

## **CHAPTER V**

### **DISCUSSION**

In this chapter explains the research findings that have been presented in the results of the hypothesis test analysis. The discussion of this study explains the answer of research problem that was formulated in chapter 1. The research problems of this study are 1) How is the effectiveness of using jigsaw technique on students' speaking skill? 2) How is the effectiveness of using jigsaw technique on students' motivation?

Based on the result of descriptive statistics above, it can be found that the mean score of speaking test from experimental group was 22.26, while the control group was 18.66 and the mean score of motivation from experimental group was 155.31 and the control group was 147.49. The description of data above showed that there was any difference on the mean score of speaking skill and motivation between the students who are taught by using jigsaw and did not taught by using jigsaw.

From the data analysis using Manova on SPSS, it was found that the significance value of speaking skill was 0.000. The significance value of speaking skill was lower than 0.05. It means that the null hypothesis was rejected. So, it can be concluded that the use of jigsaw technique has a significant difference on the mean score of speaking test and motivation between the students who are taught by using jigsaw technique and without using jigsaw technique at SMAN 1 Kauman Tulungagung.

The use of jigsaw has significant effect toward the students' learning outcomes. This is proved by the increase of the speaking test score of students in the experimental group from the pretest to the posttest. Besides, there was also a significant difference between posttest scores from the experimental group and the control group, where the mean and total number of values from the experimental group was greater than the control group. Based on the data analysis in SPSS Statistics 20.0, the null hypothesis (Ho) that states "the use of jigsaw technique is not effective on the students' speaking skill and students' motivation" is rejected. So, the alternative hypothesis (Ha) that states "the use of jigsaw technique is effective on the students' speaking skill and students' motivation" is accepted.

It indicates that the use of jigsaw are effective to use as teaching technique in the students' speaking skill and also their motivation. This is in line with some previous studies about the use of jigsaw as study technique. The study by Aronson (2012) explained that Jigsaw classroom is a cooperative learning technique that has been successful with a three-decade track records reducing racial conflict and increasing positive educational outcomes. It provides a learning community in classroom in which the students respect to other capability. According to Dyna (2013), jigsaw made students interact more with their friends in English. From the student's interview, jigsaw made the students more confident in speaking English.

Next, the study from International Journal of Education and Research by Rachmah (2017) stated that Jigsaw method had significant effect on the students motivation, besides improving students speaking ability. Then, the study from International Journal of Education and Research by Al Salkhi (2012) said in his

study that Jigsaw could help students develop their knowledge based on a variety of resources such as library, internet, and computer. Such resources are not made available through the conventional method. Furthermore, the study from Dyna (2013) that jigsaw made students interact more with their friends in English. Not only that, the students' interview showed that they become more confident in speaking in English. It was the cooperative learning implemented in Jigsaw that made them less anxious.

The use of jigsaw in speaking skill is not merely has good and significant effect on the students' speaking mastery, but it also has significant impact toward the students' motivation in the classroom. It can be seen from their attitude and enthusiasm to participate the study by using jigsaw. They are very happy and interested in joining the process of the study by using jigsaw. There is no boredom and anxiety on the students' face. All students give good attention to the speaking materials that are delivered by using the jigsaw technique. It indicates that the students' motivation towards speaking skill increases due to the use of jigsaw.

This was shown by several previous researchers who had examined the motivation of students who were influenced by the jigsaw method. In the study taht was conducted by Rachmah (2017) showed that There are differences in self-efficacy and student motivation to learn before and after treatment. Therefore, it can be said that the jigsaw learning method has a large impact on self-efficacy and learning motivation. The application of jigsaw method in class with a large number of students is the subject of this study. Al-Salkhi (2012) in his study said that jigsaw method helps students develop their knowledge based on a variety of

resources. In the study of Rahman and Deviyanti showed that motivation as a psychological factor has a positive correlation with english speaking ability. Students who had hih level of motivation did more efforts and had more determination to reach their goal. Jigsaw emphasizes on the interaction between the individual students of the heterogeneous group which is usually followed by discussions between the members of the same group. Therefore, Jigsaw strategy has a great effect on understanding the study material.