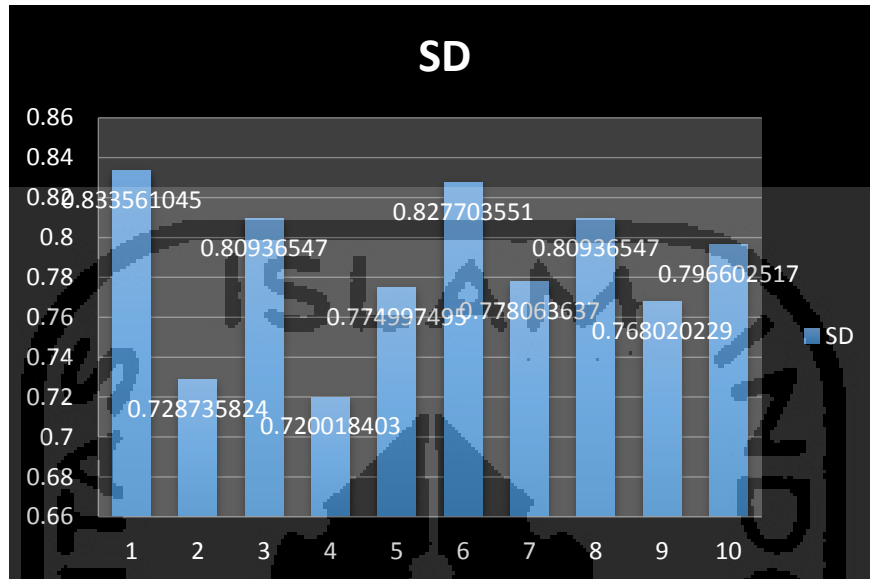


Figure 2: Chart of SD Questionnaire



A. Positive Interdependence

Based on researcher found that in positive interdependence element, the highest score is the statement “This approach helps me to acquire knowledge through working in a team” by the result Mean= 4.07 and SD= 0.72. It means that most students agree with this approach in positive interdependence which can help students gain knowledge through teamwork. Meanwhile for the lowest score in this approach is a statement “This approach helps everyone reach the goal equally” by the result Mean= 3.67 and SD= 0.77. This shows that this approach in positive interdependence cannot help students achieve their goals equally, to make this result more detail the researcher showed the table of each domain below:

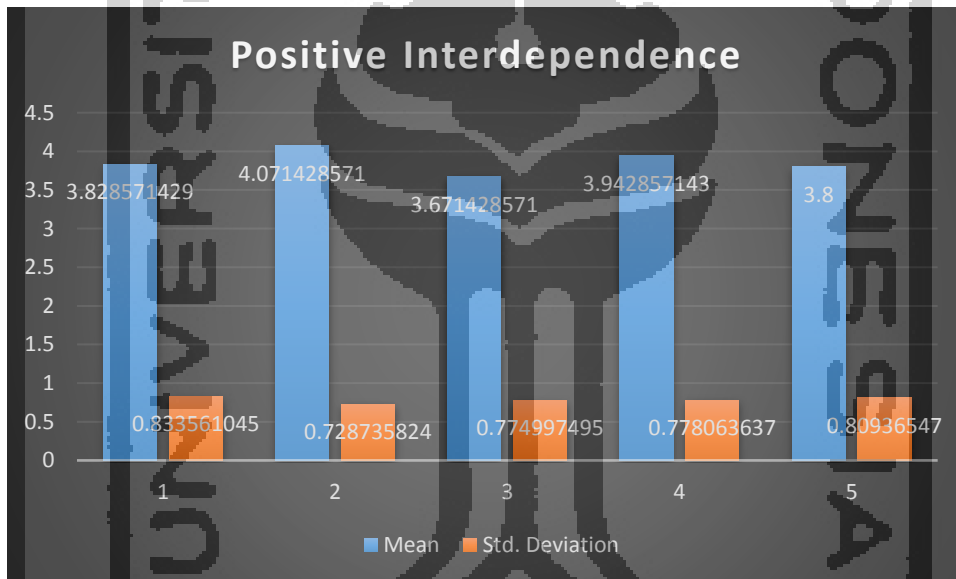


Figure 3: Chart of Positive Interdependence

B. Individual and Group Accountability

The highest score is on the statement “This approach trains me how to be a good leader and a good follower” by the result Mean= 3.84 and SD= 0.82. It means that most students agree with this approach in individual and group accountability that this approach can train students to be good leaders and followers. Meanwhile for the lowest scores in this approach there is none, to make this result more detail the researcher showed the table of domain below:



Figure 4: Chart of Individual and Group Accountability

C. Interpersonal and Small Group Skills

In interpersonal and small group skills element, the highest score is the statement “This approach enables me to participate in sharing information, making decisions, and solving problems” by the result Mean= 4.05 and SD= 0.72. It means that most students agree with this approach interpersonal and small group skills, because with this approach students can participate in sharing information, making decisions, and solving problems in their groups. Meanwhile for the lowest score in this approach is a statement “I feel actively involved in all activities through this approach” by the result Mean= 3.7 and SD= 0.76. This shows that through this approach not all students are actively involved in activities, to make this result more detail the researcher showed the table of each domain below:

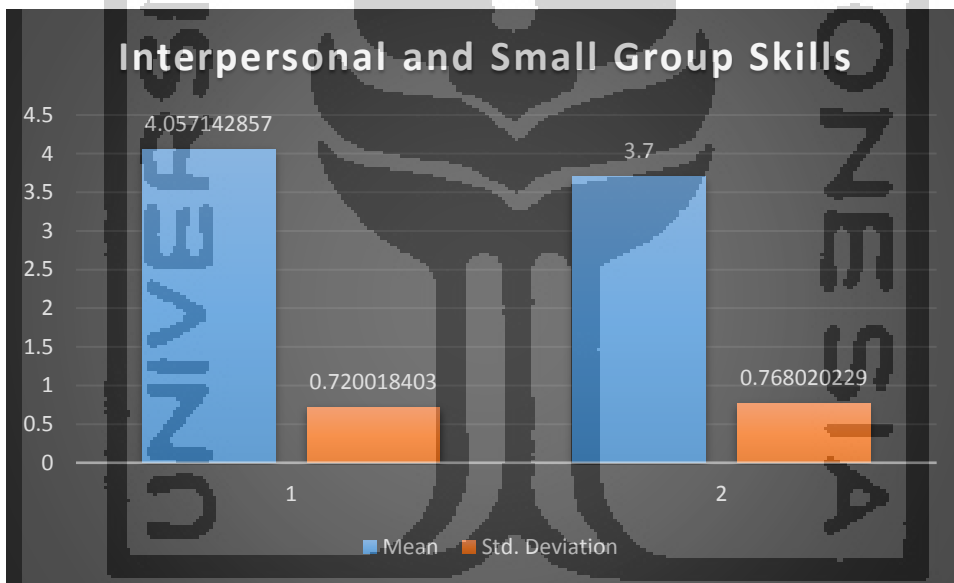


Figure 5: Chart of Interpersonal and Small Group Skills

D. Processes in a Group

Based on the result, the highest score is the statement “This approach makes me understand the working process” by the result Mean= 3.8 and SD= 0.80. It means that most students agree with this approach processes in a group, that through this approach students know of the work process in a group. Meanwhile for the lowest score in this approach is a statement “I feel intellectually challenged through this approach” by the result Mean= 3.78 and SD= 0.79. This shows that through this approach students do not feel too intellectually challenged, to make this result more detail the researcher showed the table of each domain below:

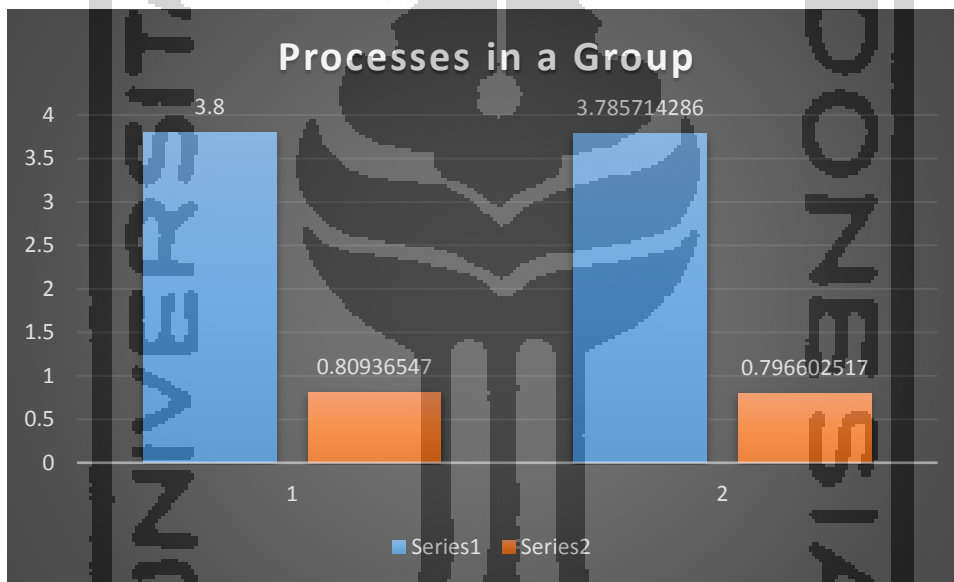


Figure 6: Chart of Processes in a Group

4.1.3. Table of Averages Questionnaire

Table 6: Averages Questionnaire

	Mean	Averages
This approach helps me to learn new thing easily	3.828571429	High
This approach helps me to acquire knowledge through working in a team	4.071428571	High
This approach makes me understand the working process	3.8	High
This approach enables me to participate in sharing information, making decisions, and solving problems	4.057142857	High
This approach helps everyone reach the goal equally	3.671428571	High
This approach trains me how to be a good leader and a good Follower	3.842857143	High
This approach creates a good relationship among group members	3.942857143	High
The lessons become more interesting with this approach	3.8	High
I feel actively involved in all activities through this approach	3.7	High
I feel intellectually challenged through this approach	3.785714286	High

Key to averages : 3.5 or higher= high 2.5-3.4= medium 2.4 or lower= low

(adapted from Mokhtari., K & Reichard., C. A. (2002)

4.1.4. Discussion

The findings of this research are similar to Wichadee (2005) and Hidayati et al., (2018) students have positive perceptions about cooperative learning, especially for jigsaw activities. Because they think that jigsaw can improve their communication skills, and teamwork. However, most perceptions are only the development of affective characters. Because some students don't care about grades or are interested in participating in class, so not all students have significantly different academic achievement. Cooperative learning can be an effective way to deal with problems encountered in the classroom. It creates a comfortable environment that does not create stress for learning and practicing English. This helps students to learn more and develop many other skills such as learning how to work with each other.

