The Use of JIGSAW to Improve The Student's Vocabulay for The Eight Year Students of MTs Miftahul Ulum"

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ABSTRACT

Vocabulary is an essential means in conducting communication. Developing students' vocabulary is one of the important tasks for English teachers. The researcher as a teacher used jigsaw as a technique in teaching vocabulary. Mastering English vocabularies is the first key to master English well. Jigsaw strategy is an efficient way to learn the course material in a cooperative learning style. The purpose of this research is to improve the students' vocabulary using jigsaw. This is a classroom action research. The result shows that after implementing the jigsaw, the students' vocabulary had a strong improvement. The students' improvement can be seen from the students' participation during the lesson and their score. The use of jigsaw had given a positive effect to the students' vocabulary ability. The effect was not only for their vocabulary but also for their motivation and their interest to English.

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INTRODUCTION

Vocabulary teaching is one of the most important components of any language class. The importance of learning vocabulary in foreign language teaching cannot be neglected at present (Sariçoban & Başibek, 2012, p. 252). The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages. Mastering of English vocabulary is the first key to master English well. It refers to an ability to use skill and knowledge in a particular language that used by the students. It means that vocabulary is one of the language elements that support all language skills like speaking, listening, reading and writing. Vocabulary refers to words we use communicate in oral and print language (Hanson & Padua, 2011, p. 5). The mastery of vocabulary is important for students especially in language learning. Since vocablary is a fundamental in language learning, so teaching vocabulary earlier is better than teaching it later.

In addition, it can also make us assier to understand new concept and to be considered by teachers that vocabulary should be tought at the beginning level as junior school to support the teaching learning process. It happens in many schools that English is not only introduced when students enter the junior high school. But English is also taught when they are in the elementary school. Because of that the students' vocabulary is very limited especially at MTs Miftahul Ulum. The way of teacher in teaching using traditional method such as make notes and memorizing the words does not seem effective to make them involved in studing English. They tend to dislike English because of the difficulty of mastering new vocabulary every meeting. The concern of the teachers are how to make the students interested in learning this new language and change their attitude toward the new language.

The students consider that English is difficult, boring amd scaring. Based on Ur (1991, p. 60) claiming that one item of vocabulary can consist of more than one word. For example, 'post-office' consists of two words and still expresses one idea Thus, the teacher duty is how to make them enjoy in joining the teaching learning process. When students improve their vocabulary, they feel smarter. They find themselves understanding more of what they read and what they hear. They find it easier to express themselves because they have a better command of their language. They feel more powerful because indeed they are more powerful. The researcher believes that the students must improve their vocabulary acquisition in order that they had better English. They will not have a lot of difficulties to understand what English are talking about if they are familiar with the available words. They will be able to extract the needed information if they know the meaning of the available words in the text. To improve the

students' vocabulary acquisition in teaching learning process, visual aids or media are needed. By the help of the available media the teacher can also be able to explain the difficult words efficiently, and his students can be able to familiarize with unknown words more quickly.

Language teaching in the twentieth century was characterized by frequent change and innovation and by the development of sometimes competing language teaching ideologies (Richards & Rodgers, 2001, p. 1). In order, in teaching and learning process, the teacher is able to make students participate in discussion the material effevely, be able to understand what they are learning in the class, the most important thing here to carry out the English teaching is that the teacher is able to use the appropriate approach, design, and procedures to manage and create the class lively. In this case one of the techniques or models in coopertive learning is jigsaw. Jigsaw, a method developed by Elliot Aronson is one of cooperative learning method in which students learn together in a group and responsible in understanding the materials for each other. Group members must work together as a team to accomplish a common goal; each person depends on all others. No students can succeed completely unless everyone works well together as a team.

Teachers can use different ways to present vocabulary including pictures, sounds, and different text types with which students can identify: stories, conversations, web pages, questionnaires, news reports, etc (McCarten, 2007, p. 21). In jigsaw the teacher is also able to use picture. For helping students understand the meaning of a word, we often find that picture is useful, if it is enough to be seen by all members of the class (Allen, 1983, p. 24). The jigsaw strategy places great emphasis on cooperatin and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. It means that jigsaw strategy effectively increases the involvement of each student in the activity. For example, the students are devided into small groups of four or five students. Each member of the group is assigned a portion of an assignment. Then each member must find or research the material related to their section and be prepared to discuss it with their classmates.

Based on the statements above jigsaw is an appropriate method to teach vocabulary. So, the researcher as the English teacher of MTs Miftahul Ulum tried to use Jigsaw in teaching voccabulary because jigsaw is a cooperative learning technique that promote better learning, improve student motivation, and increase enjoyment of the learning. Beside that, this method could build students' ability to communicate and share their opinion because if they feel shy or not confident to share their opinion or ask the question to the teacher they can share and ask their friends who were cleverer in the groups. This method focused in group work, working in groups is believed to solve the problem. Group member could complete each other's strengths and weaknesses in English.

DISCUSSION

The findings of the implementation of jigsaw are presented in cylical process from one cycle to another cycle. Cycle 1 was conducted on September 23th 2016. The researcher used jigsaw in this teaching learning proccess. In this cycle there were 36 students because two of them were absent. So, before starting the class, the researcher told students that he would use jigsaw to teach vocabulary. From the result of the test, the researcher found that the students' improvement was better than before. It can be seen from the students' score when they were given a test by the researcher. The data shows that 1 students got excellent mark, 22 students got good mark, 11 students got fair mark, 1 students got less mark, and 1 students got poor mark. After that, the researcher calculated the mean using a formula. The result of the mean of the first cycle is 66,38. It means that the students' score in first cycle could be said successful, because most of students get over 6 of the achievement. But it was unsatisfied yet because one student still got less mark and one students got poor mark, so the researcher had to continue to the next cycle.

From the teaching and learning process done in the first cycle, the researcher noted that the use of jigsaw was quite satisfied. Because in this activity the students looked interactive and have a good response. It can be seen from their good communication during the learning process. The students were also able to make the class more active. The students shown their confidence by asking and answering the researcher's questions altought their language were not full of English. And also the researcher found a good progress after implementing the jigsaw. It can be shown by the students attention and their curiosity during the learning process.

Besides that the researcher also noted that there were some problems should be solved in the next cycle, the problems were as follows: The first, the class was not really conducive during teaching learning process, before teacher started the activity. It was found some students making noise by talking each others. The second was when the activity was in progress, it was found some students were passive; they were not fully joiningthe teaching

learning process. The the teacher gave some more attention and motivation toward the students in order to make them interest to join the activity. The third that there were some students who were unable abswer the question from teacher. Because they did not understand the jigsaw. The fourth, sometimes the teacher used Indonesian when the students did not understand what the teacher meants. And the last the teacher mus re-explain the jigsaw to the students because there were some students did not understand the jigsaw well.

The cycle II was conducted on Oktober 11th, 2016. In this cycle the researcher tried to handle weakness in the first cycle. In this part the student were hoped so much to improve their vocabulary by using he Jigsaw technique. In this case the teacher gave them a new topic. The topic was about "family", but the resarcher still used jigsaw technique to teach it. From the result of the test, the researcher found that the second cycle was better that the first cycle. It can be proved from the students' score. Based on the test, there were 18 students got excellent mark, 16 students got good mark, 3 students got fair mark. After that, the researcher calculated the mean using a formula. The result of the mean of the second cycle was 81,89. It means that the students' improvement from the first cycle to the second cycle was better than before.

The result of teaching and learning process using jigsaw as teaching technique looked increase from cycle one to cycle two. The improvement was better than before especially in improving the students' vocabullary. It can be seen from their mean from cycle one to cycle two. The score of the test in the second cycle was better than the first cycle.

Generally based on the activity in cycle 2, the result was good enough. This involved teaching learning process, students' activeness and attention, students' vocabulary ability in using jigsaw. The reflection results were as follow: a. The class was conducive enough, since some students were concentrated to join the activity. And they love to use jigsaw. b. Most of students were enjoying themselves to get engaged in the activity when the researcher asked students to work in pairs. c. They seemed more active expressing their opinions although in Indonesia language. This can be shown when she asked students' opinions about the material. d. Some students who can't explain in the first cycle, in this cycle they can explain it well.

The finding of the present study show that the implementation of jigsaw can improve the students' vocabulary. Before the implementatiton of the jigsaw, the students had low ability in English especially vocabulary because their English activities were mostly dominated with grammar activities. In addition, they have never experienced to have a better vocabulary activities. As a result, it is not surprising to find out their vocabulary abilty was not satisfactory. Most of the students did not pass the minimum criteria of mastery learning, most of them obtained less than 60.

However, after implementing the jigsaw, the students' vocabulary had a strong improvement. The students' improvement can be seen from the students participation during the lesson and their score. The use of jigsaw had given a possitive effect to the students' vocabulary. This fact is also supported by Risa Rachmawati (2013) who also stated that teaching vocabulary using jigsaw is effective. The main factors affecting this success are the students' interest in the teaching and learning activities given using jigsaw method, the relevancy between the vocabulary offered in the activities, and the vocabulary that the students used in daily activity. Not only the students' score that had improved after the implementatiton of the jigsaw but also the students' interest. The students' motivation to study English was also better than before. The students' felt that the jigsaw was very useful for their learning.

Overall, the students' vocabulary progress was mainly because of the use of jigsaw, as the suitable and interesting technique. The other benefits from using the jigsaw that the students were able to build a good team work because they were given a chance to work in group. As whole the meetingd ran well. There was some strong improvement from first cycle to second cycle. The comparison between the students score in the first and the second and in the second cycle, the average result was 81,89. The researcher felt that the implementation of jigsaw ti improve students' vocabulary was successful, because most of the students are interested to the jigsaw technique.

CONCLUSIONS

Based on the finding above, the result shows that there was an improvement on students' vocabulary. They became more active in participating the teaching and learning process than before. Some students who were previously unable to say something related to English seemed more confidence to practice their English. Students were able to interact more intensely in English with less pressure because they work together with their friends to

solve the task. There were some strong improvement from first cycle to second cycle. In the first cycle, the average result was 66,38. The researcher began to use Jigsaw to teach the students. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although some of them still confused. And in the second cycle, the average result was 81,89. All activities in this cycle run well. So, the researcher felt that the implementation of jigsaw ti improve students' vocabulary was successful.

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