

ABSTRACT

Putri, Devina Khatlyana 2024. Improving Students English Vocabulary Mastery Through Jigsaw Strategy: A Pre-Experimental Study at Elementary School in Bandung.

Students especially young learners faced many challenges in memorizing English vocabulary. Since sometimes they have difficulty in understanding the meaning of the word. Therefore, this research offers an alternative way to face their problems by using the Jigsaw strategy. It aims to determine students' English vocabulary mastery before and after implementing the Jigsaw strategy, as well as to investigate any notable variations in students' English vocabulary mastery that may result from using the Jigsaw strategy.

This research used a quantitative method with a pre-experimental design that included data collection with one pre-test and post-test group. This study is using a sample of 47 elementary school fourth-graders of SDN Juntihilir 04 located in Katapang, Bandung.

The data shows that, the pre-test mean score was 52.30, and the post-test mean score was 69.66. The Jigsaw strategy appears to have increased students' vocabulary mastery in English, as evidenced by the 17.36 difference in mean scores between the two tests. As a result, the null hypothesis was rejected and the alternative hypothesis was accepted. The medium range category's N-Gain mean score of 0.3812 further supported it, indicating that the research's medium was sufficiently successful in advancing students' mastering of English vocabulary.

In conclusion, employing the Jigsaw strategy can be an effective instructional tool for improving students' vocabulary mastery in English.

Keywords: *English vocabulary mastery, Jigsaw Strategy*