

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**


Research findings and discussion are contained in this chapter. The research findings showed the outcomes of the participant's pictures descriptions about information students' emotions and difficulties in learning grammar using the jigsaw technique. The discussion of this research contains more detailed explanation of the findings

#### **A. Findings**

The findings drawn from the field data explained in this section. The data was collected in the form of participant-taken pictures, which were intended to help students express their emotions and difficulties when learning grammar through the jigsaw method. The following data took the form of a description of every picture that each participant captured. The description was derived from the interviews which the researchers carried out to learn more about the context and reasons behind the pictures along with the reasons why the pictures can be interpreted as representing the emotions of the students and their difficulties with learning grammar through the jigsaw technique.

## 1. The student's emotional experiences in learning grammar using the jigsaw technique

This demonstrated how the eight pictures that the students provided to the researcher captured their emotions and difficulties in learning grammar using the jigsaw technique. The researcher went over each of the eight pictures, which were also included with the findings from the eight student interviews, one by one. Next, the researcher marked student statements that demonstrate students' emotions and difficulties in learning grammar using the jigsaw technique.

(Photovoice of student 1)		
	<p>I took this photo just in my room. My thought when I took this photo was that I want to assemble my new Gundam kit. This photo describes my feeling during the introduction stage that <i>I was excited</i> to assemble it into a full model robot, this feeling is similar when I was told that we would use a jigsaw method on that day. Actually, I have known the method before but never experienced in the classroom, so <i>I was excited</i> with this at that time. During the exploration stage, <i>I enjoy the process because I can explain and obtain, sharing information each other</i>. This is similar with what I feel in the process of making the Gundam. During the reporting and reorganizing stage, <i>I felt confident and calm because most of my core group members could do the discussion easily</i>. They also share their information in a good way so we</p>	<p>Context and reason</p> <p>Emotion in stage 1</p> <p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 4</p>


	<p>could understand the material and be ready for the next step. This was what I thought when I almost finished the Gundam. After I finished the Gundam, <i>I felt very satisfied with the result.</i> The design was very cool and it was quite big compared to my other Gundams. I felt the same thing at the evaluation stage, our group could answer the questions and got a good score. The difficulty that I faced in this method was only there are some times when we were not confident with the answer because <i>the group members had different opinion about it.</i></p>	Difficulty
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Figure 4.1 Photovoice of Student 1

Feelings of excitement were the emotions felt by this student at the introduction stage. Student was excited about the jigsaw method because he already knew how this method works but has never experienced it directly. This was like his excited feeling when he wanted to assemble the Gundam he had just bought. At the focus exploration stage, this student enjoyed being able to explain and share information with other friends. This is also the same as what he felt that he enjoyed it when he assembled the Gundam.

At the reporting and reorganizing stage, student felt confident and calm because almost all group members understood the material studied today. This was like how he felt when he was almost finished assembling his Gundam. At the integration and evaluation stage, the student was satisfied with the scores

obtained by his group. This was like the feeling of satisfaction when he had finished completing the Gundam and the design was really cool.

(Photovoice of student 2)		
	<p>I took this picture at the Delapan Belas Lima Belas cafe. This food called “Mac and Cheese Mushroom”. What I was thinking when I took this picture was <i>"How does this food taste?" is it delicious and suitable for my taste or not"</i>. This picture illustrates my feelings at first when I was divided into groups and told that the learning method used was the jigsaw method. <i>I felt very excited because I was trying new things and at the same time a little anxious because I was afraid of getting into a group with people</i> I found difficult to communicate with. At the focused exploration stage, <i>I felt happy because it turned out that my group of friends were very talkative and supportive</i>, I could explain my material well and the explanations from other groups were also easy to understand. <i>This jigsaw method turned out to be fun. Just like the taste of the food in this picture, it turns out it tastes delicious</i>. At the time of reporting and reorganizing and reorganizing, <i>I felt relieved because the group discussion went smoothly after returning to the initial group</i>, just as I felt when eating delicious food, feeling happy when eating it and feeling that I didn't choose the wrong menu. But in that food, <i>the taste of the cheese was too salty</i>, the same thing happened to our group when quizzing <i>too much thinking before answering</i> so it always went ahead of the other group which resulted in our group missing out on the score. The difficulty I faced in this jigsaw method was that <i>all group members were "too careful and hesitant to speak up" in</i></p>	<p>Context and Reason</p> <p>Emotion in stage 1</p> <p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 4</p> <p>Difficulty</p>

	<i>answering the quiz</i> given so that our scores were compared to other groups.	
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Figure 4.2 Photovoice of Student 2

Doubt and afraid was the emotion which this student felt during the introduction stage. She doubts because she was in a group with people who might not necessarily be able to work together, such as when she photographed the food. She said "How does this food taste?" is it delicious and suitable for my taste or not", which means the student had never tried, so she was afraid to try it. Apart from that, she also felt excited because she was learning grammar using a method she had never studied before.

At the focused exploration stage, she felt happy because it turned out that the method of learning grammar with a jigsaw was fun. This is like the feeling of joy when trying the food in this photo where the food turns out to be delicious. At the reporting and reorganizing and reorganization stage, the student felt that she was relieved and happy because her group discussion went smoothly after he returned to the original group. Which is the same as how she feels when the food turns out to be delicious and feels like she didn't choose the wrong menu.

At the integration and evaluation stage, she felt dissatisfied with the results they got because they were behind in their scores with other groups. This was caused by their group being too careful in thinking about answering quiz

questions. This dissatisfied emotion was like her feeling when found that the taste of the cheese was too salty for her.

(Photovoice of student 3)		
	<p>I took this picture in Gunung Batu Village in Balangan Regency. What came to my mind when taking this picture was a beautiful view that made me happy after having to struggle through the damaged and steep roads. This photo depicts me at the introduction stage, because <i>I felt difficulties with the material</i> and method of the lesson being carried out. But after discussing and understanding it, <i>I understood and was happy about it</i>. At the focused exploration stage, <i>I still had a little difficulty in explaining the material, such as shy but I felt happy</i> because my friends from other groups could understand the material I was conveying, the same thing with the picture, the river flowed fast and slippery rocks so I had a hard time to cross, but I was satisfied after reaching the spot where I took the picture. At the reporting and reorganization stage, <i>I felt confident in discussing in my group because I was able to explain the material provided by other groups</i>. This is related to the pictures. At first, I found it difficult to reach this place, with various twists and turns. But in the end, I was happy and satisfied seeing the view. After that, it rained at that place and <i>I felt disappointed</i> because I couldn't stay long at that place. This is the same as during the integration and evaluation stage, where a quiz is held containing the material we have discussed. But many of my friends hesitate to answer even after discussing it at length. Even so, I feel satisfied and happy because my group's grades are satisfactory. The difficulty I experienced with the jigsaw method was that <i>my</i></p>	<p>Context and Reason</p> <p>Emotion in stage 1</p> <p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 4</p> <p>Difficulty</p>

	<p><i>group of friends felt less participating and passive during the quiz</i> session which ended up being the only one who could answer all the quiz questions.</p>	
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Figure 4.3 Photovoice of Student 3

Difficulty in understanding the material is the emotion felt by the second student at the introduction stage. The student said, “I felt difficulties with the material”. But after he tried to understand it, he was able to understand it and felt happy. This is like in the photo where the student had to take a road that was damaged and full of ravines but was finally able to reach his destination and see the view.

At the focused exploration stage, student felt embarrassed when explaining to other friends, but he was helped by his friends so that he can successfully explain the material. He felt so happy about it. This was like his happy feeling after he finally could reach the spot where he took the picture. The view of the picture made him satisfy.

At the third stage, the student becomes confident after previously being shy, now he can explain the material to his initial friends. This is like the joy of being photographed, where at first, he had difficulty getting to the place, but was finally rewarded with a beautiful view where the student could understand the grammar material.

At the integration and evaluation stage, students were disappointed with their group who were less active in participating in the quiz. This is like feeling disappointed when rain suddenly falls on that place. Even though, he was happy because his group could reach a satisfactory score at the end of the class.

(Photovoice of student 4)		
	<p>This photo was taken at one of the playgrounds in my city. I accompanied my nephew who played various kinds of playgrounds. This photo depicts my happy feelings when learning grammar in that class. At the introduction stage, <i>I was very happy</i> because grammar is the skill that I like the most. I considered class at that time like playing where we had to have fun and didn't need to be too serious. This photo depicts <i>how happy I feel</i> because I like any material in grammar like my nephew's happy feeling in that photo. At the focused exploration stage, <i>I also felt happy</i> because I shared knowledge with my friends and they understood the explanation I gave. This is like the happy feeling in the photo, where the playground is very fun. At the reporting and reorganizing stage, <i>I felt happy and enjoy</i>. After we returned to the original group, we asked each other "what about playing in the next group?". We also answered that we could easily explain the material to the other groups. At the integration and evaluation stage, <i>this was the peak of my happiness. I really like this stage because I am a very competitive</i> person. My friends also participated in the quiz. I smiled happily like my nephew in the photo because my group got the highest score in the class. <i>Classes that become noisy</i> during integration and evaluation sessions were a difficulty I face because sometimes the</p>	<p>Context and Reason</p> <p>Emotion in stage 1</p> <p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 1</p> <p>Difficulty</p>



	lecturer doesn't know which group would raise their hand first.	
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Figure 4.4 Photovoice of Student 4

Very happy was the emotion that the student felt at the introduction stage. The student said, "Of all the subjects in my major, grammar is my favorite subject". The picture depicts a happy feeling like her nephew who playing on the playground. At the focused exploration stage, this student also felt happy because she can share knowledge with other friends and the explanations can be understood by them. This is like the happy feeling of a child playing on the playground.

At the third stage, student felt happy again because she could return to their original group. After returning, they returned to discussing the materials they had obtained from breaking up the groups earlier. It's like in the photo where the child looks happy. At the integration and evaluation stage or when the lecturer gives a quiz, this is what this student likes the most because she is someone who is competitive. It can be seen that happiness is also an emotion she feels at this stage. This student was happy because she could answer questions from the lecturer and her friends also helped answer them.


(Photovoice of student 5)		
	<p>This photo is a photo of a sheet mask that I took and sold at the Livi cosmetics shop. This photo depicts my feelings when learning grammar using the jigsaw method. At the introduction stage, when it was distributed to groups, <i>I felt afraid because I am someone who doesn't really like grammar and thinks grammar is difficult.</i> I'm also afraid of getting into a group of friends whose people might not understand. It's like I felt afraid when I saw this sheet mask because I saw this sheet mask as if it were expensive. At the exploration stage, <i>I felt relieved because it turned out that this method could make it easier for me to understand.</i> It was like I felt relieved when I asked one of the employees there that the price of sheet mas was not that expensive, only around Rp. 3,000. In the third stage, <i>I felt happy</i> because I returned to my group and they explained the material that I still didn't understand. It's like I was happy even though I was previously hesitant about buying this mask, but finally decided to buy it after the employee there explained it. At the evaluation stage, <i>I was satisfied with the results of the scores we got.</i> My friends played an active role and we took turns answering quite a lot of questions. This is how I feel satisfied when I use this sheet mask which turns out to be good and suitable for my skin problems. The difficulty that I experienced during the course was <i>understanding people in groups which were sometimes different</i> so that it was necessary to unite a unified thought to answer the correct answer.</p>	<p>Context and Reason</p> <p>Emotion in stage 1</p> <p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 4</p> <p>Difficulty</p>

Figure 4.5 Photovoice of Student 5

At the introduction stage, fear was the emotion felt by this female student. He had the opinion that grammar is difficult and was afraid that there would be a group of people who have difficulty understanding grammar like him. It's like the feeling of fear he felt when he saw the mask. he was afraid that the mask would be expensive. At the focused exploration stage, this student felt relieved because the price of the mask turned out to be very cheap. It's like the feeling of relief when learning grammar using the jigsaw method turns out to not be that difficult.

At the reporting and reorganizing stage, this female student felt happy because she returned to her original group and her friends could explain material that she still didn't understand. This is like how he felt when he was previously hesitant about buying the mask but was finally happy because the staff there explained that the mask was indeed good.

At the evaluation stage, the student was satisfied with the final score she got. Even though she was not the group with the highest score, all members play an active role in answering the questions. It's like the feeling of satisfaction when she tries the sheet mask and it suits her skin.



(Photovoice of student 6)		
	<p>This photo is one of the moments that was immortalized when I was still carrying out KKN which took place in Batung Village. What I thought about when taking this photo was the calm and beautiful atmosphere with scenery surrounded by mountains. However, the road we took was not easy either. This is like how I felt during grammar class in the EAP course. At the introduction stage, I thought jigsaw was complicated because it was new and I didn't really understand grammar. <i>I felt excited but also worried</i> at the same time because at this stage, the group was divided by the lecturer like I was suddenly invited on a trip. In the exploration stage, <i>I felt a little doubtful about my ability to explain material</i> that I had never studied. However, after implementing it, it turned out that I could easily explain it and I could also understand the explanations from other groups. Like when I started a journey, at first, I doubt whether the view is good or not. In the next stage, <i>we were happy</i> returned to our groups to discuss what material we got. Just like when we reached the end of the journey, that the view is beautiful which make us happy. At the evaluation stage, <i>I felt stressed</i> because whether we were ready or not, we had to be able to answer the quiz. Like on a long journey, be ready or not ready to be faced with a road that is not smooth. The difficulty I experienced when learning grammar using this method was that <i>the material presented was not material that was easy to master</i>. Apart from that, we also <i>have to be able to arrange words well so that other people can understand them</i>.</p>	<p>Context and Reason</p> <p>Emotion in stage 1</p> <p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 4</p> <p>Difficulty</p>

Figure 4.6 Photovoice of Student 6

Feelings of excitement but also worry were the emotions felt by this student at the introduction stage. This is like his excited feeling when his friend suddenly invited him to take a photo. At the focused exploration stage, the student felt a little doubtful about his ability to explain because he had never studied the topic before, even though he succeeded in explaining it, such as when he started his journey, he was doubtful at first whether the view in that place would be good or not, but it turned out that the view was indeed good.

At the reporting and reorganizing stage, students felt happy because they had returned to their group to discuss what material they had learned after discussing it with other groups. It was like the feeling of joy when he arrived at that place where the view was very beautiful. At the integration and evaluation stage, students feel pressured because the evaluation system is a quiz where they have to be faster than other groups.

(Photovoice of student 7)		
	<p>I took this picture when I was about to eat my dinner at my place of work. What I thought when I took this picture was "I managed to make my own food that is nutritious and delicious". When I wanted to cook this dish, <i>I felt enthusiastic</i> about collecting various information such as what ingredients to put in, what order to put the ingredients in, and what the appropriate fire heat was. Like when I was the one collecting information about the material distributed to our initial group. Because I need to cook in a short</p>	<p>Context and reason</p> <p>Emotion in stage 1</p>

	<p>time, I only rely on memory to use the knowledge I have gained briefly. This is like when I deliver our group's material to another group where <i>I have difficulty putting the words in explaining</i>. When I finished cooking, I tasted my food and it turned out that it tasted quite good for my first attempt at cooking this dish. <i>I felt as happy</i> as I had felt when I returned to my original group. Afterwards I shared my cooking with my roommate, and he gave me positive feedback. He likes my cooking. Here <i>I feel as happy and satisfied</i> as when I finished the quiz because our group got good marks. The difficulty with this method is that when we gather to convey the material we have received to another group, and some of the other members have <i>difficulty choosing the words to convey</i> so that the material we hear is somewhat difficult to understand.</p>	<p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 4</p> <p>Difficulty</p>
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Figure 4.7 Photovoice of Student 7

Feelings of enthusiasm were the emotions felt by this student during the introduction stage. He felt enthusiastic when collecting information on what ingredients were needed to make the food, just as he felt enthusiastic at this stage when collecting information about the materials given to his group. Feelings of self-doubt were emotions he feels at the focused exploration stage. He said that "I had difficulty choosing words to explain material to other groups." It's like he felt doubtful when he cooked the food in a short time so he only depended on the memory he got in that short time.

Feelings of happiness were the emotions felt by this student at the reporting and reorganizing stage. This was like how he felt when he shared his

cooking with his snooty roommates and he got positive feedback that the cooking was delicious. It was also like his feeling of happiness at the evaluation stage and his pride when he successfully completed the quiz because his group got a satisfactory score.


(Photovoice of student 8)		
	<p>This photo was taken by me when there was a webinar at the Palm Hotel. This photo depicts my feelings when learning grammar using the jigsaw technique. When I was assigned to a group, <i>I felt as happy as I felt when I attended the webinar</i>. Next, during the exploration stage, <i>I felt enthusiastic</i> about explaining the material to my other friends, such as the MC at that time who was enthusiastic when greeting us. We had to then go back to our respective groups <i>and I felt relieved as in the photo the seats weren't too full so it wasn't too crowded</i>. At the evaluation stage, namely when answering the questions, my group experienced a score that was far behind the other groups so that <i>I felt afraid and anxious</i>, like the feeling of anxiety depicted in the photo in front of which there was a photo of a monster. The difficulty I experienced when learning grammar using the jigsaw method was that when answering questions, <i>I had difficulty choosing words so that the answers I gave were not correct and there were several group members who were passive</i>.</p>	<p>Context and reason</p> <p>Emotion in stage 1</p> <p>Emotion in stage 2</p> <p>Emotion in stage 3</p> <p>Emotion in stage 4</p> <p>Difficulty</p>

Figure 4.8 Photovoice of Student 8

At the introduction stage, the student felt happy when she was shared with the group because she liked studying in groups. This is like how happy he felt when he attended the webinar. At the exploration stage, the student felt enthusiastic in explaining this material, just like how the presenter at the webinar felt enthusiastic when greeting the audience.

The emotion she felt at the reporting and real organizing stage was that she felt relieved as she felt relieved because at that time not many people could attend the webinar, so the seats were spacious and not crowded. Then the emotion she felt during the evaluation, namely when she was given a quiz by the lecturer, was that she felt afraid and anxious because her group was behind in scores with other groups. This was like the material giver at that time who described someone who was anxious as if there was a monster in his head.

## **2. The student's difficulties in learning grammar using the jigsaw technique**

In this section, the difficulties faced by students were explained by the researcher. The difficulty student 1 experienced when learning grammar using the jigsaw method was that the group members sometimes have differences of opinion, so that they became less confident in answering questions in the evaluation.

Students relied on teams to complete this jigsaw approach, which made it tough for student 2 because their teammates were cautious and hesitant to respond. Even so, this student is still happy with the jigsaw method. It made



easier for her to understand grammar which previously was very difficult for him to understand using the traditional method.

The difficulty experienced by student 3 was their teammates were less likely to participate and were passive. Even so, he felt happy and quite satisfied with the final score given by his group because he himself answered many of the quiz questions. On the other hand, the difficulty experienced by student 4 when learning grammar using the jigsaw technique was that the class was noisy and boisterous during the integration and evaluation session where the lecturer also sometimes seemed confused about who would raise their hand first to answer the question.

The difficulty student 5 experienced was that there were differences of opinion during the evaluation which made them hesitate in answering the questions. Meanwhile, the difficulty student 6 experienced that he had difficulty putting words together to explain and the material presented was quite difficult for him to master.

The difficulty the student 7 experienced when learning grammar using the jigsaw method was that he had difficulty choosing words when he answered questions or material so that the essence of what he wanted to convey could not be conveyed to the lecturer and his friends properly. It also happened to the last participant. When learning grammar with the jigsaw approach, student 8 found it difficult to connect words together, which caused her responses on tests and

queries from the professor to be somewhat off. Apart from that, some members were also passive and when asked to explain, they do not understand the material given.

## **B. Discussion**

In this section, the data collected on the finding was utilized to answer the research questions of this study on how the pictures represent the students' emotional experiences in learning grammar using the jigsaw technique, and what difficulties the students face in learning grammar using the jigsaw technique.

The jigsaw is divided into numerous stages. The Introduction, Focused Investigation, Reporting and Reorganizing, and Integration and Evaluation Stage are the stages in jigsaw. This study discovered the following emotions and difficulties that participants had when learning grammar using the jigsaw technique:

### **1. The Students' Emotional Experiences in Learning Grammar Using the Jigsaw Technique**

#### **a. Students' emotions in introduction stage**

The first stage in learning grammar using the jigsaw technique is the introduction stage. As stated by Anitra (2021), at this stage, the teacher or lecturer divided students into several groups. Then each group

would receive different material or subthemes. This initial group was asked to study the material provided. Likewise, during grammar class in the English for Academic Purposes course, each group received different grammar material.

During the introduction stage of the jigsaw technique for grammar acquisition, the participants experienced two types of emotions: positive emotions and negative emotions.

1. Excited, happy, and enthusiastic

Positive emotions include these three emotions. The students who expressed excitement and enthusiasm were those who had enjoyed grammar classes from the beginning or who were previously familiar with this approach to grammar. As stated by student 4, "*I was very happy during that class because grammar is the subject that I like the most in my department.*" As described by Richards (2022), a learner's emotions include sentiments about them, their teachers, other students, the use of English in the classroom, the teachers' command of the language, the teaching strategies they employ, and the teaching resources they use, like the internet or textbooks. The students' sentiments about the subject and the technique were positive at the first of the class, so it made their emotion in this stage positive.

2. Afraid, anxious, and losing confident

During the introduction stage, some students experienced negative feelings including fear, anxiety, losing confidence, and worry. Since they had never used the jigsaw approach before, a few of them were both excited and anxious at the same time. As stated by Richards (2022), loss of trust in their ability to succeed and discourage them from learning. A few students expressed their fear, stating that they thought grammar was a challenging topic. In addition, they worry that they would be in a group with individuals who may not share their grammatical ignorance.

**b. Students' emotions in focused exploration stage**

The second stage is focused exploration. At this stage students were grouped again to form focus groups where in this group students are asked to explain the material they learned in the previous group (Anitra, 2021).

During the focused exploration stage of the jigsaw technique for grammar acquisition, the participants experienced these emotions:

1. Enjoy, happy, enthusiast, relieved

At this point, most students were experiencing favorable feelings. By now, students who were originally fearful of grammar and procedures and pessimistic were starting to see how enjoyable and helpful this method can be in helping them grasp. As student 5 stated, he was first terrified because he disliked grammar and believed it was hard, but after attempting it, he realized he was mistaken and was

relieved since it was simpler to comprehend this way. According to White (2018), positive emotions serve to heighten awareness and observation, particularly in the context of language learning, they heighten awareness of linguistic information. Similar to students who were first terrified, at this point, their feelings have changed from being primarily negative to being positive, which makes them joyful and excited.

## 2. Frustration and shy

As stated by Richards (2022), annoyance at the lack of able to speak what they wanted to express and reluctance to act in front of other people are the example of negative emotion which often happened by students. This is similar to what happens to some students when they were trying to explain something to another group and find it hard to put words together. They can't express what they want to convey, which frustrates them. As mentioned by student 7, he claimed that since he considered things out thoroughly before speaking, he found it difficult to convey to other friends.

### c. **Students' emotions in reporting and reorganizing stage**

The third stage is the reporting and reorganizing stage. At this stage, students return to their initial groups and discuss what they got from splitting into groups in the second stage (Anitra, 2021). Group members are

expected to be able to ask questions and discuss the material further at this stage.

All students experienced positive emotions such as happiness, confidence, and relief during the reporting and reorganizing stages. At this point, every student expressed happiness. Many of them were relieved because the jigsaw approach was well-liked by many students because their friends' explanations helped them learn the grammatical content. This is consistent with the findings of Syafitri and Swondo (2020), who suggested that jigsaw puzzles might improve the environment for learning more upbeat in order to inspire students' enthusiasm for studying.

**d. Students' emotions in integration and evaluation stage**

Integration and evaluation stage is the final stage in the jigsaw model. At this stage, the teacher gives a quiz which is carried out to provide an evaluation that covers all the problem topics that are divided into the initial group (Anitra, 2021). At this stage there is also a group score calculation to determine the final grade. Like in the grammar class in the English for Academic Purposes course, the lecturer conducts a quiz where each group competes to answer the questions more quickly.

During the integration and evaluation stage of the jigsaw technique for grammar acquisition, the participants experienced two types of emotions: positive emotions and negative emotions.

1. Satisfy and happy

Getting good feedback from the teacher or from other learners is one of the reasons that makes students satisfied and makes their emotions positive as stated by Richards (2022). Some students experience this, feeling happy and satisfied when they receive an acceptable group score. This is what student 1 stated. Given that his group had a high score, he expressed his satisfaction with the outcomes.

## 2. Anxiety, disappointed and fear

Suleimenova (2013) explains that negative emotions include the following: fear of receiving a poor grade from teachers, anxiety that prevents one from speaking clearly, and fear of volunteering answers. The majority of people felt this way. They were hesitant to respond to inquiries because they think their response would be incorrect. such as student 8, who expressed concern about their group's significant performance deficit.

## **2. The Sttudents' Difficulties in Learning Grammar Using the Jigsaw Technique**

Based on the findings, researchers found several difficulties experienced by participants when learning grammar using the jigsaw technique.

### a. Passive group friends

Many of their group buddies were passive. The passive members didn't contribute to the quiz answers, which made it impossible for the majority of participants to complete. This is supported by student 3's assertion that only he

was able to respond to the quiz's questions since the other members of his group did not contribute sufficiently and were passive.

As noted by Gendroyono and Ohoirot (2023), one of the problems with jigsaws is that there are individuals that do not add anything to the group, known as free riders. Some group members turn into free rider by working hard during group discussions without attempting themselves, and by just depending on the explanations of other members. Amador and Mederer (2013) made a similar argument, saying that learning can be hampered by late or non-participation in group activities like jigsaw, where each team member is expected to contribute to learning on time.

b. Difficult material

As stated by Gendroyono and Ohoirot (2023), one of the difficulties with jigsaw puzzles is their greater degree of material complexity. Since they were unfamiliar with the subject matter, students struggle to comprehend the information. This was supported by student 6's statement that the lecturer's content that day was difficult to understand. Amador and Mederer (2013) made a similar argument: written communication skills and the capacity for critical thought are necessary. Students need to read and write like professionals in order for others to comprehend what they have to say.

c. Difficulty putting together words when explaining

One of the problems students frequently face in class, as described by Richards (2023), is feeling frustrated that they can't speak what they want to say



and afraid to provide solutions. As mentioned by student 8, she said that she felt apprehensive and struggled to come up with appropriate wording for the quiz, which led to incorrect responses.

d. Differences of opinion within the group

Several respondents to the lecturer's quiz claimed that they found it challenging since their friends held divergent views. As stated by Gendroyono and Ohoirat (2023), students have several viewpoints on the subject matter during group discussions using the jigsaw approach, which makes it harder for them to come to consensus and share ideas.

e. Classes become noisy and crowded

The class becomes noisy when the instructor evaluates students with a quiz as each group must compete to answer questions the quickest. Many students yelled for their teachers to take notice. According to student 4, there was a lot of noise in the classroom at that moment, and the lecturer didn't appear to know who should raise their hand to answer the question first. This would cause certain students to become fatigued more quickly, which is consistent with the findings of Amador and Deberer (2013), who said that fatigue among motivated students can be a problem in the classroom regardless of the learning strategy being employed.