THE EFFECTIVENESS OF JIGSAW READING AND THINK-PAIR SHARE IN IMPROVING STUDENTS' VOCABULARY MASTERY

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Abstract: This study is aimed to find out which technique is better in improving students' vocabulary mastery. The techniques used in this research are Jigsaw Reading and Think-Pair Share. This is a quantitative research with quasi experiment design. The researcher took two classes to apply those techniques. After conducting the treatments for four meetings, the students of each group are given the vocabulary test. The data were analyzed by using t-test with SPSS program. The result showed that Think-Pair Share is better than Jigsaw Reading to apply in the classroom to improve the students' vocabulary mastery.

Keywords: jigsaw reading, think-pair share, vocabulary mastery

INTRODUCTION

Allen (1983), Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It needs to communicate successfully in the second language. Burns and Broman (1975) defined that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. A large vocabulary cannot guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English.

Nation (2001:12), studies of native speakers, vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful as a long term goal, it is not an essential short term goal. This is because studies of native speakers, vocabulary growth see all words as being of equal value to the learner. Frequency based studies show very strikingly that this is not so, and that some words are much more useful than others. It can be assumed that the second language learners need to master a lot of English words, in the term of the form of the words, the meaning of the words and how to pronounce the words so that the learners are able to learn the second language easier.

In teaching and learning process, it is known that teacher should not teach vocabulary only. Students' vocabulary mastery can be developed through teaching English skills, such as listening, speaking, reading and writing. In this study, the writer is interested to focus on reading activity. Powell (2005), as language teachers, we have a responsibility to see that all our students get the chance to discover for themselves the pleasure and benefits that reading can bring.

Pazhakh, A & Soltani, R. (2010), in their research convincingly show that extensive reading increases vocabulary

knowledge. It is not surprising that it helps students become better readers. The research in both first language and second language shows that we learn to read by reading. The more our students read, the better reader they would become.

Pazhakh, A & Soltani, R. (2010) also cited Gatbonton & Segalowitz who said that one of the primary ways in which vocabulary is learned is through reading. Learners encounter the same words over and over again in context, which result in vocabulary learning.

Regarding with improving the students' vocabulary mastery through reading, the writer also thinks that the Indonesian students need to read a lot of authentic literary works. Eagleton (1996) defined literature as 'imaginative' writing in the sense of fiction. Literature is a term used to describe written or spoken material. Broadly speaking, "literature" is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of the creative imagination, including works of poetry, drama, fiction, and nonfiction.In reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration, and so on.

In delivering the materials to the students, the writer needs some techniques that can make the teaching and learning process run well. It is known than Jigsaw and Think-Pair Share are proved that they are good to apply in the term of improving students' reading comprehension.

The writer proposes jigsaw reading and think-pair share techniques. Jigsaw can build on conceptual understanding and develop teamwork and cooperative working skill. Meanwhile, think-pair share is particularly effective as a warm up for whole class discussion. The "Think" component requires students to stop and reflect before speaking, thus giving them an opportunity to collect and organize their thoughts. The "Pair" and "Share" components encourage learners to compare and contrast their understandings with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class.

As stated by Bridgeman in Adhami and Marzban (2014), she demonstrated that children in the jigsaw classroom were better able to put themselves in other's shoe as compared to children in a traditional classroom. Meng (2010) also found that Through Jigsaw cooperative learning of this term, the students in the experimental class benefited from the cooperative learning approach. It also fosters the interest of students' English study, arouses their motivation, and improves their reading ability. What's more, jigsaw cooperative learning embodies a learner-centered, teacher-facilitated, positive interdependent communication. So it is safe to say that jigsaw cooperative learning approach is one of the most effective ways of teaching English reading in college.

The posititive effect of Think-Pair Share is also found by Fauziyati and Istianah (2013). They found that Think-Pair Share can improve students' reading comprehension. It is quite different from the finding of Saraswati (2012). She found that by using think pair share technique to teach speaking, it can attract the students' participation during class activity and improve their speaking skills. Their motivation is increased in learning English especially speaking. The teacher also should try an interesting technique. Think Pair Share technique can be used as an alternative to the students to improve speaking skill.

Based on the explanation above, it can be seen that both techniques, Jigsaw Reading and Think-Pair Share can be used by the teacher to improve reading

and speaking skill. In this research, the writer would like to use Jigsaw and Think-Pair Share to improve students' vocabulary mastery through reading activities. Therefore, in this case, the writer would like to find out which technique is better to improve students' vocabulary mastery.

METHODS

The method used in this study is quantitative research with quasi experiment design. There are three variables in this research. There are one dependent variable and two independent variables. The dependent variable in this research is vocabulary mastery. Meanwhile, the independent variables in this research are Jigsaw Reading and Think-Pair Share.

The writer took two classes of the third semester of English Departement students' STKIP-PGRI Bandar Lampung. It was a good opportunity for the writer to conduct the research related to vocabulary mastery because in that semester there was Vocabulary subject. The writer used total sampling teachnique to take the sample because there are only two classes in that semester. The writer chose the first class as Jigsaw Reading group and the second class as Think-Pair Share group. The writer conducted the treatment for four times in each group. After conducting the treatment, the writer took the data by giving vocabulary test in each group. The data were analyzed by using independent sample t-test by using SPSS program.

RESULT AND DISCUSSION

As stated before that the writer analyzed the data by using independent sample t-test. It is known that, before analyzing the data by using t-test, the writer should make sure that the data have normal distribution and homogenous.

In order to find out the normality data, the writer used SPSS program (One-Sample Kolmogorov-Smirnov Test). The results can be seen in the table below.

Table 1
The Result of Normality Test

No.	Sample Group	Class	Sig.	A	Conclu-sion
1.	A1B1	Expe-riment I	0.776	0.05	Normal
4.	A2B2	Experi-ment II	0.215		Normal

Based on the table above, it can be seen that the data have normal distribution. It is known from the results of the significant values which are higher than 0.05. After testing the normality data, the writer did the homogeneity test. The homogeneity testing was used to know the variance of the data in two groups or to know the classes are equal or not. The data were statistically computed by SPSS. The data are homogeneus if the significant of both groups is higher than 0.05.

Table 2
The Result of Homogeneity Test
Test of Homogeneity of Variances

Scores

Levene Statistic	df1	df2	Sig.
1.118	1	42	.296

The table above shows that the data are homogeneous because the significant score is 0.296, and it is higher than 0.05. Therefore, the writer may continue analyzing the data by using t-test. The result of the t-test shows that the mean score of Think-Pair Share group is higher than Jigsaw Reading group. It also can be seen from the t_{count} score, it is -3.114. It is known that if the result of the t-test is minus, it means that the second group's achievement is higher than the first group. The results can be seen clearly in the table below.

Table 3
The Result of Hypothesis Testing

Independent Sample t-test							
Gr	N	M	Std.	t_{cou}	t_{table}	Si	Conc

ou p		ea n	Devi asi	nt		g.	lu- sion
JR	22	54. 97 7	13.9 348	- 3.1 14	1.68 4	0. 00 3	Ho is rejec ted
TP S	22	67. 31 8	67.3 18				

Both in Jigsaw Reading and Think-Pair Share groups are the techniques for reading activities. Vocabulary lesson can be conducted while reading activity. When students are reading a text, there must be a learning process of identifiying the words' meaning. The writer assumes that it can help students master the vocabulary better than asking them to memorize it. At the same time, it is advisable to build up students' knowledge in advance. Here, it is better for the English teacher to choose authentic text. In this case, teacher may use authentic literary works. By using authentic text, students will be familiar with the language used by the native speakers. They also know how to use the words properly. Then, it can be proved by the scores achieved by the students.

Therefore, the writer gave the exercises related to understanding the vocabulary in each text. All students are asked to understand the used in the text. It is about writing words with its meaning, word class and also the example of using the word in sentence. However, the writer also gave questions related to comprehending the text. When the students could answer all questions well, it meant that the understand about the passage an of course the meaning of the vocabularies used in the text.

Regarding with the techniques used in the learning activities, according to Barkley, et.al. (2005) Think-Pair-Share is the simple and quick technique, where the instructor develops and poses a question, gives students a few minutes to think about a response, and then asks students to share their ideas with a partner. Think-Pair-Share is particularly effective as a warm up for whole class discussion. The "Think" component requires students to stop and reflect before speaking, thus giving them an opportunity to collect and organize their thoughts. The "Pair" and "Share" components encourage learners to compare and contrast their understandings with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class. This opportunity to practice comment first with a peer tends to improve the quality and readiness to speak in a larger group.

Meanwhile, in Jigsaw Reading group, Day (1993), Jigsaw reading aims to help students work cooperatively, to figure out the ordering of paragraphs in the reading passage. Here are the procedures of using Jigsaw Reading in a classroom by Day (1993), (1) Divide the reading passage by paragraphs and make copies for students; (2) Arrange the class into groups according to the number of paragraphs in the reading passage; (3) Give each group a complete set of the passage, making sure that each person has a different paragraph; (4) Tell the students to put the paragraphs together in an appropriate order. Have them begin by reading their own paragraphs and then telling the other members of the group what they are about; (5) Ask the group to share with the class the ordering that they have agreed on. Discuss the reasons for the various orderings the group selected.

Based on the teaching procedure according to Day (1993), Jigsaw Reading is a good technique to improve students reading comprehension. Nevertheles, in the term vocabulary mastery, the writer assumed that it was quite difficult to follow the teaching procedure. Therefore, the writer gave the vocabulary excercises related to the text discussed.

In the term of teaching and learning vocabulary, Think-Pair Share is better to help the students' improve their vocabulary mastery. The teacher propose a question related to the new words taken from the text that would be introduced to

the students. For example, the teacher asked a question "How do you show your 'empathy'?" The students were allowed to think their answer. Then, they might discuss their about the words and the answer with their partner. Finally, they could share their answers with whole class discussion.

However, in Jigsaw Reading group, there were only some students who could follow the process well. The other students, the writer assumed that those were the students in the low level, only followed their friends' decision in arranging the paraghraphs into a good text. This made them difficult to understand the content of the text well. When they did not understand the text, they would get difficulties to understand the words used in thext as well.

Then, based on the explanation above, the writer concluded that Think-Pair Share technique is better than Jigsaw Reading to apply in the teaching and learning process in the term of increasing the students' vocabulary mastery through reading.

CONCLUSION AND SUGGESTION

Based on the discussion and the table above, the writer concluded that in this case, the students could improve their vocabulary mastery better in Think-Pair Share group than in Jigsaw reading group. After making the conclusion, the writer suggested some suggestions for the English teachers or lecturers and also for the further research.

Based on the results of the research, there are several suggestions suggested for the English teachers or lecturers. Since Think-Pair Share is better than Jigsaw Reading to improve students' vocabulary mastery. These techniques are basically used in reading activities. It means that the vocabulary lesson cannot be separated form reading activities. In addition, in this study, the writer used authentic literary works. Although authentic literary works is not for pedagogical purpose and it contains difficult words and incorrect grammatical forms, it is suggested to English teachers to choose the literary works carefully based on the students' level. The English tearchers should also be able to create exercises related to the understanding the content of the text and of course about the understanding about vocabularies used in the text in order to make students interested in learning process.

Besides the suggestions for English teachers, there are also several points necessary for further study to concern. This study discussed about students' vocabulary mastery taught through Jigsaw Reading and Think-Pair Share. Therefore, it is suggested for further study to relate this study with the students' proficiency level.

In relation to research design, the further research may employ qualitative design to know the problems mostly found by the students both global and analytic learners when they are learning English vocabulary through Jigsaw Reading ang Think-Pair Share.

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