

ENGLISH LANGUAGE LEARNING ACHIEVEMENT IN PUBLIC MIDDLE-SCHOOL 1 KERTANEGARA: THE EFFECTS OF "JIGSAW" METHOD

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ABSTRACT

The purpose of this action research is to learn about the improvement of English learning achievement for descriptive text using the Jigsaw method in the seventh grade at Public Middle-School 1 Kertanegara. This type of research uses classroom action research. The researcher's subjects are 32 students from Class F of Public Middle-School 1 Kertanegara. The study design consists of planning, implementation, observation, and reflection. Data collection methods used are observation, test, non-test, and interview. The result of the study conducted by researchers proved that the Jigsaw method was able to improve learning achievement for descriptive texts. During the observation, there was a significant increase in mastery learning at 75% in the first cycle and 84% in the second cycle. At the beginning of the action, there were 17 students who completed it; in the first cycle, that number increased to 24 students, and in the second cycle, it increased to 27 students. Based on the comparison of the number of students' learning achievements, there is an increase in learning achievement through the Jigsaw method. From this description, it can be concluded that students' learning achievement for descriptive text can be improved through the Jigsaw method.

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1. INTRODUCTION

The ability to master a language is closely related to the vocabulary one can acquire from the language itself. Difficulty in understanding a language can be caused by many factors, one of which is a lack of understanding of vocabulary (Snowling & Hulme, 2011). A good vocabulary enables a person to interact, communicate, and exchange information in a broad context (Hasbi et al., 2022). In the field of education in schools or madrasahs, the role of a teacher is very important. One of the efforts to improve the quality of education in schools is to improve the teaching and learning process in schools. Many approaches have been taken, but the quality of learning remains unsatisfactory. For this reason, it is necessary to innovate various strategies in the learning process. The goal is to make learning more effective and fun so that the main goal of improving the quality of learning can be achieved. Vocabulary mastery,

especially in English, is one of the most important language skills in order to be able to communicate both orally and in writing (Kaharuddin, 2018; Zainuddin et al., 2019).

The problem experienced by schools and madrasas is the lack of vocabulary mastered by students (Muamaroh et al., 2020). This results in a value in the low category. Thus, a teacher is obliged to find solutions in the form of strategies and learning models so that what is expected is the mastery of vocabulary or the vocabulary of students whose levels are no longer minimal but continue to increase. Therefore, the teacher concerned feels that he has to improve student results in the aspect of vocabulary or use vocabulary as a basis for developing writing and communication skills.

According to Clark (2018), learning is a process of changing behavior that occurs because of experience. Meanwhile, Kumar Basak et al. (2018) argue that learning in a broad sense is a process of changing behavior expressed in the form of mastery, use, and assessment of or regarding attitudes and values of basic knowledge and skills found in various fields of study, or more broadly in various fields of study. organized aspect of life or experience. English education emphasizes giving students direct experience to develop competency for students who are able to understand and compose descriptive text. English education is directed toward "finding out and doing" so that it can help students gain a deeper understanding of descriptive material (Widiastuti & Purnawijaya, 2021). Therefore, the method applied in presenting English learning is to combine experience with English processes and understanding English products in the form of hands-on activities.

Initially, the jigsaw method was developed by Elliot Aronson from the University of Texas and later adapted by Slavin to become Jigsaw (Aronson & Thibodeau, 2006). The jigsaw method is a cooperative learning technique in which students, not teachers, have greater responsibility for carrying out learning. The goal of Jigsaw is to develop teamwork and cooperative learning skills and acquire in-depth knowledge that would not be possible if students tried to learn all the material alone. Cooperative learning encourages students to interact actively and positively in groups (Arifin, 2022).

Thus, education should be able to condition and encourage students to optimize and awaken their potential, foster activity, and foster creative creativity in order to ensure dynamics in the learning process. This constructivism theory prioritizes the learning of students who are confronted with complex problems in order to find solutions, then find simpler parts and the expected skills (Papavlasopoulou et al., 2019).

The theory that underlies Jigsaw's cooperative learning is the theory of constructivism, which was born from the ideas of Piaget and Vygotsky (Vianna & Stetsenko, 2006). Based on Piaget's first research, it was stated that knowledge is built in a child's mind. In this cooperative learning method, the teacher acts as a facilitator who functions as a bridge to a higher understanding with the student's own notes. The teacher not only provides knowledge to students but must also build it in their minds. Students can gain direct knowledge by applying their ideas; this is a chance for students to discover and apply their own ideas. The jigsaw method is a cooperative learning technique in which students, not teachers, have greater responsibility for carrying out learning (Mengduo & Xiaoling, 2010). The goal of Jigsaw is to develop teamwork and

cooperative learning skills and acquire in-depth knowledge that would not be possible if students tried to learn all the material alone (Slavin, 2011).

The basic text taught to students at junior high school is descriptive text, where the text is able to develop students' creative abilities to make it happen in the form of a series of words into sentences. A descriptive text is one that describes the shape, characteristics, or properties of objects, animals, plants, humans, or specific events (Harmenita & Tiarina, 2013; Siregar & Dongoran, 2020; Aswir et al., 2021). The descriptive text has a framework or structure. For example, the description begins by describing the physical form, then the special characteristics, qualities, properties, and behavior of objects, animals, plants, or people are described. It is important to note that descriptive text has almost the same form and characteristics as report text. The descriptive text tells about something or an object that is specific (Muthoharoh & Anita, 2018).

While the characteristics of descriptive text in learning English are as follows (Husna, 2017; Zulaikah et al., 2018): (a) Describing or describing something; (b) Using sensory impressions to make the description as clear as possible. (c) Make the readers or viewers feel or experience something. (d) Explain the characteristics of objects, such as color, size, shape, and condition, in detail. for linguistic elements that are usually used in descriptive text, especially the words and grammar commonly used in descriptive text, such as characteristics of objects, animals, and humans. Example: big, large, stunning, beautiful. In grammar, the descriptive text uses the simple present in the form of instructions and contains the order of adjectives in it (Mendale et al., 2019).

The positive implications for learning linguistics through cooperative learning strategies (Ghaith, 2003; Fekri, 2016; Namaziandost et al., 2020): (1) Small groups provide social support for learning by forming a forum where students ask questions, discuss opinions, learn from the opinions of others, provide constructive criticism, and summarize their findings in written form. (2) Small groups offer opportunities for success for all students in social studies and so on. Interaction within the group is designed for all members to learn concepts and problem-solving strategies. (3) The problems that students encounter in social studies lessons and so on are ideally suited for group discussions because they have solutions that can be demonstrated objectively. A student can influence other students with logical arguments. (4) The scope of language is fulfilled through interesting and challenging ideas that are useful when discussed. Cooperative learning can differ in many ways, but can be categorized according to the following characteristics: (a) group goals; (b) individual responsibility; (c) equal opportunity for success; (d) group competition; (e) task specialization; and (f) adaptation to individual needs (Slavin, 2011).

In its application, several problems or weaknesses are often encountered, namely: (1) the division of groups that are not heterogeneous; it is possible for groups whose members are all weak. (2) The assignment of group members to become experts is often not in accordance with the abilities and competencies that must be learned. (3) Active students will dominate the discussion more and tend to control the discussion. (4)

Students who have the ability to read and think slowly will have difficulty explaining material when they are experts so mistakes (misconceptions) are possible.

Based on the above description, the benefits and drawbacks of using the Jigsaw method of cooperative learning can be summarized as follows: (1) The teacher serves as a companion and helper, directing students as they study the material with a group of experts whose job it is to explain the material to their peers. (2) An even distribution of mastery of the material can be achieved in a shorter time. (3) This learning method can train students to be more active in speaking and arguing.

To overcome the weaknesses that arise in the application of the jigsaw cooperative learning method, this can be done in the following ways: (1) Grouping is done by first sorting the learning abilities of students in the class (students do not need to know this). (2) Before the team of experts returns to their original group to serve as peer tutors, it is necessary to carry out a mastery test of the material they are tasked with. (3) If it is discovered that there are expert members who have not been completed, remedial action is taken, which is carried out by a teammate.

2. METHOD AND DISCUSSION

This research is classroom action research, which is a study of classroom learning practices with the aim of improving and enhancing the quality of the learning process and learning achievement by taking certain actions (Koshy, 2005; Efron & Ravid, 2019). The type of research used is participant-centered classroom action research (CAR), where researchers are directly involved in the research from the beginning to the results of the research in the form of reports. In this study, researchers acted as researchers and teachers. This research was conducted in class VII F of Public Middle-School 1 Kertanegara. The subjects of this study were students in class VII F of Public Middle-School 1 Kertanegara, which consisted of 32 students, consisting of 14 boys and 18 girls. Judging from their economic backgrounds, most of the students in this class belong to the lower economic class. They also come from families of various social strata with parents with low, middle, and high levels of education, with most of their parents working in the private sector. So the learning motivation given by parents to their children is also inadequate.

The data collection technique used was (1) observation, namely observing students' activeness, interest, and involvement while participating in English learning; (2) the test instrument to be used as an instrument obtained from the performance results of compiling written descriptive text; (3) non-test instruments that will be used to collect abstract data, namely data about the learning process, changes in behavior, and student responses after participating in learning activities to compose descriptive text using the jigsaw method; and (4) interviews conducted by researchers to obtain information or responses from students towards learning activities to write a descriptive text.

The class research procedure in each cycle consists of four stages, namely: (1) planning, (2) action, (3) observation, and (4) reflection. While the stages that must be passed in the learning process with descriptive text material through the Jigsaw method

are: (1) the cooperative stage; (2) the expert stage; (3) the collaborative stage; and (4) the review and evaluation stage, The data analysis technique applied by the author is the namely quantitative analysis based on the results of the actions carried out in each cycle. Quantitative data will then be processed through descriptive analysis, while qualitative data will be processed through descriptive analysis and exposure, which describe the quality of each learning process in each cycle.

3. RESULTS AND DISCUSSION

3.1 Results

Table 1. Percentage of Student Achievement (Pre-cycle)

No	Category	Frequency	Percentage
1	Complete	17	53,12 %
2	Not Completed	15	46,88 %
	Total	32	100

From Table 1, it is known that out of 32 students, 17 children scored 71, meaning that 53.12% of students were able to complete the basic competencies tested, and most of the other 15 students (46.88%) had not yet completed them. The average value of student achievement is 69.21. From the initial conditions in Table 1, the learning achievement of students can be said to be in a low category, thus learning English in regards to the understanding and structure of descriptive text requires corrective action.

Table 2. Percentage of Student Learning Achievement (Cycle I)

No	Category	Frequency	Percentage
1	Complete	24	75 %
2	Not Completed	8	25 %
	Total	32	100

From the data in Table 2 above, it can be seen that 24 students (or 75%) of the 32 students were able to answer the material being studied, and 8 students (or 25%) had not completed it. In using the Jigsaw method in cycle I, students still experienced difficulties (lack of confidence) and felt unfamiliar with the method, especially in conveying the results of discussions with their respective group members. Based on the learning process that has been carried out using the jigsaw method, there are still weaknesses, including:

- a) There are some students who are still chatting and playing alone.
- b) There are still students who do not understand the concept of the new method.
- c) Still passive and tend to be silent
- d) Teachers continue to work extra hours supervising the teaching and learning processes.

Therefore, the learning achievement have not succeeded in achieving the goals set. Therefore, the practice of action in cycle I is continued in cycle II so that learning takes place optimally and learning achievement are maximized.

Table 3. Percentage of Cycle II Evaluation Results

No	Category	Frequency	Percentage
1	Complete	27	84,38 %
2	Not Completed	5	15,62 %
Total		32	100

A total of 27 students or 84.38% of the 32 students achieved the desired competency while 5 students or 15.62% had not yet completed it. This means that the evaluation test in cycle II is considered successful.

3.2 Discussion

Based on the classroom action research that was carried out in two cycles, the researcher obtained data indicating that through the Jigsaw method, the learning of English descriptive text for class VII F of Public Middle-School 1 Kertanegara had a relatively good improvement. This can be seen from Table 4 of the frequency of evaluation values and the observation scale from cycle to cycle, as follows:

Table 4. Comparison of Learning achievement Between Cycles

No	Steps	Complete		Not Completed	
		Total	Percentage	Total	Percentage
1.	Pre-Cycle	17	53,12	15	46,88
2.	Cycle I	24	75,00	8	25,00
3.	Cycle II	27	84,38	5	15,62

Table 4 above obtained the following information: (1) there was an increase in the percentage of students who had completed learning from pre-action compared to cycle I of 21.88%, (2) there was an increase in the percentage of students who had completed learning from cycle I compared to cycle II of 9 ,38 %. Furthermore, to find out comparisons between actions, the researcher presents data on students who have completed and those who have not in figure 1 as follows :



Figure 1. Comparison of the Completeness Percentage of Learning achievement Cycle I and Cycle II

Besides that, the researcher also made an assessment through observation to find out the activeness of students in learning descriptive text material through the jigsaw method. An indication of the acquisition of this value is in the form of observing students' activeness in the teaching and learning process which includes: (1) responding to friends/teacher's ideas, (2) enthusiasm in expressing ideas, (3) performance. The results of observing the level of student attention in the learning process can be explained in Figure 2 below:

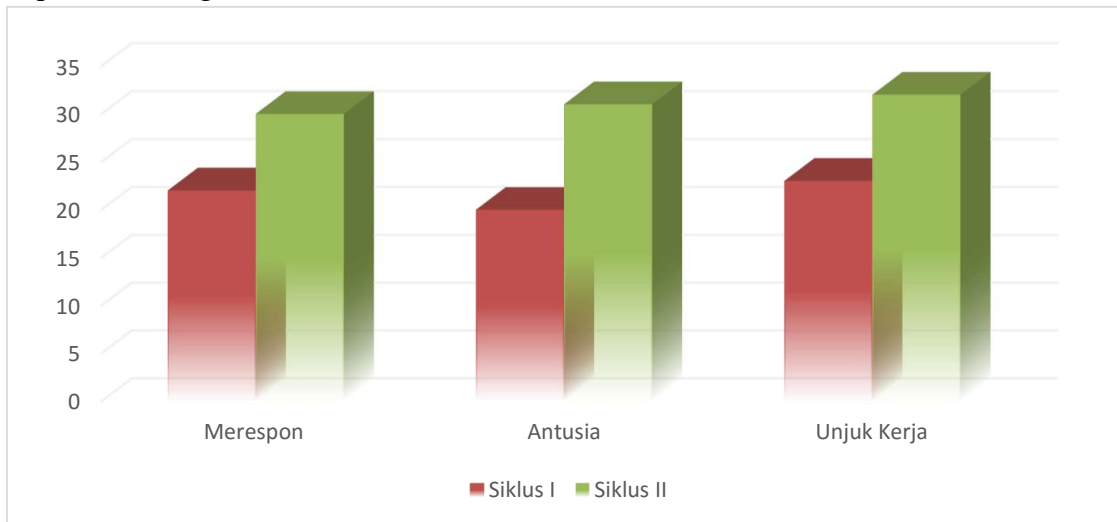


Figure 2. Comparison of Seriousness of Cycle I and Cycle II students

The table and figure above describe an increase in the percentage of response, enthusiasm, and performance in each improvement cycle. On the other hand, we see a decrease in the percentage of students who are not yet motivated to learn. Response, enthusiasm for learning, and student performance from pre-actions, enthusiasm, and performance in each improvement cycle. On the other hand, we see a decrease in the percentage of students who are not yet motivated to learn. Response, enthusiasm for learning, and student performance from pre-action (cycle I) to post-action (cycle II) showed an increase in learning achievement, so the action was stopped in cycle II. This shows that learning achievement take place effectively and there is an optimal increase. This proves that the use of the jigsaw method can effectively motivate students' active learning in English through descriptive text material.

Thus, the learning improvement cycle implemented in Public Middle-School 1 Kertanegara class VII F students during cycles I and II shows a significant improvement. It can be seen in the improvement of learning achievement that there was an increase in the percentage of students from pre-action compared to cycle I of 22.86% and an increase in the percentage of students from cycle I compared to cycle II of 11.43%. From the results of the improvements above, it can be concluded that the use of the jigsaw method is very appropriate and relevant for learning descriptive text material for class VII F students of Public Middle-School 1 Kertanegara. This can be proven from cycle to cycle after the action is taken: student learning achievement increase. Learning

processes that actively involve students can provide interaction and positive responses to learning progress. Students' successes and achievements demonstrate the utility of using the jigsaw method for English material for descriptive text material.

4. CONCLUSION

Based on the results of the analysis and discussion of English learning improvement activities for descriptive text material using the jigsaw method for class VII F of Public Middle-School 1 Kertanegara, the authors can conclude as follows: (1) The use of the Jigsaw method can improve student learning achievement in English lessons with descriptive text material implemented in two cycles. At the beginning of the action, 17 students had completed it, or 53.12%; those who had not completed it reached 15 students or 46.88%. In cycle I, the number of students who completed increased to 24 students, or 75%, while those who had not completed decreased to 8 students, or 25%. Whereas in cycle II, the number of students who completed it reached 27, or 84.38%, and those who had not completed it decreased to 5, or 15.62%. There was an increase in the percentage of students who had completed learning from pre-action compared to cycle I 21.88%, and an increase also occurred from cycle I to cycle II of 9.38%. (2) The use of the jigsaw method in English subject material for descriptive text pays attention to the characteristics, strengths, and weaknesses, as well as the condition of the teacher and students, and, is very effective because it can involve students directly process of learning activities.

The implications of the results of English learning activities for descriptive text material using the jigsaw method can apparently increase students' learning motivation. Therefore, researchers suggest that the use of the jigsaw method can be used in other schools with the same or different classes and materials because students gain a better understanding by looking concretely at the material being studied. The results of this study can also be used as input or material for discussion in teacher professional development activities.

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