



2nd ICON - ELTL
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English Language Teaching and Learning

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2nd INTERNATIONAL CONFERENCE

ON ENGLISH LANGUAGE TEACHING AND LEARNING

BANDAR LAMPUNG, 16th NOVEMBER 2019

PROCEEDINGS

*"EFL Teaching and Learning
for the Millennial Generation"*

INSTITUTE FOR
RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG

2019



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ORGANIZED BY:

INSTITUTE FOR
RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG

**2ND INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING AND LEARNING
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Aula K Gedung FKIP Universitas Lampung, Bandar Lampung 16 November 2019**

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Preface

The English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung was honored to host the 2nd International Conference on English Language Teaching and Learning (2nd ICON-ELTL) in the heart of the city of Bandar Lampung on 16 November 2019. The Vice Rector for Academic Affairs of Lampung University, Prof. Dr. Bujang Rahman, opened the conference followed by a welcome address by Dr Ari Nurweni, the Conference Chair.

The conference theme “EFL Teaching and Learning for the Millennial Generation” was an invitation to discuss English language teaching and learning – related issues (including blended learning for millennials, communication and information in language teaching, learning styles and strategies for millennial EFL learners, curriculum and material development, engaging literature and culture in teaching millennial generations, and other relevant topics). The aim of the conference was to bring together academics, researchers, teachers and students to exchange ideas, experiences and research findings in the field of English language teaching and learning for millennial generations to make better, efficient and impactful teaching and learning.

The conference was attended by 226 participants and 43 presenters from all over Indonesia. Four keynote papers were delivered on the conference day. The first was presented by Dr. Hisham bin Dzakiria (Universiti Utara Malaysia), and the second was delivered by Dr. POH Soon Koh (NTU, Singapore). Other two invited keynote papers were also presented by Dr. Muhammad Sukirlan (University of Lampung) and Sydney Garvis (a fellowship program lecturer from USA to Unsyiah). In addition, 43 papers were also presented by registered presenters in the parallel sessions of the conference.

The conference program represents the efforts of many individuals. Therefore, we would like to express our gratitude to the members of the organizing committee for putting much effort into ensuring the success of day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their insights with us. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 2nd ICON-ELTL 2019.

We hope that this conference will further stimulate research on English language teaching and learning in today’s advancement of digital era and provide academics, researchers, teachers, and students with better understanding, knowledge, and ideas for further research. We feel honored to serve the best recent scientific knowledge and development in the field of English language teaching and learning. In addition, we also hope that these proceedings will furnish scholars from all over the world with an excellent reference book.

Realizing that there were still some weaknesses during the conference, we do have an apology to make to everyone and we hope we will be able to hold better international conferences in the future. Finally, it was with great pleasure that we had the opportunity to host such a conference. Thank you.

Ari Nurweni
Conference Chair

Gede Eka Putrawan
Conference Co-Chair

CONFERENCE SCHEDULE

Saturday 16 November 2019, Bandar Lampung, Indonesia

Saturday, 16 November 2019				
The Rundown				
No	Time	Activity	Speaker/PIC	Location
1	07.30- 08.00	Conference Registration	The Committee	Hall A, 1 st Floor
2	08.00 – 08.10	Opening and National anthem of Indonesia	MC	
3		Welcome remarks	-	
4	08.10 – 08.25	Dean of the Faculty of Teacher Education	Prof. Dr. Patuan Raja, M.Pd.	
5	08.25 – 08.40	Rector of the University of Lampung and opening	Prof. Dr. Ir. Hasriadi Mat Akin, M.P	
6	08.40 – 08.50	Prayers	The Committee	
7	08.50 - 09.00	Coffee and refreshment break	The Committee	
8	09.00 – 10.30	Keynote Speaker 1: Dr. Hisham Bin Dzakiria <i>Universiti Utara Malaysia, Malaysia</i> Keynote Speaker 2: Dr. POH Soon Koh <i>NTU, Singapore</i>	Mahpul, M.A., Ph.D	Hall A, 1 st Floor
9	10.30 – 12.00	Keynote Speaker 3: Dr. Muhammad Sukirlan, M.A. <i>University of Lampung, Indonesia</i> Keynote Speaker 4: Sydney Garvis USA	Dr. Flora, M.Pd	
10	12.00 – 13.00	<i>Networking luncheon</i> <i>Coffee and refreshment break</i>	The Committee	Building J, 2 nd Floor
11	13.00 – 15.45	Parallel Session	The Committee and Presenters	Building J, 2 nd Floor
12	15.30 – 16.00	Closing	The Committee	Building J, 2 nd Floor

Parallel Sessions Schedule at a Glance			
Building J, 2 nd Floor (Room 3)			
No	Time	Title	Presenter
1	13.00 – 13.15	Corpus Based Study: Students’ Lexical Coverage through Business Plan Report Writing	Dian Puspita
2	13.15 – 13.30	Finding an Intersection, Vision, Motivation and Language Acquisition: A Study in Indonesian Context	Adi Nurhartanto, Gita Hilmi Prakoso
3	13.30 – 13.45	Developing E-Module Of English For Tourism Based on Brain-Based Learning Approach at State Polytechnic of Lampung	Anwar Rahman
4	13.45 – 14.00	Improving Students’ English Quality in Millennial Era by Social Media	Dewi Sri Kuning
5	14.00 – 14.15	The Use of VOA (Voice Of America) Toward Students’ Speaking Ability	Eva Faliyanti, Eli Setia Anggraena
6	14.15 – 14.30	Facilitating Meaning Recognition of English Vocabulary through Audio-visual Input: a study of Indonesian learners	Fajar Riyantika
7	14.30 – 14.45	Padlet as an Alternative Learning Journal in Listening Class	Nunun Indrasari
8	14.45 – 15.00	Digital Story: Its Effect on Students’ Pronunciation Mastery	Yogi Era Reforma, Septa Aryanika
9	15.00 – 15.15	The Use of Instagram to Boost Students’ Writing Skill in Explanation Text	Fenny Thresia , Nur Khairunnisa
10	15.00 – 15.30	E-comics in Teaching: Using Comic Strip Creators to Enhance Junior High School Students’ Writing Ability	Achmad Yudi Wahyudin
11	15.30 – 15.45	The Use of Task Complexity in Written Data by Indonesian EFL Learners	Imelda Ayu Mustika, Mahpul, M. Sukirlan
Building J 2 nd Floor (Room 4)			
12	13.00 – 13.15	Kahoot!: Elevating Students’ Engagement in Grammar Class with Fun Learning	Dyah Aminatun
13	13.15 – 13.30	Enhancing Student’s Vocabulary Mastery Through Project-Based Learning in the EFL Classroom	Fatimah Mulya Sari

14	13.30 – 13.45	Developing a Teaching Model through Students-selected Topic and Implicit Corrective Feedback on Students' Writing Aspects	Anggi Try Pratidina , Ag. Bambang Setiyadi
15	13.45 – 14.00	The Effect of Teaching English Grammar through RULERS to The Reading Comprehension Improvement of EFL Students	Ari Nurweni, Sudirman, Novita Nurdiana, and Khairun Nisa
16	14.00 – 14.15	The Impact of Reciprocal Teaching Strategy Towards Students' Reading Comprehension at Eight Grade SMPN 4 Metro Academic Year 2018/2019	Syaifudin Latif D , Inas Hafidzah
17	14.15 – 14.30	Code Switching in Teaching English to Postgraduate Students	Lolita Falina, Yanty Wirza
18	14.30 – 14.45	Small Group Discussion (SGD) and Jigsaw Technique in Teaching Speaking for Eleventh Grade Students of SMAN 1 Simpang Empat Batulicin Kalimantan Selatan	Rina Listia, Mutiara Erwani
19	14.45 – 15.00	Improving the Students' Speaking Achievement Through Detailing Technique	Aswadi Jaya, Marleni, Asti Veto Mortini
20	15.00 – 15.15	The Application of Model Challenge Based Learning for Higher Institution Students	Hery Yufrizal
21	15.00 – 15.30	An Analysis of Errors in Students' Written English Sentences: A Case Study on Indonesian EFL Learners	Berlinda Mandasari
22	15.30 – 15.45	The Implementation of Think-Pair-Share Technique to Introverted Students to Improve Their Speaking Ability at the Second Grade of SMA Swadhipa Natar	Bayu Didik Setyawan, Deddy Supriadi, Gede Eka Putrawan
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23	13.00 – 13.15	What We Do and What They Know: Parents' Opinions and Questions Derived from Their Beliefs Related to The Practice of English Teaching	Gilang Adittama
24	13.15 – 13.30	The Factors Contribute to Millennials' Learning Style in EFL Context	Rini Susilowati
25	13.30 – 13.45	The Implementation of Mind Mapping Technique to Improve	Sudirman, Burhanuddin, Dedi Hermansyah

		Students' Writing Skill of Descriptive Text at the Second Grade of MTSN 3 Lampung Utara	
26	13.45 – 14.00	The Influence of Question Answer Relationship (QAR) Toward Students Reading Comprehension	Lilis Sholihah
27	14.00 – 14.15	Peer and Lecturer Correction: Developing Freshmen Students' Writing Skills in University Level	Lulud Oktaviani
28	14.15 – 14.30	The development of Visual Media Documentary Films for Learning the Colonization in Lampung History	Maskun, Henry Susanto, Sumargono
29	14.30 – 14.45	Local Wisdom based EFL Teaching: Internalizing the Values of Local Culture to Millennial Learners	Nurul Puspita, Umar Alfaruq A. Hasyim
30	14.45 – 15.00	Students' Perception Toward the Implementation of the Modified Jigsaw Technique for Their Writing Ability	Rifka Arina Ruantika, Ujang Suparman, Ari Nurweni
31	15.00 – 15.15	The Cross Cultural Perceptions on the Politeness of the Requests Realized by Indonesian EFL Learners in School Context	Seniarika, Hery Yufrizal, Tuntun Sinaga
32	15.15 – 15.30	Teaching Procedure Text Using Islamic Tutorial Video	Dian Shafwati
33	15.30 – 15.45	The Use of Animation Video to Improve Students' Reading Comprehension in Narrative Text to the Second Grade Students Of SMPN 1 Lahat, South Sumatera	Dhea Fernanda
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34	13.00 – 13.15	Lexical and Grammatical Collocation in Presidential Election (Study Of Gender Based On Writing Analysis)	Fitri Palupi, Arvi Puspita Riani
35	13.15 – 13.30	The Key Elements Of Forensic Linguistics	Hermansyah, Diana Luspa, Herlina
36	13.30 – 13.45	An Analysis of Figurative Language And Its Meaning in Robert Frost's Poems: <i>Stopping by Woods on a Snowy Evening</i> and <i>The Road Not Taken</i>	Melina Sari
37	13.45 – 14.00	Provisioning English as a Life Skill: Integrating the Google Form	Nina Fatriana

		Simulation of Job Application Portofolio for 12 Grade Students of Technology Major At Vocational Schools	
38	14.00 – 14.15	The Use of Integrated Technology of Substitution, Augmentation, Modification and Redefinition (SAMR) in Increasing English Skill at STIK Siti Khadijah Palembang	Nyayu Yuyu Suryani, M.Pd, Harpiansi, M.Pd
39	14.15 – 14.30	Direct and Indirect Corrective Feedback on Accuracy Students' Ability in Writing an Essay	Rulik Setiani
40	14.30 – 14.45	Negotiations of Meaning, Corrective Feedbacks and Backchannels in Oral Communications	Sigit Suharjono
41	14.45 – 15.00	The Use of ICT In English Language Learning By EFL University Students	Tubagus Zam Zam Al Arif
42	15.00 – 15. 15	Flipping Classroom for Young EFL Learners	Dameria Magdalena S
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STUDENTS' PERCEPTION TOWARD THE IMPLEMENTATION OF THE MODIFIED JIGSAW TECHNIQUE FOR THEIR WRITING ABILITY

Rifka Arina Ruantika¹, Ujang Suparman², Ari Nurweni³
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ABSTRACT

This research was conducted based on the problems faced by the tenth-grade students of SMKN 1 Natar which was identified through the result of the pre-observation that was conducted by the researcher. The objectives of this research were to find out students' perception toward the implementation of the modified jigsaw techniques and the correlation between students' perception and their writing achievement. The data of this research were collected through three instruments, writing test, questionnaire and interview. After the data were collected the researcher used SPSS version 25 to analyze the data. From the analysis it was found that most of the students had positive perception toward the techniques. Besides, it also found that there was no correlation between students' perception and their writing achievement. Based on the research's findings above it can be concluded that modified jigsaw technique is a learning technique that left positive perception on students even though there is no correlation between students' perception and their writing achievement.

Keywords: modified jigsaw technique, writing ability, students' perception.

INTRODUCTION

Writing is one of four basic skills of language which is very important in language learning. Writing is considered as a productive skill whose goal is to assist the students in expressing their ideas in the written form. However, writing is still considered as a complex skill to be mastered by the students since it requires complex thinking. Richard (2002) also states that writing is the most difficult skill to be mastered by L2 learners. He states that the difficulty of writing lies not only in generating and organizing ideas but also in translating the ideas into reliable text. That is why L2 learners need to pay attention to higher-level skills of planning and organizing as well as the lower-level skill of spelling, punctuation, word choice and so on.

In order to help the students in mastering writing skill, the teacher needed to find a good teaching technique that can be used in the writing class. Good teaching techniques should be able to make the students have a positive perception on it. Perception can be defined as the process in which someone creates an impression about something. Demuth (2013) states that perception is influenced by our emotionality, expectation, personal preference as well as by current status and psychological processes. The researcher believed that students' perception was an important aspect that should be considered by the teacher in choosing a teaching technique. The researcher believed that students' perception was able to influence students' attitudes and impressions in the

teaching-learning process which finally affected their ability in learning. That was why finding students' perception is important for the teacher to achieve learning goals.

Some studies related to students' perception of teaching technique had been done by some previous researchers, for example Campbell (2001), Ismail (2011), Tom (2013), and Ho (2017) who had done a research on students' perception toward teaching techniques applied by the teacher in English language teaching class. The results of their researches showed that students' perceptions were different from each other. Most of the students had positive perception toward the implementation of the technique.

In doing this research, the researcher chose SMKN 1 Natar as the subject of the research. SMKN 1 Natar is a senior high school which is located in South Lampung, Lampung. Based on the pre-research that had been done by the researcher, it was found that the students of SMKN 1 Natar had poor ability in English especially in writing. In pre-observation, the researcher asked the students to write a text about personal recount and from the results of the test, it was found that 8 students out of 10 (80%) could not write their idea systematically.

Students' poor writing ability could be proven by some mistakes that were made by the students in the writing test. The students did many mistakes in grammar, choosing appropriate words, developing main ideas and making concluding sentences. In this research, the researcher focused on modifying a technique namely jigsaw technique by inserting the steps of peer-correction. Setiyadi et al (2018) state that, jigsaw technique is one of the techniques that can be used to teach integrated skills for students. Jigsaw technique is an effective way to increase student's engagement in the teaching-learning process through group work that makes peer-to-peer learning easy to do (Shume, 2016). Through jigsaw technique, the students can develop the skills to work effectively in groups and it also encourages cooperation and collaboration between students which is important for achieving a better balance between competition and cooperation in students' experience of education.

The researches related to the effect of jigsaw technique toward students' English achievement have been done by some researchers namely Evcim (2010), Al-Elaimat (2013), Al Salkhi (2015), and Sugianti (2016). In their research, they proved that jigsaw technique was an effective technique that could be used to improve students' English achievement. The other researchers, Sahin (2011), Kazemi (2012) and Hoerunisa (2017) did some researches about the effect of jigsaw technique in improving students' reading comprehension. From their research it was proved that there was a significant improvement on students' reading comprehension after jigsaw technique was applied. The researches which proved that jigsaw technique was able to improve students' writing also had been done by some researchers namely Sahin (2011) and Zahra (2014). Through their researches, they proved that jigsaw was an effective technique that could be used by the teacher to improve students' writing ability.

Besides jigsaw technique, the other technique that could be used to improve students' writing skill is peer-correction. Peer-correction is a technique that enables the students to get feedback when the students correct their drafts in pairs. Kelly (2014) states that peer-correction is defined

as a process of correcting someone's work, research or idea by someone expert in the same field. Sackstein (2017) states that a side benefit of empowering students to provide feedback or correction to one another is the awareness they gain as learners. Providing students with regular opportunities to give and receive peer feedback enriches their learning experiences in powerful ways. Through this technique, the students were able to realize and correct the mistakes they made in their writing and finally improve their writing ability.

The next previous researches are on the effect of peer-correction in improving students' English achievement and skills. The researches on the use of peer-correction to improve students' speaking ability, had been done by a researcher, Patri (2002), who focused on finding the effect of peer-correction on students' speaking ability and the results showed that students' speaking ability improved after the students did peer-correction. Many researchers investigated the effectiveness of peer-correction on improving students' writing ability. Some of them are Moussoai (2012), Ayachi (2017), and Gencha (2018) who found that peer-correction had a significant effect on students' writing and the students that were taught by peer-correction had better writing competency than those who were assessed using conventional correction.

Based on the previous researches above, it can be stated that jigsaw and peer-correction are the learning technique that can be used to improve students' writing ability. However, none of those researches tried to modify the technique. That is why the researcher modified jigsaw technique by inserting the steps of peer-correction to the last step of jigsaw technique in students writing class. The researcher aimed to see students' perception toward the modified jigsaw technique.

Considering the background above the researcher the researcher formulated some research questions. The research questions they are:

1. How is students' perception toward the implementation of modified jigsaw technique in their writing class?
2. Is there any correlation between students' perception and their writing ability?

METHODS

This research is a mix method research whose design is one group pretest-posttest design that aimed to find out students' perceptions toward the implementation of modified jigsaw technique in their writing class and the correlation between students' perceptions and their writing ability. The sample of this research was a group of students in X accounting 1 SMKN 1 Natar which consist of 21 students.

The data of the research were collected through two instruments namely writing test, perception questionnaire and interview. The writing tests are used to collect the data of students writing achievement in which the tests were done twice as the data of pretest and posttest (after the treatment using modified jigsaw technique). During pretest the teacher asked the students to write a recount text and before the posttest, the researcher applied modified jigsaw technique. the time given for finishing the recount text is 90 minutes for each test.

After implementing modified jigsaw technique and collecting the data of students writing achievement, the teacher distributed the perception questionnaire to the students in order to collect the data of students' perception. The questionnaire consisted of 14 questions with five Likert scale related to the application of modified jigsaw technique in their writing class which is adapted from Fennel (1992). The data of students writing and perception were analyzed using SPSS ver.25. After analyzing the data, the researcher correlate the data of students' perception and their writing ability to see whether there is correlation between the data or not. Beside the perception questionnaire, the data of students' perception were also collected through interview. The interview questions were similar to the questions in the perception questionnaire but in the interview the students were asked to give the reason why they chose agree or disagree.

RESULTS AND DISCUSSIONS

As have been stated before the data of the research were taken from students writing achievement and perception questionnaire. The participants of the research were 21 students of the tenth grade of vocational high school. Before collecting the data of students' writing ability and perceptions, the researcher did the validity and reliability tests on the instruments of the research. Based on the tests of the validity and reliability, the instruments that were used to collect the data in this research were valid and reliable.

Research Question 1

The first research question of this research focused on the perception of the students toward the implementation of the modified jigsaw technique in their writing class. The result of the data analysis showed that most of the students had positive perception toward the modified jigsaw technique. The result of the data analysis can be seen in the table below:

Table 1. The Results of Students' Questionnaire

No	Questionnaire Items Category	Average of Response				
		SA	A	U	D	SD
1.	Usefulness (Item 1-8)	8 (38.10%)	9 (42.86%)	3 (14.29 %)	1 (4.76%)	0 (0%)
2.	Feel (Item 9-14)	8 (38.10%)	9 (42.86%)	3 (14.29%)	1 (4.76%)	0 (0%)
TOTAL		8 (38.10%)	9 (42.86%)	3 (14.29%)	1 (4.76%)	0 (0%)

Table 1. presents the data of students' perception in general. There were 14 items in the questionnaire with 5 Likert scales which were grouped based on the construct of the perception. Students' perceptions were categorized as positive (strongly agree and agree), neutral (undecided), and negative perception (disagree and strongly disagree). From the table above it can be seen that, for questionnaire items 1-8 at least 17 students (80.96%) stated that they could get the benefit from the implementation of the modified jigsaw technique and it helped them in order to improve their writing ability. However, 3 students (14.39%) could not decide whether modified jigsaw technique was useful or not for them. Then, at least 1 student (4.76%) stated that

they could not obtain the usefulness of the modified jigsaw technique during its implementation in their writing class.

For questionnaire items no 9-14, related to students' feeling toward the implementation of modified jigsaw technique, at least there are 17 students (80.96%) stated that felt helped with the use of modified jigsaw technique in their writing class, they also stated that they were looking forward to the teaching learning activities using the modified jigsaw technique. However, 3 students (14.39%) could not decide their feeling toward the implementation of the modified jigsaw technique in their writing activities. Then, at least 1 student (4.76%) felt unsatisfied with the implementation of the technique in their writing class, besides they also confused and impatient toward the modified jigsaw activities.

Based on the analysis on the interview, the researcher found that the students gave different reasons in choosing the answer for examples, the valuable information could be acquired through the discussion, the students can do the task well, and the teaching learning process was exciting. Besides giving the reason of being satisfied with the implementation of the techniques, the students also gave different reasons in choosing unsatisfied, for example; they prefer studying alone to studying in group, their friend could not give good opinions during the discussion and their friends were joking during the teaching learning process. The results of the data analysis above indicate that the students agreed that the technique that was implemented in their writing class could be used to make them study better in the teaching learning process. This conclusion was supported by the data of students' reasons in choosing yes during the interview. In their opinion the learning technique that was introduced to them is interesting, makes them enjoy the teaching learning process and could be used to improve their writing ability.

The results the current research were supported by some previous researches. Firstly, Hoerunisa (2017) who did a research on the effectiveness of jigsaw in improving students' reading comprehension. She found that after the students received the treatment using jigsaw technique most of the students had positive responses toward the implementation of the technique. Secondly, Gencha (2018) who tried to find out students' perception toward the implementation of peer-correction in students' writing class. He found that the students overall had positive perception toward the implementation of peer-correction in their writing activity. Based on the explanation above it can be stated that the implementation of the modified jigsaw technique in students' writing class can be used to make good/ positive perception on students.

Research Question 2

The second research question of this research focuses on the correlation between students' perception and their writing ability. After analyzing students' data of writing ability and perception, the researcher used SPSS ver.25 to see the correlation between the data. The correlation's results were presented in the table below:

Table 2. The Correlation between Students' Perception and Writing Ability

Correlations			
		Students' Perception	Writing Achievement
Students' Perception	Pearson Correlation	1	,183
	Sig. (2-tailed)		,427
	N	21	21
Writing Achievement	Pearson Correlation	,183	1
	Sig. (2-tailed)	,427	
	N	21	21

The results of the data analysis in the table above showed that significance value is more than 0.05 which means that there is no significant correlation between students' perception and their writing achievements. The significance value is 0.427 which is higher than 0.05 and indicated that there was no correlation between students' writing ability and perception. The analysis above showed that the results whether students' perceptions were positive or negative, it did not affect students' writing ability. From the explanation about the results of students' perception questionnaire, it can be stated that the modified jigsaw technique could make the students had positive perception toward the implementation of the technique in their writing class. Most of the students agreed that the modified jigsaw technique is a good teaching technique that can be used as a teaching technique even though there is no correlation between their writing ability and their perception.

The reason why there was no correlation between students' perception and their writing ability is because there is no direct relationship between perception and language ability. Because of that reason, it was acceptable that there is no correlation between students' perception and their writing ability, because the factor that directly affect language ability are age, language aptitude and motivation. It is supported by Ellis (1999) who stated that age, language aptitude and motivation could affect the language acquisition. In her book, she states that there is a widely-held lay belief that younger L2 learners generally do better than older learners. Then she also states that motivation refers to the directed effort individual learners make to learn the language. Besides she also states that general aptitude as capability of learning a task, which depends on some combination of more or less enduring characteristics of the learner.

CONCLUSION AND SUGGESTIONS

In line with the results of the data analysis and discussion the following conclusions are drawn, the first conclusion is the modified jigsaw technique is a teaching technique that is able to leave a good/positive perception on students. Since most of the students said that they could reach better learning after the researcher applied the modified jigsaw technique. So, the students can increase their learning activities and finally their learning product. The second conclusion is there is no correlation between students' writing ability which might be caused by the number of the students had positive perception toward the technique.

Concerning the difficulties and weakness of this research, the researcher would like to give some suggestions related to the use of the modified jigsaw technique. The first suggestion is for the teachers who want to apply modified jigsaw technique in their writing class, it is suggested that the teacher should prepare the number of materials that is suitable with the number of the group discussion during jigsaw activities. In order to make all students actively engage in the teaching-learning process. The second suggestion is for the further researcher, in modifying the jigsaw technique in this research, the researcher used the steps of peer-correction. However, the result shows that there is no correlation between students' perception and their writing ability. Therefore, it is suggested for further researchers to modify jigsaw technique with other learning techniques so it can give bigger effects on students' learning process and product.

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