

## **JIGSAW METHOD IN ENGLISH TEACHING AND LEARNING**

**Dina Musriza\*<sup>1</sup>, Elismawati<sup>2</sup>, Hidayat Al-Azmi<sup>3</sup>**

UIN Imam Bonjol Padang; Jl. Prof. M. Yunus Lubuk Lintah, Padang,  
Telp. (0751) 24686 – Fax. (0751) 24435

<sup>3P</sup>Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan

e-mail: \*<sup>1</sup>[musrizadina@gmail.com](mailto:musrizadina@gmail.com), <sup>2</sup>[oma.eli1957@gmail.com](mailto:oma.eli1957@gmail.com),  
<sup>3</sup>[hidayatlazmi@uinib.ac.id](mailto:hidayatlazmi@uinib.ac.id)

### **ABSTRAK**

*Tulisan ini mendeskripsikan dan menguraikan pengaplikasian metode jigsaw pada pembelajaran Bahasa Inggris sebagai suatu metode yang dapat meningkatkan minat belajar dan antusiasme peserta didik serta menjadi salah satu metode yang efektif dan strategis bagi pendidik untuk diaplikasikan pada pembelajaran. Metodologi atau pendekatan yang digunakan dalam tulisan ini menggunakan metode atau pendekatan kepustakaan (library research), sedangkan pengumpulan data dilakukan dengan mengeksplorasi dan menelaah berbagai jurnal, buku, dokumen-dokumen (baik yang berbentuk cetak maupun elektronik serta sumber-sumber data dan informasi lainnya yang relevan dengan kajian. Tulisan ini menganalisis beberapa kajian yang berkaitan dengan topik pembahasan. Temuan dalam kajian ini adalah metode jigsaw memiliki pengaruh yang baik dalam meningkatkan minat, keaktifan dan hasil belajar peserta didik.*

**Kata kunci**—jigsaw method, English teaching, English learning

### **Abstract**

*This paper describes the application of jigsaw method in English teaching and learning as a method that can enhance students' interest in learning and enthusiasm and become one of the effective and strategic method for teachers to apply in process of English teaching and learning. The methodology or approach used in this paper uses a library research., while the data collection is carried out by exploring and reviewing various journals, books, documents (printed and electronic) as well as other sources of data and information that related to the study. This paper analyzes several studies related to some topics of discussion. The findings in this study are jigsaw method has a good influence in increasing students' interest in learning and improving students' learning outcomes.*

**Keywords :** Jigsaw method, English teaching, English learning.

## **I. INTRODUCTION**

English is very important to learn in every school and is a compulsory subject to be studied throughout the world, especially in Indonesia. Government Regulation of The Republic of Indonesia Number 32 the Year 2013 Article 77 concerning the education curriculum in Indonesia states that English has become part of the structure of secondary education curriculum in Indonesia so that students actively develop their life skills which include functional skills, professional attitudes and personality, and competence in certain fields. Indonesia decides English as a foreign language, by studying English which will encourage students to adapt to the current environment which will make it easier for students to operate technology, work productively in learning, and will get a better job supported by English language skills in the future. In learning English, students must have four skills: listening, speaking, reading, and writing skills. Reading and listening are called receptive skills because when teachers and students listen and read materials they receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because teachers and students use language to produce a message through speech or written text.

In the teaching and learning process, the role of the teacher is very

decisive in achieving educational goals, in this case, the teacher as the spearhead of education can create a learning environment to be attractive and passionate for students with the provision of experience that the teacher has in preparing a good and systematic teaching method. The methodology is the guide for teachers about how the teacher teaches students effectively. The teacher must understand various kinds of methods, techniques, and strategies to teach English.

Jigsaw method is one of effective cooperative learning method which popular to apply in English teaching and learning which can actively develop students' teamwork, enhance the ability of English skills, and master deep knowledge that would not have been possible if students tried to learn all the material by themselves. This method is widely applied in English teaching and learning in Indonesia and by the researchers about its effect on various language skills. The jigsaw method is a cooperative learning technique first developed by Aronson (1975) and three additional versions Jigsaw II (Slavin, 1989), Jigsaw III (Kagan, 1990), and Jigsaw IV (Holliday, 1999) in which students, not teachers, have greater responsibility in carrying out learning. The researcher found that there are many experimental studies about the use of the jigsaw method in English teaching and learning such as the research conducted by Merry Susanty Br Tarigan, Helpi Suryani Manurung,

Charles Salim, and Asri Maisun Putri in 2021 which found that jigsaw gave more effective application on teaching the reading comprehension at tenth-grade students at SMK Swasta Yapim Medan.

Many studies have been conducted to find out the effectiveness of jigsaw method in English teaching and learning. The results of the study show many conclusions, so the writer decide to explore and review various journals, books, documents as well as other sources of data and information that related to the jigsaw method, so the writer can describe the application of jigsaw method in English teaching and learning as a method that can enhance students' interest in learning and enthusiasm and become one of the effective and strategic method for teachers to apply in process of English teaching and learning.

## **II. METHODS**

The methodology of this research is categorized as library research. The writer exploring and reviewing various journals, books, documents (both printed or electronic) as well as other sources of data and information that related to the topic of the research. In this research, the topic analyze the use of jigsaw method in English teaching and learning, so the writer found many sources such as books and journals about the use of jigsaw method, then analyze it and conclude the study. In this research, the writer is dealing directly with the text. It means that

the writer did not go to the field to get the knowledge. The data obtain the data and material from second-hand sources and the condition of data is not limited by space and time (Zed, 2003:4-5).

## **III. RESULTS AND DISCUSSION**

Many factors contribute to teaching English as a foreign language. The legacy of the ancient British Empire carried English throughout the world in the field of history whereas the political factor gives the dominance of the United State. Science and technology have developed with English. In addition, global language is necessary for international communication which these days English is viewed as a language that gives people access to the world.

Teaching is synchronously mental and social, also physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal. In short, teaching is very complex, influenced not only by few dimensions but also involving the aggregation of the field to enhance students' learning. The complexity would be greater would when language teaching particular is in focus, shaped by the teachers view of nature of language and by their knowledge of the particular socio-cultural setting (Freeman and Anderson, 2011).

Andrian Underhill (Scrivener: 2011:17-18) suggested that there may be three broad categories of teaching styles; the explainer, the involver and

the enabler. The teacher who is categorized as the explainer mainly 'explaining' or 'lecturing' as a way of conveying material to the students. This kind of teacher knows the subject matter but does not have the large capacity of implementing the teaching methodology. The teacher mostly becomes the center and the students are listening to the explanation of the teacher, occasionally answering the questions and making notes.

The “involver” teacher is the kind of teacher that know the subject matter and the teaching methodology well, thus this type of teacher wisely applies their best way to make the students understand the subject matter. The students are involved in the learning process actively while the teacher still has a big contribution to the class. This teacher put any effort to find an appropriate and interesting activity to delight the learning activity during the lesson.

This kind of teacher makes students become the center of the classroom or perhaps entrust the class to the students entirely. This type of classroom makes students find their style of learning in solve the problem of subject matters. The teacher guides the students to learn the material and discuss it with their friends. This kind of teacher knows about the subject matter, the methodology, and how to make students comfortable in their class. They create a situation that makes the classroom atmosphere become

good and supports the students to work in a group.

According to Brown, learning is the retention of information or skill active, conscious focus on and acting upon events outside or inside the organism. Teaching can not be separated from the learning process. Teaching is guiding and facilitating learning, directly invite the students to learn, and set the condition of learning. The teacher can help create the conditions that will make students interesting in learning. This could be by enabling students to work at their speed and discuss the material with their friends, by not giving long explanations, give feedback on students' questions and complaints, and encouraging them to participate and interact during the learning process.

Stern states that language educators and methodologists aim to solve the problems of language teaching especially found the most effective for English language teaching which focuses almost exclusively on method (Renandya and Widodo, 2016:4). In the area of methodology, generally approaches, methods, techniques, procedures, and models need in English teaching and learning. Approach refers to the nature of language which becomes the source of activities in the classroom. An approach describes how knowledge of the language is acquired and the kind of conditions which make the learning successful. A method is the realization of an approach that practically talks about

types of activities, roles of teachers and students, appropriate material, and how to organize the syllabus. The method is a combination of procedures and techniques. A procedure is the continuity of techniques that smaller than a method and bigger than a technique that can be described in terms such as the first step to do and the next step that need to apply. The technique is a single activity which small than the procedure (Harmer, 2007: 62-63).

Jigsaw as a method that popular used by the teacher in English teaching and learning has first introduced and experimented with by Elliot Aronson and colleagues in Texas University then has been adopted by Slavin and colleagues in John Hopkins University. This teaching method is used to teach all types of English skills such as speaking, reading, listening, and writing. Besides that, the micro-skills of English can be taught by this method.

According to Maskhur Dwi Saputra, the jigsaw is a cooperative learning method that encourages students to learn by the activities of the group to remember and understand the subject matter (Saputra, 2019: 1080). The jigsaw method supports the student to be actively involved in the process of learning. With many advantages of this method, students become more interesting and comfortable with their roles in the classroom. The reasons for the jigsaw technique to be prominent for educators are not only to make students have

motivation, interest and make it easier for students to learn the material, but students can also provide and teach the material to friends group of classmates to create the equal opportunities in learning and enabling communication between students with different learning histories, so the teacher only acts as a mediator, facilitator, and motivator (Sulfemi dan Kamalia, 2020: 32). In the jigsaw method, students have to listen to each other so that the students learn how to appreciate other students in the learning process positively. Therefore, the students have two roles in the classroom which both the teacher and the learner (Tekdal, 2018:40). This creates an environment in which some students are prevented from dominating. The contribution of everyone in the group is valuable. It means that the student has to study in a group.

Slavin, Mengduo, and Xiaoling, Hersulastuti in Erfiani denote the steps of the jigsaw method in the classroom are as follows. First, the teacher divides the students into a small group in which each group consists of three to five students. These groups are called jigsaw groups so that the teacher gives a passage consists of some segments of the material to all students in the group. Second, each student in jigsaw groups is assigned to choose a section or portion of the material. Students who choose the same section gather and make a new group called the expert group and the group discuss the main point of their

segment which they may share a thought, opinions, perception, and comprehension about the material and try to solve the problem. After that, they return to their jigsaw groups and explain the material to each other, until all of them in jigsaw groups comprehend the material. Finally, the teacher gives a quiz based on the material to find out students' achievements (Erfiani and Neno, 2018:175). There are some advantages of using jigsaw in the classroom. Jigsaw helps to build trust and create a space so that it can improve team and class dynamics. Jigsaw can give some courteous disagreement to students in taking an emotional risk. enabling students to get to know each other in one class. helps students to get more interactions outside of class. Jigsaw can teach students in cooperating (peer learning) and more equal participation by everyone in the group. Jigsaw can encourage students who are shy or quiet to be more active in learning and jigsaw efficiently manage and save the time for the next material.

The jigsaw method is an effective way to improve students' comprehension of learning material since jigsaw reduces racial conflict among school children, makes the learning process become better, improves the motivation of the students, and increases the atmosphere of the learning experience becomes comfortable and interesting for students. Therefore, the jigsaw strategy effectively can decrease the reluctance of students to

take part in the classroom activities and help build an active learner-centered atmosphere.

#### **IV. CONCLUSIONS**

Based on the findings and analysis of the research results that have been carried out, it can be concluded that the jigsaw method can improve students' English learning outcomes and encourage students to be more active and take a part in English teaching and learning process.

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