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IMPROVING ENGLISH LEARNING MOTIVATION OF VISUAL COMMUNICATION DESIGN STUDENTS USING JIGSAW METHOD AT STMIK ASIA MALANG

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ABSTRACT

This study aims to improve motivation through the jigsaw method. Subjects were students of S1 degree from Visual Communication Design or Desain Komunikasi Visual (DKV) STMIK Asia Malang at 2018/2019 academic year. Type of research is classroom action research. Improving students'learning motivation is intended to assist the teacher in improving students'achievement. So that, the action research was conducted to measure how jigsaw method can improve students'learning motivation in the English subject. Collecting data used learning motivation questionnaire which is grouped into good, enough, fair, and bad motivation. Data were analyzed using descriptive analysis. Result of the study shows that there is an increased on students' learning motivation using jigsaw method with an average score from the first cycle to the second cycle of 95%. The researcher suggests teachers to apply various learning activities through group discussion especially jigsaw that can improve students' learning motivation so that students can actively involve in the teaching learning process.

Keywords : ***learning motivation, English learning, jigsaw method***

INTRODUCTION

Learning achievement is still an important aspect for students' competence in their study. But in reality, many students have low learning achievement (Sumargi, 2007). There are so many factors that affect students' achievement, one of which is learning motivation. It is fully believed that learning achievement is strongly influenced by learning motivation. The importance of the role of motivation in the learning process needs to be understood by educators in order to be able to take various forms of action or assistance to students. Behaviorism theory explains motivation as a function of stimulation and response, whereas when examined using cognitive theory, motivation is a more complex function of psychological dynamics, involving students' thinking frameworks on various aspects of behavior (Sofa, 2008).

Sardiman (2006) explained that the learning process cannot be separated from various factors that can influence and support its sustainability. One of the main supports is the existence of learning motivation for students who are structured and well structured. Effective learning is not making students dizzy, but how learning goals can be achieved easily and pleasantly.

The urgency of motivation is as a motivator, driver, and as a guide to achieve the goals (Uno, 2011). Educational institutions, as a forum for gathering social agents of change and all its tools, must have the principle of togetherness or good cooperation between institutions and members as well as those who have an interest in it. Without good cooperation, all the ideals for which they are founded, educational institutions like smoke that looks thick but easily disappear by itself. Based on the results of observations of the learning outcomes of English courses for DKV students in the 2017/2018 academic year, the level of mastery learning is still below average.

The low learning outcomes are caused by several things, both from students, lecturers, the environment and other factors that can affect student learning outcomes such as infrastructure and learning strategies that are applied (lie, 2005). The results of interviews with some students showed that it turned out that students were experiencing difficulties in learning English. There is a sense of shame and are reluctant to get involved during the learning process because they are afraid of being wrong and ridiculed by other students. This makes them more silent and passive during lectures. There is no courage in

students which is one part of learning motivation itself.

Realizing the importance of learning motivation towards the achievement of learning outcomes, researchers are interested in conducting a study with the title "Improving English Learning Motivation of Visual Communication Design Students Using Jigsaw Method in STMIK Asia Malang".

RESEARCH METHOD

This research is a type of classroom action research (class action research). Classroom action research is carried out with the aim of correcting the deficiencies in classroom learning, namely by taking certain actions in order to improve the quality of learning. Accordingly, learning objectives can be achieved. In this study, am action research was implemented.

The approach used in this research is to use a quantitative research approach. The data collected in this study was closely observed, described in detail, and conclusions were drawn which were accompanied by analytical notes, documents and observations. This type of research used in this study is a classroom action research method that is intended to solve the problems that exist in DKV students, STMIK Asia Malang who take Basic English courses.

The subjects in this study were STMIK Asia Malang students in the Visual Communication Design study program who took Basic English courses in 2018/2019 Academic Year totaling 20 students.

The data was obtained directly from the research location, especially in the process of implementing class actions, while the researcher obtained data using several methods of learning motivation questionnaires.

Observation (observation) is also used to obtain data about student learning motivation in class in learning English reading comprehension material with jigsaw method in the DKV STMIK Asia Malang class of 2017/2018 school year using the Student Observation Sheet (SOS) instrument. Some students' learning motivation observed in this study includes:

a. Perseverance;
b. Cooperation;
c. Responsible;
d. Tenacity;
e. Interest;
f. Confidence;
g. Independence;
h. Curiosity;

The quantitative data analysis technique is in the form of data presented based on numbers, the analysis used is percentage using the following formula:

$$\text{Final Score} = \frac{achieved\ score}{maximum\ score} \times 100$$

Meanwhile, to find out the level of success of this action research if there is an increase in students' learning motivation marked by the affective aspects of the assessment of the results of the learning motivation questionnaire with a good category of 80% of the total number of students.

FINDING AND DISCUSSION

Researh Finding of Pre Cycle

Based on the results of preliminary observations on October 1, 2018 conducted by researchers before conducting research using cooperative learning jigsaw obtained data about the conditions of learning English with reading comprehension material. The method of learning conducted by the lecturer on teaching and learning activities is still lacking so it is found that student motivation is not satisfactory. In addition, students are also less enthusiastic in participating in learning as indicated by the lack of students who are diligent in doing assignments, still sorting out friends in cooperation, less responsible for completing assignments, less tenacious, lack of interest in learning, lack of confidence in opinion, lack of independence, lack of enthusiasm in solving problems.

Less effective learning is caused by the lack of learner's knowledge and experience of the right learning model, and the lack of appropriate learning tools.

Based on the explanation above, as shown in the results of students' learning motivation questionnaire in the pre cycle that can be seen in table 1 below:

Table 1. The Result of Students' Learning Motivation in Pre Cycle

No	Student's Code	Evaluated Aspects								Total Score	Individual Percentage
		1	2	3	4	5	6	7	8		
1	M01	0	1	1	1	1	1	1	1	7	29
2	M02	2	3	2	1	2	2	2	1	15	63
3	M03	1	2	1	2	2	2	3	2	15	63
4	M04	1	0	1	1	0	2	1	1	7	29
5	M05	0	1	0	1	0	1	1	1	5	21
6	M06	3	3	3	2	3	3	3	3	23	96
7	M07	2	3	3	3	3	3	3	2	22	92
8	M08	1	0	1	2	1	0	1	1	7	29
9	M09	2	2	2	3	3	3	2	2	19	79
10	M10	2	2	2	2	3	3	2	3	19	79
11	M11	1	1	1	1	0	1	0	1	6	2
12	M12	0	1	1	0	1	1	0	1	5	21
13	M13	0	0	2	1	0	1	1	2	7	29
14	M14	1	1	2	2	2	2	2	2	14	58
15	M15	2	2	2	2	2	2	2	1	15	63
16	M16	1	1	1	0	1	1	1	1	7	29
17	M17	0	1	1	0	1	0	1	1	5	21
18	M18	1	1	1	1	1	1	0	1	7	29
19	M19	1	0	1	1	1	1	1	1	7	29
20	M20	1	1	1	0	1	1	1	1	7	29
The total of classical Score		22	26	29	26	28	31	28	29	27	
Classical Percentage		37	43	48	43	47	52	47	48	40	

Note: 3= good; 2= enough; 1= fair; 0= poor
The highest score of total classical score is 60

In deciding the above data, it can be explain that:

a. Deciding the total of maximum score.
In deciding the total of maximum score, this formula is applied:
The total of maximum score = maximum score X the total of all aspects
= 3 x 8
= 24

b. Deciding individual percentage
Individual percentage
$= \frac{The\ total\ of\ achieved\ score}{the\ total\ of\ maximum\ score}$ *x 100*

For example: the individual percentage of M01= $\frac{7}{24}$ x 100
= 29
So, M01 got 29 for the individual percentage.

c. Deciding the total of classical score
The total of classical score =
$\frac{The\ total\ score\ of\ all\ aspects\ achieved}{the\ total\ of\ maximum\ score}$
$= \frac{216}{8}$
= 27

d. Deciding the percentage of each aspect
For example, deciding the preseverance aspect.

The percentage of perseverance aspect

$= \frac{the\ total\ of\ classical\ score\ of\ each\ aspect}{the\ total\ of\ maximum\ classical\ score}$ x 100

$= \frac{323}{8}\ x\ 100$

= 40
So, the classical percentage is 40%
Thus, it can be obtained the qualifications and value intervals as shown in table 2 below.

Table 2. The Interval of Pre Cycle Students' Learning Motivation Observation Result

No	Interval	Categories	Students	%
1	20-24	Good	2	10
2	16-19	Enough	6	30
3	10-15	Fair	1	5
4	0-9	Poor	11	55

The table above shows that students' learning motivation is far from the expectations of researcher, i.e. only 10% or only 2 students are in the good category, 30% or 6 students are in the enough category, 5% or only 1 student is in the fair category, and 60% or 12 students are in the poor category. So in conclusion, only 40% of students are motivated to learn, and 60% of students are still fair and even poor. Therefore, action is needed to improve it.

Research Finding of Cycle I

a. Planning
The planning is referring to the identification of problems in the initial observation in this study, while the researcher have planned the learning process by making the lesson plan using the implementation of cooperative learning, jigsaw method, for learning English in material giving a description in the study program of DKV, STMIK Asia Malang. The researcher also prepared teaching materials, such as: textbooks, practice sheets, and checking learning media (laptops, audio; developing Student Observation Sheet); She also prepared a camera or cellphone for documentation. At the end of the cycle the post test is used to find out the increase in students' learning motivation.

b. Action

The first cycle of action was carried out in October 15th, 2018 until November 5th, 2018. In each cycle there were approximately two meetings due to time constraints and other material besides reading comprehension. The references used in the implementation of learning cycle I was that the lesson plan for the sub-topic will be studied by a group of experts. The expert group came from each member of home group. The expert group was a group that represents the sub material being studied.

The lecturer started this learning process by greetings the students, checking students' attendance, connecting past lessons with current ones. Then, the researcher explained at a glance about the descriptive, after that the researcher invited students to ask questions.

Furthermore, the lecturer made a home group by dividing students into four groups consisting of 5 students, according to the number of questions prepared. Then each group sent each member to the expert group to discuss the answers of each question in the worksheet prepared by the lecturer. The expert groups were expert group 1, expert group 2, expert group 3, expert group 4, and expert group 5. The task of each group was to discuss the answer of the questions based on the number of the group, for example expert group 1 worked on the problem number 1 and so on.

After the expert group's discussion finished, each member went back to the home group to inform the results or answers obtained from the discussion in the expert group. Here was cooperative learning occured in which each member of the expert group was responsible for the mastery of the material that will be delivered to the home group. In the home group, each member gave the results of the expert group's discussion and put them together in a summary and read it.

In the final stage that was closing stage, the lecturer asked students to have a quiz. The quiz was based on the previous text that has been discussed before. After twenty minutes, students collected the results and then at the same time the lecturer as the researcher corrected and gave scores to students' work and wrote the students' name that got the best results on the blackboard, as an award and the lecturer asked other students to give applause. The activity continued with an activity in which lecturer and students clarified the work of students' groups and lecturer had question and answer session. After that the lecturer gave a post test question to each student to be filled in as a form of evaluation after the action took place, the activity ended with greetings.

c. Observation

When the action was in progress the lecturer observed students' learning motivation in participating in the learning process by using an observation sheet. Some of the students' learning motivations observed in this study included: perseverance, tenacity, interest to learn, independence, creativity, self-confidence, firm stance, students' curiosity in working in the home groups and expert groups. From the observations obtained values of students' learning motivation in the first cycle shown in the table 3 below.

Table 3. Observation result of Students' Learning Motivation in Cycle I

No	Students' Code	Evaluated Aspects								Total Score	Individual Percentage
		1	2	3	4	5	6	7	8		
1	M01	1	1	2	1	2	2	2	1	15	63
2	M02	2	3	1	2	2	1	2	3	16	67
3	M03	2	1	2	2	2	3	3	2	17	71
4	M04	2	3	1	2	3	1	1	1	14	58
5	M05	3	2	2	2	3	3	3	2	20	83
6	M06	2	3	3	3	2	3	3	2	21	88
7	M07	2	3	3	3	3	3	3	2	22	92
8	M08	2	2	2	3	2	2	2	1	16	67
9	M09	3	3	2	2	2	2	2	1	17	71
10	M10	2	3	3	3	2	2	2	3	20	83
11	M11	2	3	2	2	2	1	2	2	16	67
12	M12	3	1	2	3	3	3	2	2	19	79
13	M13	2	2	2	3	1	3	2	2	17	71
14	M14	2	2	1	1	2	2	2	1	13	54
15	M15	1	3	2	2	2	2	3	3	18	75
16	M16	2	2	2	3	3	1	1	1	15	63
17	M17	2	3	2	2	1	2	3	2	17	71
18	M18	2	2	2	3	3	2	1	2	17	71
19	M19	2	1	2	1	1	2	1	3	14	58
20	M20	1	2	2	1	3	2	2	1	14	58
Classical Percentage											70.5

Table 3 above showed that the learning motivation of semester 1 DKV students of STMIK Asia Malang 2018/2019 in learning English was still below the standard. This was indicated by students in the good and enough categories were as many as 15 students or 70.5%. In this case it seems that students were still not fully motivated.

Thus we can get the qualifications and learning motivation intervals as written in table 4 below.

Table 4. The Interval of the Observation Result of Students'Motivation in Cycle I

No	Interval	Categories	Students	%
1	20-24	Good	4	20
2	16-19	Enough	10	50
3	10-15	Fair	6	30
4	0-9	Poor	0	0

From the results of the table above, it can be seen that in Cycle I the level of students' learning motivation is at the category level: 1) Good category, there were 4 students or 20%, the result had increased from pre-cycle that there were 2 students or 10%; 2) There are 10 students in the enough category or 50%, the result had increased from pre-cycle in which there were 6 students or 30%; 3) There were 6 students or 30% in the fair category, the result had increased from pre-cycle in which there was only 1 student or 5%; 4) There was no poor category, the results had decreased significantly, in which from the pre-cycle that there were 11 students or 55%.

d. Reflection

Based on the data collected in the first cycle, the learning process started to be effective, even though students were still confused and less active. Thus, students' learning motivation had not reached the specified mastery indicator which is 80% despite an increase from the pre cycle.

Based on the information above, the researcher had to take action in cycle 2 by reflecting or evaluating the activities in cycle I, looking for solutions for problems found in class.

Based on the results of reflection, it obtained several solutions to the problem of implementing the jigsaw method in English learning with the naerial of descriptive text in cycle I. The problems included the time needed to form groups both the home group and the expert group which ultimately reduced the discussion time. There were also groups that were less heterogeneous so that some students felt uncomfortable discussing with their friends. The results of reflection were then used as a formula to be applied in cycle II as an effort to improve students' performance in cycle I.

Research Finding of Cycle II

a. Planning

The planning phase in the second cycle refered to the results obtained in the reflection of cycle I, so that in this stage the things done were almost the same in the planning phase of the previous cycle. The difference was in this stage was given additional things that hadn't been done in cycle I, one of which was to form a home group before the action was carried out in the hope of saving more time. Other improvements made were providing material that was more relevant to students' study programs.

The result of reflection in cycle I showed that the implementation of jigsaw cooperative learning was good enough but it hadn't reached the achievement indicator. So, the advanced plan for the cycle II. The planning in the cycle II was eager to improve the students' English learning motivation untills reaching the achievement indicator. The researcher prepareed the lesson plans, media, teaching learning materials, and camera in cellphone.

b. Action

The action of cycle II was conducted in October 22nd 2018. It was just like the action in the cycle I. In this phase, some activities were done:

The learning scenario above was similar to the learning implementation in cycle I, as illustrated by the Jigsaw cooperative learning, in which each question will be studied by expert groups. The expert groups were groups that represent each question that had been made.

The lecturer started this learning process by greeting the students, checking students' attendance, connecting previous lessons with the current lesson. After that the lecturer formed a home group by dividing students into 4 groups and each home group consists of 5 students according to the list that had been made before. Each student was labeled numbers 1 to 5 according to the number of questions in the reading text. Then each group sent a team to discuss in the expert group to discuss the problem of each question from the material prepared by the lecturer.

The task of each group was each member of the home group was responsible for the answers that he/she will learn in the expert group. The discussion and learning illustrations were adjusted to the number of students, 20. The number was divided into 4 groups with 5 members for each group. This group was called the home group. Pictures below were a description of the discussion between the home group and the expert group.

Figure 1. Home Group Discussion

Figure 2. Expert Group Discussion

When the delegation from the home group gathers in five expert groups, each expert group consists of four members. Then the task of the expert group is to discuss the answers to the questions given by the lecturer. When the home group work and the expert group had a discussion, lecturer actively went around to guide and motivated each group so that group discussions could run well.
After completing the expert group discussion in the expert group, then each member returned to the home group to inform the results or material obtained from the expert group. This was called cooperative learning with cooperative skills, in which each member of the expert group was responsible for the mastery of the material to be conveyed to the home group member.
After fifteen minutes finishing discussion and gaining the answers in the expert group, each member returned to the home group. To give each other the results of the expert group discussion to the home group and put them together in a summary and read it.
In the final stage, which is the closing, where the lecturer asks students to collect their work, then at that moment the researcher corrected and scored students' work and students with the best results were written on the board, as an award and the lecturer asks other students to give applause to students.

The activity was continued by lecturers and students by clarifying the work of student groups and the lecturer asked questions, after that the lecturer gave a post-test question to each student for affective assessment as a form of evaluation after the action took place, the activity ended with greetings.

The score of students'learning motivation in cycle II can be seen in table 5.

Table 5. The Observation result of Students' Learning Motivation in Cycle II

No	Students Code	Evaluated Aspects								The Total of Score	Individual Percentage
		1	2	3	4	5	6	7	8		
1	M01	2	3	3	3	3	3	3	3	23	96
2	M02	3	3	3	3	3	2	3	3	23	96
3	M03	3	3	3	3	2	3	3	3	23	96
4	M04	3	3	2	2	3	3	3	3	22	92
5	M05	3	3	3	3	3	3	3	2	23	96
6	M06	3	3	3	3	3	3	3	3	24	100
7	M07	3	3	3	3	3	3	3	3	24	100
8	M08	2	2	2	3	3	3	3	1	19	79
9	M09	2	3	3	3	3	3	3	3	23	96
10	M10	3	2	3	3	3	3	3	3	23	96
11	M11	3	3	3	2	3	3	3	3	23	96
12	M12	3	3	3	3	2	3	3	3	23	96
13	M13	3	3	3	3	3	3	3	3	24	100
14	M14	3	2	3	3	3	3	3	3	23	96
15	M15	2	3	3	3	3	3	3	3	23	96
16	M16	3	3	3	3	3	3	3	3	24	100
17	M17	3	3	3	2	3	3	3	3	23	96
18	M18	2	3	3	3	3	2	1	2	19	79
19	M19	2	3	3	3	3	3	3	3	23	96
20	M20	3	3	3	3	2	3	3	3	23	96
Classical Percentage											95

Table 6. Interval of Observation Result Students' Learning Motivation in Cycle II

No	Interval	Category	Students	%
1	20-24	Good	18	90
2	16-19	Enough	2	10
3	10-15	Fair	0	0
4	0-9	Bad	0	0

From the results of the table above it can be seen that in cycle II the level of students' learning motivation is at the category level:
1) There were 18 students or 90% in good categories, The results had increased from the first cycle in which there were 4 students or 20%;
2) There were 2 students or 10% in enough categories. The results had decreased from the first cycle in which there were 10 students or 50%;
3) There were 0 students or 0% in fair categories, the results had decreased from cycle I, in which there were 6 students or 30%;
4) There were 0 students or 0% in bad categories,

the results were the same as the first cycle, in which there were no students who had bad motivation.

c. Observation

When the action was in progress the lecturer observed students' learning motivation from their participation in learning process by using an observation sheet.

By having such interpretation, it can be stated that the classroom action research conducted had been in accordance with the established plan, that was the implementation of cycle I and cycle II. By the end of the second cycle that has reached the succeed indicators, so the researcher stopped the study.

Based on the whole results of the study the increase in students' motivation is very significant which has reached 90% or above 85%. It is therefore expected that the higher the student's motivation to learn, the higher the learning outcomes will be achieved.

The imbalance between learning achievement and learning motivation from cycle to cycle decreases. This balance can be influenced by differences in the ability of each student to learn. There are students who are motivated in the learning process but they find it difficult to express their abilities in written form, so the scores obtained during written tests are low. Likewise, there are students who are clever but they lack confidence in learning so they are not independent in the group discussion, so the motivation's score is low.

Students are the center of activities and those who have a goal relatedon it should provide varied learning methods in the teaching learning process. It can create a condition in which a livelier classroom atmosphere is created. Thus, it is hoped that a new generation will emerge which, besides having brilliant academic results, also has strong social solidarity that is reflected in the attitude of working with other friends.

Table 8. Recapitulation of Observation Result of Students' Learning Motivation in Pre Cycle, Cycle I, Cycle II

Interval	Categories	Pre Cycle		Cycle I		Cycle II	
		∑M	%	∑M	%	∑M	%
20-24	Good	2	10	4	20	18	90
16-19	Enough	6	30	10	50	2	10
10-15	Fair	1	5	6	30	0	0
0-9	Bad	11	55	0	0	0	

From the results above it can be seen that there has been an increase in learning motivation in each cycle; in the pre-cycle there were 2 students or 10%, in the first cycle there were 4 students or 20% and increased again in the second cycle that is 18 students or 90%. This result has reached the specified indicator which is greater than 85% of the total number of students.

The application of jigsaw cooperative learning in English learning for DKV students in STMIK Asia Malang in the 2018/2019 academic year is able to actively increase students' involvement in obtaining and processing learning outcomes by studying certain object processes (specific problems) that are studied in expert groups until generalization of certain objects which are then discussed in the home group. Effectiveness and efficiency are fundamental reasons why jigsaw is well used in learning English material to understand descriptive reading.

Based on the study product in the form of learning motivation, it is obtained that the basic competencies developed by researchers as lecturers have been thoroughly mastered by students, and students have finished studying classically. This means that, jigsaw cooperative learning in English learning for DKV students of STMIK Asia Malang in academic year 2018/2019 in cycle I and in cycle II developed by researchers, has a good quality of process (learning motivation).

These results are similar to those proposed by Nur (2005) that cooperative learning is practical classroom techniques that can be used by teachers to help students to learn each subject, from basic skills to complex solutions. In cooperative learning students work in small groups that help each other to learn from one another. The principle of cooperative learning creates a learning revolution in the classroom. There is no longer a silent class during the learning process; the best learning is achieved in the middle of conversations between students. The teacher changes the rows of seats of the students they have occupied for so long and by creating a new classroom environment where the students can routinely help one another to complete their academic teaching materials. This was also expressed by Siregar (2003) that in the teaching and learning process a cooperative method was needed to create a strong sense of cooperation or a sense of solidarity.

The results of this study are also strengthened by: 1) Borg's opinion as quoted by Arikunto et al. (2006) who explicitly stated that the main objective of classroom action research is the development of the process skills faced by the teacher in his class. 2) Mc Niff as quoted by Arikunto, et al (2006) stated that the main basis for implementing "Action

Research" is to improve learning. In addition, improving the quality of education, one of which is obtained through optimizing student learning motivation, means that teachers have participated in improving the quality of Indonesian human resources through the development of a cooperative learning with jigsaw model that is applied in learning English.

Based on the description and discussion above, the cycle / stage in this research is reflective research. It means that through certain actions to improve and enhance learning practices in the classroom more professionally. This class action research can also bridge the gap between educational theory and practice. This happens because the activity is carried out alone, in the class itself, by involving students themselves through actions that are planned, implemented and evaluated. So that systematic feedback is obtained about what has been done in teaching and learning activities.

Based on the results of the research and discussion above, this study has several implications, including:

1. Participation, it means that the researcher can engage directly and take part in conducting research without having a subjective element because it is controlled by the partner as a research observer;
2. Self-evaluative, i.e. modification is continuously evaluated in the existing situation; the ultimate goal is to improve learning practices;
3. Researcher prepares the planning well, implementation and evaluation of actions between researchers, and students in each cycle undertaken;
4. Researcher as lecturer had direct experience of learning practices developed by applying a particular learning model, as an effort to develop a curriculum that is in force;
5. Increasing collaborative learning between students and students in solving learning problems;

6. Developing a culture of research for education staff to be more proactive in finding solutions to learning problems.

Conclusion and Suggestion

Conclusion

From the results of the discussion in the previous chapter it can be concluded that the Jigsaw method can increase motivation to learn English with the material understanding descriptive text in DKV study program STMIK Asia Malang in 2018/2019 academic year. It can be seen in the increase of learning motivation per cycle in which in the pre cycle there were 2 students or 10%, cycle I there were 4 students or 20%, in cycle II there were 18 students or 90%. These results are in accordance with the specified indicators; those were above 85%.

Suggestions

Based on the results of research that has been done, the researcher can give several suggestions such as:

1. The lecturers should be able to vary the learning method by applying the jigsaw learning method which indeed gives good results in increasing learning motivation.
2. Furthermore, researchers suggest in further research that this method can be applied by looking at its effects on learning outcomes

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