Improving Students' Vocabulary Mastery through Jigsaw Techniques in 21st Century

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Abstract

This paper investigates an effective technique that can improve fifth-grade students' vocabulary mastery. Thus some researchers agree that effective teaching techniques that can improve vocabulary mastery are Jigsaw techniques. Many researchers have researched students to the general public in different places. The researcher almost found the same problem experienced by the learners in mastery vocabulary such as pronunciation, spelling, hard to understand, and the general problem: boredom and disinterest. However, to overcome these problems, the researcher use library methods research to collect the data and investigate the effectiveness of using Jigsaw techniques. Therefore, the finding showed that using Jigsaw techniques for the learners would be a great technique to improve their vocabulary mastery.

Keywords: Vocabulary, Cooperative Learning, Teaching techniques

Introduction

English has become the main communication media for people in various countries in the world, such as England, the United States, Canada, Australia, New Zealand, South Africa, and many other countries that use English as their country's main communication media. As the most widely spoken language in various countries globally, English is considered the official language for use in the international world. A language that is almost as popular as English is Mandarin. In addition, English is an essential language to learn because English can be said as the international language used by people to speak when going overseas or meeting foreigners. In Indonesia, English is categorized as a foreign language. People learn about English and speak in English only at certain events. Meanwhile, the students learn about English in school, and they do not use English outside the school because not all people will understand the language. Aqli (2013) stated that the students learn English from kindergarten to university level. In case to know how to speak the language, firstly, people must know and mastery the Vocabulary to understand and use the language properly.
Vocabulary is some word that teachers teach to students where English is the second language (Ur 1995:60 as cited in Nugroho, 2012). Teaching Vocabulary for learners or students is very important. According to Hatch & Brown (1995:1), one of the essential elements in learning a language is Vocabulary, where Vocabulary is the main foundation of mastery of the language itself. Rivers (1983) has stated that the adeptness that sufficient is necessary for the successful use in second languages because without mastery, the Vocabulary which is good in structure and function, can be as curtained in communication. The students have to know some vocabularies or mastery of the Vocabulary to learn a foreign language and communication with it. In learning vocabulary, students are expected to be able to speak with good spelling and pronouncing, so the students have to mastery the Vocabulary for the sake of fluency. However, some problems are still often experienced by the learners when learning Vocabulary.

Based on Allen (1983) and Bowen (1985), as cited in (Komachali & Khodareza, 2012). They mentioned fundamental problems that often become obstacles in communication are the lack of appropriate words. The most problems that the students often experienced when mastery the Vocabulary almost the same. The students still get difficulties pronouncing, spelling, and understanding the Vocabulary (Desi Andiarni, V.S, 2019). According to Putri (2013), some factors make students have low ability to mastery the Vocabulary, namely the teacher usually using monotonous techniques, paid less attention, the media that used by the teacher is unattractive, and cannot motivate students while learning process then it makes students less attentive to the teacher, and also unsupportive classroom atmosphere it is because the teacher cannot manage the learners. After all, the learners have different abilities, so that the Teacher cannot generalize them. To solve the problems, the teacher's techniques should be interesting, fun, and, of course, attract students' attention so that the learning process becomes optimal.

Nowadays, Students prefer to discuss and talk about assignments through social media, especially during this pandemic began to come. Since early 2020 Indonesia has been infected with the coronavirus or COVID-19, which is forced to stop all activities due to the rapid spread of the virus, resulting in rapid death. Susilo et al. (2020) stated that Corona Virus or Covid-19 began in 2019; that is why it is called Covid-19 because it appeared since December the end of 2019 at Chinese state especially Wuhan. Since February 2020, which was initially affected in Depok, West Java only, a few months later, almost the entire city became infected. Therefore, teaching and learning activities must be done online so that the teaching and learning process continues.

Meanwhile, the students prefer to discuss with their peers rather than with teachers because they feel more comfortable and free to share stories and opinions with their friends, which means students prefer to do cooperative learning rather than individual learning. In the cooperative learning model, the teacher takes the role of facilitator (Maulana, 2018). Hence, the teacher must understand and wiser when using a technique that appropriates for the students' then the learning objectives will be reached.
However, there is a technique named Jigsaw in the cooperative learning model, which belief to an effective technique for improving students' vocabulary mastery. Jigsaw is a cooperative learning technique where students have more responsibility than the Teacher, because in the jigsaw technique the Teacher is a facilitator (Gallardo et al., 2003). The benefit of Jigsaw is it can make students more active, also can increase the attention span and concentration of students to learn English. This technique belief can make student more active and enhancing their group discussion skills during the learning process and of course it makes teachers easier to teach students. Therefore, this research aims to know the effectiveness of teaching technique named Jigsaw in improving students' vocabulary mastery.

Literature review

Teaching Techniques

According to Allen (1983), Technique is a method of strategy or tactics used by teachers to achieve maximum results when teaching in certain parts of the lesson. Techniques in teaching English are often defined as activities that lead to procedures, ways, strategies for activating students while learning to reach the learning objectives (Ratminingsih, 2017). The technique is defined as the way the Teacher does in applying a method. The technique of utilizing the media becomes very important in teaching and English. Teacher techniques in teaching are not always the same, so some general techniques used by teachers in teaching to activate students, Oral, Discuss, guidance, game, and problem-solving.

Teaching English using the oral technique is the Teacher as the Active speaker in front of the class and Students as the good listeners. This technique can be effective if the Teacher can bring the material in a fun and exciting way. In this technique, students can discuss with their friends and exchange information, experiences and think critically. The guidance technique guides students individually or in groups, which is the Teacher as the motivator, facilitator, moderator, and the Teacher as the guide. Game technique learning through the use of the game can be very effective for any age students and very useful for motivating students while learning activities. Problem-solving can positively impact students in solving problems individually or in groups and be able to develop students' thinking abilities creatively and thoroughly.

Vocabulary

When learning a foreign language, the basic vocabulary we have in that language is one of the most important micro-skills to develop. Of course, all micro-skills such as grammar, vocabulary, pronunciation are very important. But everything will be difficult if you communicate without vocabulary than without grammar. Vocabulary is a collection of words or phrases that are usually arranged sequentially and translated. The first step that some people must take to use language is to master the Vocabulary first (Mehri, 2005). Based on Schmitt (1995) stated that Vocabulary plays an essential role in the education world. It plays an essential
role in representing the meaning of the word spoken by humans so that it can be understood. People with high vocabulary mastery can be more confident in expressing themselves.

**Jigsaw**

Kilic (2008) stated that Jigsaw is divided into two different groups, such as the learning group and the expert group in the classroom. All group members will scatter to get information, and then each expert shares the information with his original group. Then the expert group explained to the learning group the information obtained. There are six phases of the Jigsaw technique, namely, creation of cooperative groups, preparation pairs, practice pairs, cooperative groups (action), monitoring, and evaluation (Doymus, 2008)

Based on Turkmen & Buyukaltay (2015), Jigsaw has several steps.

- Introduce the Jigsaw,
- Assign heterogeneously grouped students to expert and learning groups,
- Explain the task and assemble an expert group,
- Allow the expert group to process information,
- Experts teach in their learning group,
- Hold individuals accountable,
- Evaluate the jigsaw process.

Meanwhile, Ming-hua (2012), suggested the cooperative steps of the jigsaw model as follows:

- Students are grouped as 1 to 5 students.
- Each person in the team is given a different part of the material
- Each person in the team is given their assigned part of the material
- Members of different teams who have studied the same sub-section meet in a new group (expert group) to discuss their sub-chapters . 4 7-2-5
- After completing the discussion as an expert team, each member returns to the original group and takes turns teaching their teammates about the sub-chapters they master, and each other member listens carefully,
  - Each expert team presents the results of the discussion
  - The Teacher gives an evaluation
  - Closing

**Methodology**

Library research method was the research design used by the researcher—using Library research as the method, the researcher no need to go the field research anymore during this pandemic of Covid-19. By only search used the internet and reading books, the researcher can do the research. Collecting the data from some articles, journals, books, and library resources are called library research (Zeid,2014).
In this case, the researcher did not need to go to the field research. Hence, the collection of library research by reading, recording, and processing research data. To collect more reliable data that support the validity of the research, the researcher did analyze literature review or content analysis, and it was the instrument that the research described qualitatively. Collecting the data through book sources, journal articles related to the topic discussion that the researcher carried out to support their research to be proven. Collecting some sources, reading various sources, classifying the data, and analyzing the data were some steps of the research to show the main focus of the research that was finding the technique that can improve students' vocabulary mastery. Based on the data, the expert stated that Jigsaw was an effective and appropriate technique in teaching English and mastery the Vocabulary.

Finding & Discussion

Jigsaw is a cooperative learning technique that is more successful face-to-face because it is prone to failures that can occur when the Jigsaw is applied using computer-based (Tania Gallardo, 2002). Meanwhile, according to Putri (2013), Jigsaw is an appropriate technique for enhancing students' vocabulary mastery because, in her study, jigsaw as the technique has significant improvement on the students' vocabulary achievement. This technique is proven to be able to increase students' vocabulary mastery. There are several steps for implementing the Jigsaw (Carrol, 1986)

1. Beginning of learning activities Preparation
   - Conducting Preliminary Learning
   - Material
   - Dividing Students into Origin and Expert Groups
   - Determining Initial Scores

2. Plan of Activities
   - Each group reads and discusses its respective sub-topics and determines the expert members who will join the expert group.
   - Expert members from each group gather and integrate all the sub-topics that have been distributed according to the number of groups.
   - The expert students returned to their respective groups to explain the topics they discussed.
   - Students take individual or group tests covering all topics.
   - Giving group awards in the form of individual scores and group scores or appreciating group achievements.

3. Evaluation System in evaluation, there were several ways that can do:
   - Take individual quizzes covering all topics.
   - Create independent or group reports.
4. Evaluation Material Presentation

- Knowledge (teaching material) that is understood and mastered by students.
- Students carry out the learning process.

5. The advantages of jigsaw cooperative learning are as follows:

- Students are taught how to work together in groups
- Weak students can be helped in solving problems
- Implement peer guidance
- Higher student self-esteem Improves attendance
- Acceptance of individual differences is greater
- Reduced apathy
- A deeper understanding of the material
- Increases learning motivation
- In the teaching and learning process, students are positive interdependence.
- Each student member has the right to be an expert in the group
- Can provide opportunities for students to cooperate with other groups. Each student complements the other.

However, there are several disadvantages of Jigsaw as teaching techniques:

1. The condition of the class is crowded so that it makes students confused, and the jigsaw cooperative learning is new; If the teacher does not improve so that students consistently use cooperative skills in their respective groups, there is a concern that the group will get stuck
2. Weak students may depend on clever students' assignments, and passivity in the discussion requires more time, especially if the spatial arrangement is not well-conditioned. Hence, it takes time to change positions which can also cause noise and takes time and unfortunate preparation before this learning model can run well.

Conclusion & Suggestions

This study intended the effective technique named Jigsaw in Cooperative learning model, which can improve students' vocabulary mastery. In this case, the teacher need an appropriate technique that is not monotonous, and boring, because it can be the impact for the students while learning process. Thus, some research showed that Jigsaw as the technique in Cooperative learning model can improve students' vocabulary mastery and language skills. Jigsaw in Cooperative learning model that can motivate students to learn English and more excited to do discussion. The technique also makes students easy to understand in learning English.

There are some suggestions for further research; first, it is suggested that this study be conducted in other contexts, such as reading or maybe writing. The second is the teacher recommended using Jigsaw as the teaching technique to attract students' interest and attention.
in the learning process and make them feel free to express their opinions, so the students will not get bored quickly. In contrast, teaching and learning process because they take a chance to express their thoughts or opinions. Last but not least, this technique is highly recommended for students with low levels or high levels in the classroom because they can share their opinions on different topics. When discussing with their peers, all students can be the expert but in each idea or topic.

References


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