

CHAPTER I

INTRODUCTION

In this chapter the researcher presents the background, research questions, research purpose, research significances, conceptual framework, and previous study.

A. Background Study

The most crucial component of communication is language. According to Brown (2000:5), language is a system of arbitrary conventionalized spoken, written, or gestural symbols that allow people within a society to understand one another. Although, there are many languages in the world, English has become an international language that students have to learn. However, English has been formally taught to students at several levels of education in Indonesia, from elementary school, middle school, high school to university level.

There are two types of skills in English generally: main skills and sub-skills. The four English language proficiency requirements for students are listening, speaking, reading, and writing. While the sub-skills are grammar, pronunciation and vocabulary. According to Cindy (2020) The four primary skills are necessary for learning English, however, if learners do not apply their sub-skills, the four primary skills can be challenging to be mastered. Without a large vocabulary, learners will not be able to use the structures and functions students may have acquired for understandable communication, which makes vocabulary crucial for the successful use of a second language (Rivers as cited in Nunan, (1991: 117). Thus, vocabulary is one of the aspects that is important for students to be mastered with.

Richards and Renandya (2002) stated that vocabulary is a crucial aspect of language proficiency and provides a large portion of the foundation for effective learners' speaking, listening, reading, and writing. There are several ways to view vocabulary. It can be viewed as all of the words in a particular language or as internal information that speakers of that language hold (Finch 2000:102). With a large enough of vocabulary, students will be able to

communicate. Therefore, mastering vocabulary plays an important role in learning language process.

However, there are many challenges for students, especially young learners to memorizing English vocabulary. Because sometimes they have difficulty in understanding the meaning of the word, also when using it in a form of sentence. Furthermore, based on preliminary made at SDN Juntihilir 04 located in Katapang, Bandung, the writer found that students in class are having difficulty in memorizing new English vocabulary because of the lack of knowledge and they were experiencing a slight decline in learning. They are unable to remember the meanings of English words. Furthermore, due to the students' inadequate capacity, teaching vocabulary is a difficult assignment for teachers. Therefore, in order to increase students' interest in learning English, teachers must provide a fun learning environment. Therefore, the teacher needs to use creativity to choose a suitable vocabulary-teaching method. Moreover, teachers should engage with active learning because young learners have short attention spans compare to their older counterparts, so it is a challenging for teachers to keep all the students fully-engaged (Akhmedova, Erkinboyeva, Tohirova, Umarqulov, 2020).

When teaching vocabulary, there are several strategies that can be used to help students overcome their challenges. Using visual organizers, particularly Jigsaw strategy, is one of them. According to Stamper (2006), graphic organizers, particularly Jigsaw strategy, give students the chance to learn more about words. Therefore, the word jigsaw strategy appears to help students become more proficient in vocabulary.

Based on the explanation above, teachers need to determine a suitable strategy to boost students enthusiasm in learn English. That is why Jigsaw is an engaging example of cooperative learning that can be used to boost students enthusiasm in learn English and also mastering vocabulary. Research supports the jigsaw method, which encourages students to cooperate, exchanges ideas, work toward shared objectives, and boosts their self-esteem (Anderson and Palmer, 2001). According to Mengduo and Xiaoling (2010), there are five

principles for the jigsaw strategy including positive interdependence, face-to-face connection, individual and group accountability, interpersonal skills, and group processing. Employing a Jigsaw learning strategy necessitates collaboration among the students. Therefore, the usage of Jigsaw strategy can be one of the strategies to promote cooperative learning, helps students enhance their cooperation skills, even the introduction of Jigsaw greatly enhances student performance. Simsek and Baydar (2019:410) also discovered that Jigsaw strategy involves more in building peer tutoring and reading activities for meaning in reading situations". In other words, the students will practice their reading skills by using a Jigsaw learning strategy. This activity might promote effective peer tutoring as well as developing their vocabulary.

In a previous study, Marhamah and Mulyadi (2013) found that every learning activity in the classroom is consistently dominated by teachers. There are rarely opportunities for students to raise questions in class, this situation creates non-conducive learning environments and makes students passive when lecturers present materials using the lecture approach. Students simply sit down, take notes, and listen to the teacher's messages. Therefore, the researchers utilized a cooperative learning strategy to resolve this issue (Jigsaw Strategy). Each student who was taught Jigsaw strategy was divided into two groups: the expert group and the home group. This approach should offer means of encouraging students to participate more actively in class activities.

According to Tamah (2007), "In addition to being encouraged to teach one another the material they have worked on in the expert team, students are also encouraged to learn from one another in their expert team." They should describe how the Jigsaw approach should work in a classroom, and the implementation of Jigsaw strategy in learning activities that have various benefits. Because Jigsaw enables the students to actively participate in educating one another, this strategy presents a thought for teachers. The teachers can act as a facilitator or a director in the classroom as their thanks to the Jigsaw.

The researcher uses other previous studies that investigated similar topics to lay the foundation, compare the research findings, and find this research significances in completing this research. The first study was conducted by Francis Hull Adams (2013), who looks at the efficacy of cooperative learning in Basic of Holy Child in Primary School using the Jigsaw technique. The second study, conducted by Olukayode (2014), looks at how the Jigsaw strategy affects students' opinions. The results of the research mentioned above demonstrate the beneficial impact of both studies.

Additionally, this study differs from the ones mentioned previously, because this study should discuss the developing of students in learning English vocabulary through jigsaw strategy, although this study uses EYL (English Young Learner) as the participants of the study. Furthermore, the previous one used quasi experimental, this research study will use pre experimental study as the research methodology.

B. Research Questions

The study is divided into the three following questions:

1. What is students English vocabulary mastery before using Jigsaw Strategy?
2. What is students English vocabulary mastery after using Jigsaw Strategy?
3. What is significant difference of students' English vocabulary mastery before and after using Jigsaw Strategy?

C. Research Purposes

Based on the research questions mentioned above, the purposes of this research are:

1. To find out students English vocabulary mastery before using Jigsaw Strategy.
2. To find out students English vocabulary mastery after using Jigsaw Strategy.
3. To find out students' significant difference in English vocabulary mastery before and after using Jigsaw.

D. Research Significance

This research has several significances as follows:

1) Theoretical Significance

a. For teachers

The result of this study provides a solution for determining the best method for teaching reading.

b. For other researchers

This research can also be a reference for future researcher to discuss the same topic or data source.

2) Practical Significance

a. For teachers

This study's findings can be used as a resource and source of information for English teachers looking for creative and innovative English teaching and learning activities.

b. For other researchers

To provide additional information to other researchers who wish to conduct additional research in related fields.

E. Conceptual Framework

Vocabulary is the core of language learning. According to Cindy (2020), the four primary skills are necessary for learning English, however, if learners do not apply their sub-skills, the fourth primary skill can be challenging to master. There are two types of skills in English generally: main skills and sub-skills. The four English language proficiency requirements for students are listening, speaking, reading, and writing. While the sub-skills are grammar, pronunciation and vocabulary. Without a large vocabulary, learners will not be able to use the structures and functions we may have acquired for understandable communication, which makes vocabulary crucial for the successful use of a second language (Rivers as cited in Nunan (1991: 117).

The term "learning strategy" has been defined by a number of researchers in relation to teaching second languages (L2). Learning strategy is the process of choosing, integrating, and rearranging cognitive patterns in the classroom (Kirby: 1988). According to Tharayil et al. (2018), the learning strategy's main

goal is to support performance and knowledge for a certain objective in order to be effective. Jigsaw learning strategy is one of the learning strategies used to build cooperative learning (Foldnes, 2016; Zhang et al., 2015). Based on the theories, Jigsaw is one of the strategies that can effectively assist performance and knowledge in order to achieve a particular goal in cooperative learning.

According to Slavin (1995:122), jigsaw is a type of cooperative learning or working group activity that can be used to teach vocabulary. In other words, by applying a Jigsaw strategy the students can practice their English vocabulary. In order to improve vocabulary for students, Aranson et al. (1978), developed a cooperative learning called Jigsaw Strategy, which assigns learning responsibilities to every student in a group in order to enhance peer collaboration and foster team work among students (Sharan, 1980).

Jigsaw is a strategy that stresses cooperative learning by giving students the chance to actively aid one another in understanding. Each team member must become an "expert" in a particular area of the allotted content before "teaching" the materials to other team members (Aronson, 2000- 2008). Additionally, Davis (1993:147) notes in Hedeem that students learn best when they actively engage in cooperative learning and do small group activities. Researchers have found that, regardless of the subject, students learn more and retain information longer while working in small groups than when the same material is delivered in other educational settings (Hedeem, 2003: 325-332).

According to Kagan (2001:37), Jigsaw is a useful strategy to employ when trying to improve students' comprehension of a particular subject, advance their idea development, improve targeted discussion among students, and promote learning and engagement in group projects. Jigsaw learning enables students to be exposed to content while yet taking on a significant amount of personal responsibility. All students benefit from the development of collaboration and cooperative learning abilities as well as a depth of information that is not achievable if the students master the entire curriculum on their own. Finally, because Jigsaw learning requires students to communicate their own discoveries to the home group, doing so frequently

reveals a student's own knowledge of a topic as well as any misunderstandings (Mengduo & Xiaoling, 2010: 115).

Before students start dealing with the most fundamental grammatical issues, beginning learners must master the least quantity of vocabulary (O'Dell, 1997). As a matter of fact, not much can be communicated without grammar, nothing also can be communicated without vocabulary (McCarten, 2007: 20). That is why, vocabulary is a fundamental skill to acquire. Vocabulary helps the four macrolanguage skills in the context of ESL, and a lack of vocabulary knowledge hinders learning (Nam, 2010). It is suggested that vocabulary should receive more attention, and that in order to best support learners in learning, storing, and retrieving words in the target language, research into effective vocabulary teaching strategies is needed.

Therefore, refer to the theories above, researcher believes that the use of Jigsaw strategy helps improve students English vocabulary. Besides, it made time more efficient for teachers and allowing the teachers to better manage the class situation with Jigsaw strategy.

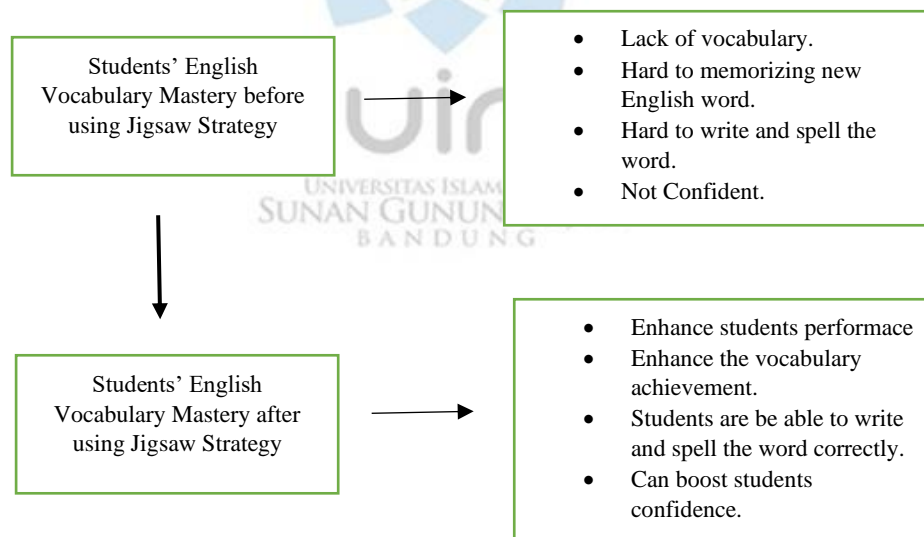


Table 1. 1 Framework of Jigsaw Strategy

F. Hypothesis

According to Creswell (1994), a quantitative research statement is known as a hypothesis that identifies an independent and dependent variable in order to prove the relationship that is expected to exist.

This study employs the null hypothesis (H₀) and the alternative hypothesis (H_a). The following is the research hypothesis:

1. Null Hypothesis (H₀): There is no significant difference before and after using Jigsaw Strategy in developing students English vocabulary mastery.
2. Alternative Hypothesis (H_a): There is a significant difference before and after using Jigsaw Strategy in developing students English vocabulary mastery.

G. Previous Studies

The researcher uses reviews from other studies that investigated relevant topics when completing this research. The first study was conducted by Ni Nengah Pariati (2018). It was entitled “The Effect of Jigsaw Technique and Students’ Vocabulary Mastery on Reading Comprehension of The Eight Grade Students of SMPN 4 Singaraja”. This study aimed to find out how the Jigsaw method and students’ command of vocabulary affected the eighth-grade students at SMPN 4 Singaraja’s reading comprehension. A sample of 80 students participated in this quasi-experimental study, which used a 2x2 factorial layout and a posttest-only control group design. Two-way ANOVA and the Tukey test were used to examine the data after they were gathered using vocabulary and reading comprehension tests. The findings show that: (1) students who learned the Jigsaw technique had a significantly higher reading comprehension score than students who learned conventionally; (2) students’ vocabulary mastery and the implementation of teaching techniques had a significantly higher reading comprehension score; and (3) students with high vocabulary mastery who learned the Jigsaw technique had a significantly higher reading comprehension score than those who learned conventionally, (4) students with limited vocabulary knowledge who were taught utilizing the Jigsaw technique and those who were taught conventionally showed a substantial difference in reading comprehension. The study’s findings demonstrated that the Jigsaw approach outperformed traditional methods in teaching reading comprehension. On top of that, the difference between the

previous study and this recent study is that the previous one is more focused on its effect to reading comprehension, meanwhile this present study is focused on the vocabulary mastery. Moreover, the previous field research was executed at Junior High School, meanwhile this present study takes Elementary School for the locus.

The second previous study was conducted by Ance Jasmaya (2023), the title is "Improving Student's Grammar Mastery in Passive Voice by Using Jigsaw Method". The purpose of this study is to employ the jigsaw method to help students become more proficient in passive voice grammar. This study uses a quasi-experimental methodology to investigate how the Jigsaw technique affects students' understanding of grammar. In order to assess the students' mastery of grammar, this study employed a grammar test consisting of three pre-tests and a post-test. The purpose of the pre-test was to assess students' proficiency in grammar prior to therapy, and the post-test was designed to measure changes in students' grammar scores following treatment. The University of West Indies' Management Department students served as the research subjects. The findings revealed that students' mastery of grammar was significantly impacted by the Jigsaw technique. This finding is supported by the study, which revealed that students' average pre-test score was 7, and their average post-test score was 14. The standard significance is 0.05, while the observed t value is $t = 3.88$. The alternative hypothesis is accepted and the null hypothesis (H_0) is rejected since the t observed is greater than the t table ($T_{\text{observed}} > t_{\text{table}}$). This indicates that the jigsaw method of instruction has a major impact on students' acquisition of passive voice grammar. Additionally, the difference of this previous research to the present research is on its development of Grammar Mastery to the university student's. Furthermore, this research used a quasi-experimental while the current study is using experimental research.

The third research was done by Erniyanti Nur Fatahela Dewi (2020), the title is "The Effectiveness of Word Jigsaw Strategy on Students' Vocabulary Mastery of Descriptive Text". The purpose of this study was to determine

empirically whether the Word Jigsaw Strategy, which is taught to eighth-grade students in SMP PGRI 1 Ciputat, is successful in helping them attain vocabulary in descriptive texts. This study used a quasi-experimental design and a quantitative methodology. Twenty-five students from the VIII-3 class made up the experimental group and twenty-five students from the VIII-4 class made up the control group in this study. In this study, Word Jigsaw was used as a tactic to teach Vocabulary Mastery to the experimental class, while Word Jigsaw was not used with the control group. Pre-test and post-test forms made up the test used as the study instrument. The t-test was employed as a quantitative data collection method. The result of t test (post-test) showed that the mean score of experimental group ($M = 72,80$) was higher than control group ($M = 57,60$), and independent-samples t-test which values of the sig 2-tailed was 0,2% or 0,002 and $0,002 < 0,05$. Thus, it was concluded that Word Jigsaw Strategy was effective on students' vocabulary mastery of descriptive text. Furthermore, the difference of this previous study to present study is that the previous one focused on the impact of students vocabulary of descriptive text.

To sum up, this study differs from those mentioned previously. The prior study was focused on the improvement of different type of language skill such as reading and grammar skill, the current study, on the other hand, examines the developing of Jigsaw strategy in English vocabulary mastery. Moreover, the previous one used a quasi-experimental research design, meanwhile the current study using the experimental research design to complete the research. In addition, the prior research engaged junior school and university students as participants, while this study focusing on elementary school students as the participants of this study.