

---

## THE NINTH-GRADE STUDENTS' PERCEPTION ON TEACHING ENGLISH THROUGH JIGSAW METHOD IN EFL AT SMPN 1 TARAKAN

Oleh

Noor Mutiara<sup>1</sup>, Daniel<sup>2</sup>, Arifin<sup>3</sup>

<sup>1,3</sup>Borneo University Tarakan

<sup>2</sup>SMP Negeri 1 Tarakan

E-mail: <sup>1</sup>[noormutiara49@gmail.com](mailto:noormutiara49@gmail.com), <sup>2</sup>[dmatingfan@yahoo.com](mailto:dmatingfan@yahoo.com),

<sup>3</sup>[arifin.ubt@gmail.com](mailto:arifin.ubt@gmail.com)

---

### Article History:

Received: 09-11-2022

Revised: 17-12-2022

Accepted: 20-12-2022

### Keywords:

Students' perception,  
Teaching English, Jigsaw

**Abstract:** *The purpose of teaching and learning English is to be proficient in communication, and this is something that is emphasized in both the curriculum and methodology for English as a foreign language. This study aims to determine students' perceptions of the Jigsaw method, after studying from home for two years, in English subject. The subjects in this study were ninth grade students of SMPN 1 Tarakan who had studied English using the Jigsaw method. The data in this study are the results of filling a questionnaire with scale likert. The findings in this study indicate that students prefer English lessons when using the Jigsaw method compared to learning individually. Teachers are expected to make an improvement in the process of learning English in class by using learning methods or innovations or learning creations so that students can learn easily and have fun.*

---

## INTRODUCTION

English is regarded as a crucial language to learn because it is an international tongue. The purpose of teaching and learning English is to be proficient in communication, hence communicative methods and the functional use of language have received a lot of attention in English as a Foreign Language curriculum and pedagogy (Broughton et al., 2002). Furthermore, according to Broughton, we have previously considered English as a second language. However, English is a foreign language in the rest of the world. That is, it is taught in schools, and often widely, but it plays no significant role in national or social life. It means that the goal of teaching English as a foreign language is to prepare students to use English as a lesson in school. Foreign language is one of the courses in which students should be encouraged to talk a lot in class and express their ideas, rather than just what the teacher tells them to say. Students are expected to have the ability or knowledge of English that can be used for communication. Essentially, English teachers have begun to attempt to teach foreign languages in a manner that is more similar to first language acquisition in the teaching and learning process (Broughton et al., 2002).

The teacher should carefully plan the material, instruction, media, and technique. According to Brown, teaching is showing or assisting someone in learning how to do something, giving instructions, guiding in the study of something, providing knowledge, or

causing someone to know or understand something (Brown, 2007). It means that teaching is a process that should be carried out by teachers based on their experience, knowledge, and material preparation in order to achieve the goal of teaching

Language teaching is the process of assisting someone in learning how to acquire or master the language that he or she wishes to learn (Broughton et al., 2002). Learning carried out by teachers is generally still teacher-centered, so it is very influential on the learning outcomes of their students. Improving the quality of learning should be carried out in an effort to meet the needs of students to live in society during a period of competition with foreign nations that have begun to penetrate Indonesia, where foreign nations have utilized creativity and innovation. In the field of education, teachers must be able to educate the nation's next generation who have the ability and skills, one of which is good communication skills, in this case, mastering foreign languages (Arifin, 2021, Nurdiawati, 2019).

Teaching English that focuses on memorizing rather than understanding is felt to be less supportive in preparing someone to be able to use English in communicating with foreigners. The habituation of students in the learning process must be considered, especially in presenting authentic material so that it motivates students to improve their English skills (Nurdiawati, 2019). Students are less motivated to learn English if their teachers do not provide learning materials that are relevant to their needs (Arifin et al., 2018), give materials to students and establish an environment that encourages students to learn and develop their intellectual and emotional skills (Vega & Arifin, 2022). English is a compulsory subject at the junior high school level, and developments in science and technology require people to study English more actively.

However, in reality, based on the results of observations, researchers obtained information that in learning English in class it was still found: 1) learning used more textbooks, 2) learning English which still used the lecture method, 3) learning that was boring and less interesting, 4) learning does not motivate students, 5) students in the class are still passive, 6) students prefer to study in groups rather than individually, 7) students want the teacher to teach using fun methods in class. From this information discovery, the researcher decided to carry out an update of the learning process by teaching English using the Jigsaw learning method, bearing in mind that students prefer to study in groups and the Jigsaw method has never been done before in class.

Jigsaw method has never been done before in class because previously learning was done online. After the last two years, learning from home has been carried out, and currently the school is still in a transition period from online learning to face-to-face learning. During online learning, students are prohibited from studying in groups and may only study individually. This is the reason why the Jigsaw learning method has never been done before and is a new thing for students to learn in groups. Then with this, the author conducts face-to-face meetings in class by implementing English learning using the Jigsaw method.

The problem formulation of the research entitled "The Ninth-Grade Students' Perception On Teaching English Through Jigsaw Method In EFL At SMPN 1 Tarakan" was to find out how students perceive English learning after the English learning process is carried out using the Jigsaw method, so that the results of This perception can be used as evaluation material for the school (teachers and principals) to improve the learning process, especially learning English which can increase the output of students who are of higher quality so that

they have the ability to communicate in English better.

**METHOD**

This research employed quantitative research design. According to Sinambela, quantitative research is a type of research that uses numbers to process data to produce structured information (Sinambela, 2020). Characteristic of quantitative research aims to obtain data that describes the characteristics of objects, events, or situations (Sekaran & Wiley, 2016).

The population is a generalization area consisting of objects/subjects that have special characteristics and qualities determined by researchers to study and draw conclusions (Sugiyono, 2017). The population of this study were students of SMPN 1 Tarakan and the sample used was 32 students of class XI. The data collection technique used was through the distribution of questionnaires to find out about students' perceptions of learning English using the Jigsaw method. To analyse the data, the following relative frequency formula is used (Sudijono, 2021):

$$p = \frac{f}{n} \times 100\%$$

The following gives an explanation of the formula above:

- p : percentage number
- f : the frequency that the presentation is looking for
- n : number of cases (amount of frequency/number of individuals)
- 100% : fixed number

Students were given questions in the questionnaire in which they are asked several questions about their perception on teaching English through Jigsaw method. Following are the questions were asked then students answer strongly agree, agree, neutral, disagree or strongly diasgree:

No	Questions
1.	I like English subjects using the Jigsaw method
2.	I find it easier to understand learning English with the application of the Jigsaw method
3.	I feel more enthusiastic in learning with the English learning method given.
4.	I am more interested in the English learning method given by the class.
5.	I find it easier to develop and conclude the English material that I have learned.
6.	I agree that my interest in learning English has increased since I was given the Jigsaw method during the lesson.
7.	I feel learning with the Jigsaw method feels more creative, colourful, and fun.
8.	I do the assignments given during the process of learning and teaching activities
9.	I agree that the Jigsaw method is always used when learning English takes place
10.	I had the pleasure of learning to use the Jigsaw method for the first time after studying individually for a long time due to the pandemic

**Finding and Discussion**

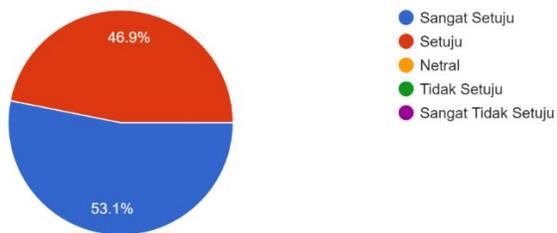
From the results of observations made in class, several student attitude points were obtained including: 1) students paid attention to the teacher when explaining, 2) students

gave positive responses when the teacher taught, 3) students actively asked and answered during the teaching and learning process, 4) students focused carry out their respective duties and roles.

The research data collection instrument was a questionnaire consisting of 10 statements accompanied by 5 answer options, namely, strongly agree, agree, neutral, disagree and strongly disagree. The research instrument was given to each student after learning English using the Jigsaw learning method. Each instrument item was analyzed and interpreted to determine student perceptions.

**Figure 1. The students like English subjects when using the Jigsaw method**

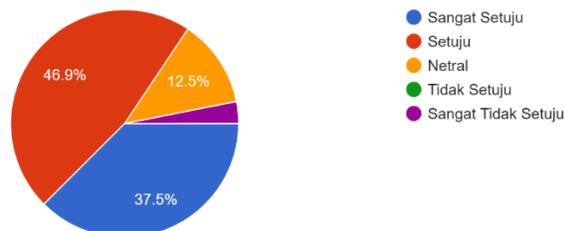
1. Saya menyukai mata pelajaran Bahasa Inggris menggunakan metode Jigsaw  
32 responses



Based on Figure 1, the first question is intended to find out the respondent's preference for using the Jigsaw method in English lessons. There are 32 respondents who are asked to fill out the questionnaires and the number of frequencies of their answers is 32. The result shows that more than half of the respondents choose 'strongly agree' that they like the Jigsaw method in learning English (53.1%) and as many as 17 respondents choose 'agree' (45.5%). This shows that the respondents liked the Jigsaw method in learning English.

**Figure 2. Students find it easier to understand learning English with the application of the Jigsaw method**

Saya merasa lebih mudah dalam memahami pembelajaran Bahasa Inggris dengan diterapkannya metode Jigsaw  
32 responses

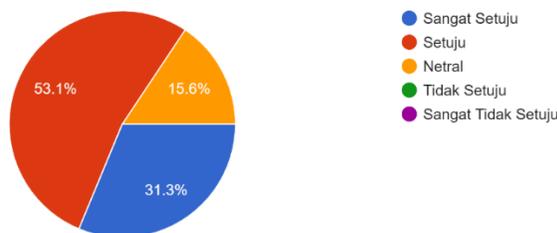


Based on Figure 2, the second question is intended to find out the respondents' perceptions of using the Jigsaw method to make it easier to understand English lessons. There are 32 respondents who are asked to fill out the questionnaires and the number of frequencies of their answers is 32. The results show that more respondents choose 'agree'

that using the Jigsaw method can make it easier for them to understand English lessons (45.9%). Then 12 respondents choose 'strongly agree' (37.5%), 4 respondents chose 'neutral' (12.5%) and 1 student choose 'strongly disagree' (3.1%). This shows that almost all respondents can be helped in understanding English lessons by using the Jigsaw method.

**Figure 3. Students feel more enthusiastic in learning with the English learning method given.**

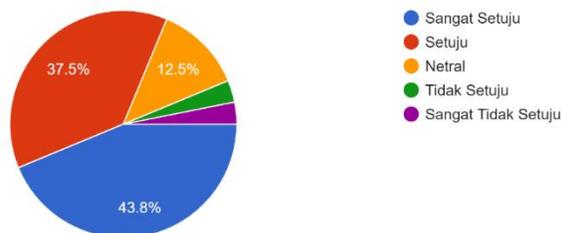
Saya merasa lebih antusias dalam belajar dengan metode pembelajaran Bahasa Inggris yang diberikan.  
32 responses



Based on Figure 3, the third question is intended to find out the enthusiasm of the respondents in learning English using the Jigsaw method. There are 32 respondents who are asked to fill out the questionnaires and the number of frequencies of their answers is 32. The results show that more respondents 'agree' with the Jigsaw method, respondents are more enthusiastic in learning English (53.1%). 10 respondents stated that they 'strongly agreed' (31.3%) and were followed by 5 respondents who answered 'neutral' (15.6%). This shows that most of the respondents felt more enthusiastic about learning English using the Jigsaw method.

**Figure 4. Students are more interested in the English learning method given by class.**

Saya lebih tertarik dengan metode pembelajaran Jigsaw yang diberikan kelas.  
32 responses

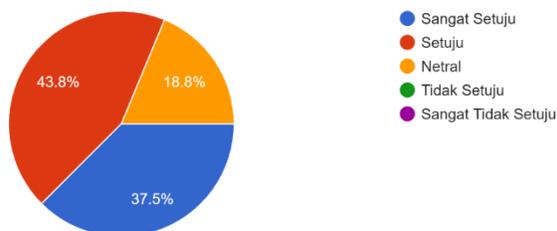


Based on Figure 4, the fourth question is intended to determine the respondent's interest in learning English using the Jigsaw method. There were 32 respondents who were asked to fill out the questionnaires and the number of frequencies of their answers was 32. The results show that more respondents stated that they 'strongly agreed' with the Jigsaw method, respondents were more interested in learning English (43.8%). As many as 12 respondents 'agreed' (37.5%), followed by 4 respondents who answered 'neutral' (12.5%), 1

respondent chose 'disagree' (3.1%), and 1 respondent chose 'strongly disagree' (3.1%). This shows that most of the respondents felt more interested in learning English using the Jigsaw method, and a small number did not feel interested.

**Figure 5. Students find it easier to develop and conclude the English materials they have learned.**

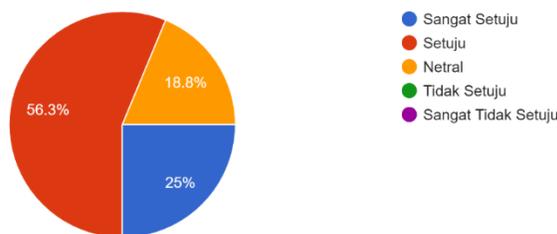
Saya merasa lebih mudah dalam mengembangkan dan menyimpulkan materi-materi Bahasa Inggris yang telah dipelajari.  
32 responses



Based on Figure 5, the fifth question is intended to find out the respondents' perceptions of the Jigsaw method in developing and concluding material in learning English. There are 32 respondents who are asked to fill out the questionnaires and the number of frequencies of their answers is 32. The results show that more respondents 'agree' with the Jigsaw method, respondents find it easier to develop and conclude English material (43.8%). A total of 12 respondents stated that they 'strongly agreed' (37.5%) and were followed by 6 respondents who answered 'neutral' (18.8%). This shows that most respondents find it easier to develop and conclude English material using the Jigsaw method. A study by Dat, shows that classes using the Jigsaw method experience an increase in grades (Dat, 2016).

**Figure 6. Students agree that my interest in learning English has increased after being given the Jigsaw method during learning.**

Saya setuju bahwa minat belajar Bahasa Inggris saya meningkat semenjak diberikan metode Jigsaw ketika pembelajaran berlangsung.  
32 responses

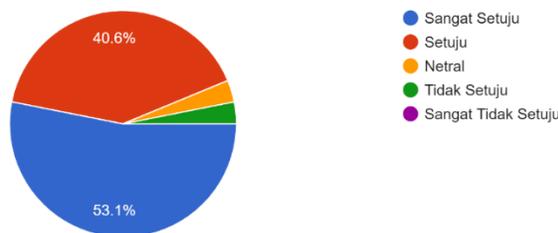


Based on Figure 6, the sixth question is intended to determine the respondents' interest in learning English using the Jigsaw method. There were 32 respondents who were asked to fill out the questionnaires and the number of frequencies of their answers was 32.

The results show that more respondents agreed with the Jigsaw method, their interest in learning English increased (56.3%). As many as 8 respondents stated that they strongly agreed (25%) and followed by 6 respondents who answered neutral (18.8%). This shows that the interest of the majority of respondents increased in learning English using the Jigsaw method.

**Figure 7. Students feel learning with the Jigsaw method feels more creative, colourful, and fun.**

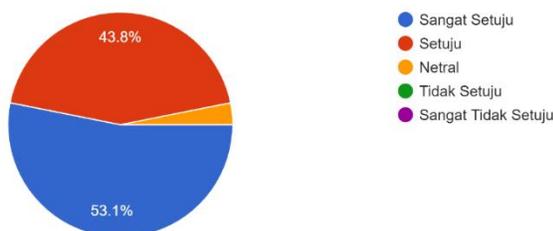
Saya merasa pembelajaran dengan adanya metode Jigsaw terasa lebih kreatif, berwarna, dan menyenangkan.  
32 responses



Based on Figure 7, the seventh question is intended to find out the respondents' perceptions in learning English using the Jigsaw method to be more creative, colorful, and fun. There are 32 respondents who are asked to fill out the questionnaires and the number of frequencies of their answers is 32. The results show that more respondents stated that they strongly agree with the Jigsaw method. Respondents feel more creative, colorful and fun in learning English (53.1%) , as many as 13 respondents agreed (40.6%), followed by 1 respondent who answered neutral (3.1%), and 1 respondent chose not to agree (3.1%). This shows that the majority of respondents feel more creative, colorful and fun learning English using the Jigsaw method and a small number of respondents do not feel more creative, colorful and fun. This also supported by Fennel, concluded from his study that most of the students enjoyed being in the lesson with the jigsaw method and found it beneficial (Fennell, 1992).

**Figure 8. Students work on assignments given during the process of learning and teaching activities.**

Saya mengerjakan tugas yang diberikan selama proses kegiatan belajar dan mengajar  
32 responses

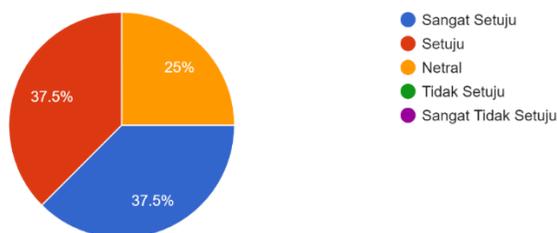


There were 32 respondents who were asked to fill out the questionnaires and the

number of frequencies of their answers was 32. Based on Figure 8, shows that more respondents stated that they strongly agreed that the respondents carried out the tasks given during the learning and teaching activities (53.1%). As many as 4 respondents agreed (43.8%) and followed by 1 respondent who answered neutral (3.1%). This shows that most of the respondents did the assignments given during the learning and teaching activities.

**Figure 9. Students agree that the Jigsaw method is always used when learning English takes place.**

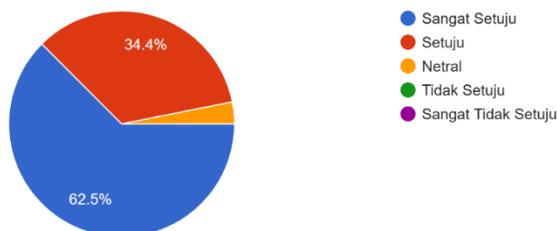
Saya setuju apabila metode Jigsaw selalu dilakukan ketika pembelajaran Bahasa Inggris berlangsung  
32 responses



Based on Figure 9, the third question is intended to find out the respondents' perceptions if the use of the Jigsaw method in learning English is always used. There are 32 respondents who are asked to fill out the questionnaires and the number of frequencies of their answers is 32. The results show that the number of respondents who stated that they strongly agreed and agreed experienced a balance, namely 12 (37.5%) each and were followed by 8 respondents answered neutral (25%). This shows that the majority of respondents agree that in learning English they always use the Jigsaw method. According to Tarim, Using the jigsaw approach for a longer period of time allows students to become acquainted with the strategy and build the necessary abilities to engage in effective cooperative learning group work (Tarim & Akdeniz, 2008). This means that using the jigsaw method more often can improve the skills needed to engage in group work.

**Figure 10. Students had the pleasure of learning to use the Jigsaw method for the first time after studying individually for a long time due to the pandemic.**

Saya merasa senang belajar menggunakan metode Jigsaw untuk pertama kali setelah lama belajar secara individu dikarenakan pandemi  
32 responses



Based on Figure 10, the third question is intended to find out the respondents' perceptions after learning to use the Jigsaw method for the first time after the pandemic. There were 32 respondents who were asked to fill out the questionnaires and the number of frequencies of their answers was 32. The results show that more respondents stated that they strongly agreed that respondents felt happy learning to use the Jigsaw method for the first time after the pandemic (62.5%). A total of 11 respondents agreed (34.4%) and followed by 1 respondent who answered neutral (3.1%). This shows that the majority of respondents felt happy learning to use the Jigsaw method for the first time after studying individually due to the pandemic.

## CONCLUSION

Currently SMPN 1 Tarakan is experiencing a transition from online learning to learning at school. During the pandemic which lasted for 2 years, learning had to be carried out from home and students were not allowed to study in groups and had to study individually. Therefore, the Jigsaw learning method was used for the first time after the pandemic. However, based on the description of the results and discussion above, it can be concluded that students like learning English using the Jigsaw learning method. Several evaluations based on the results of the questionnaire, the teacher is expected to make an improvement in the process of learning English in class by using learning methods or innovations or learning creations so that students can learn easily and have fun.

There are many benefits to be gained from learning English using the Jigsaw method, namely: students easily understand the material, students feel enthusiastic, colourful, creative, and interested in learning English using the Jigsaw method. Learning in class is very fun, the atmosphere is relaxed, students actively ask and answer and get involved when teaching and learning English is taking place in class.

However, it should be noted, in carrying out the Jigsaw learning method, teachers must pay attention, supervise and guide students during learning to ensure that all students can understand and capture learning material properly and correctly. Lastly, there is no single method appropriate for all materials. Hence, the teacher of English is expected to be creative in preparing her/his teaching materials with various methods, techniques, and approaches to achieve the best result

## REFERENCES

- [1] Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*.
- [2] Arifin, Hariyanto, Basri, M., & Anshari. (2018). Multicultural Approach in Developing Instructional Learning Material at Indonesian Senior High School. *The 65th TEFLIN International Conference, Universitas Negeri Makassar, Indonesia*, 65(2), 49-57.
- [3] Arifin. (2021). Pendidikan Multikultural: Ideologi Pembelajaran dan Pengajaran di Sekolah. *JURNAL BORNEO HUMANIORA*, 4(2), 96-102. [https://doi.org/https://doi.org/10.35334/borneo\\_humaniora.v4i2.2278](https://doi.org/https://doi.org/10.35334/borneo_humaniora.v4i2.2278)
- [4] Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Longman.
- [5] Dat, T. V. (2016). The Effects of Jigsaw Learning on Students' Knowledge Retention in Vietnamese Higher Education. *International Journal of Higher Education*, 5(2), 236-253.
- [6] De Vega, N., & Arifin. (2022). Teachers' Experiences of Implementing D-Learning.

*IConVET 2021, November 27, Singaraja, Indonesia.*

- [7] Fennell, H. A. (1992). Students' Perceptions of Cooperative Learning Strategies in Post-Secondary Classrooms. *Education Resources Information Center*.
- [8] Nurdiawati, D. (2019). Persepsi siswa terhadap pembelajaran bahasa inggris berbasis lagu di SD Negeri 1 Jatisawit. *Dialektika*. 9(1), 159-170.
- [9] Sudijono, A. (2021). *Pengantar statistik pendidikan*. Depok: Rajawali Press.
- [10] Sugiyono, P. D. (2017). *Metode penelitian bisnis: pendekatan kuantitatif, kualitatif, kombinasi, dan R&D*. Bandung: Penerbit CV. Alfabeta.
- [11] Tarim, K., & Akdeniz, F. (2008). The effects of cooperative learning on Turkish elementary students' mathematics achievement and attitude towards mathematics using TAI and STAD methods. *Educational studies in Mathematics*, 67(1), 77-91.