

Teaching narrative short story by using jigsaw technique to improve students' vocabulary achievement

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ABSTRACT

Vocabulary has an essential role in learning a language, especially in learning English as a foreign language that links four skills i.e., listening, speaking, reading, and writing, and all about words or particular sets of words. Therefore, the researcher conducted this research (1) to determine the significant improvement in students' vocabulary achievement after the students were taught using jigsaw technique and (2) to reveal the difficulties students faced in learning vocabulary using jigsaw technique. This research used quantitative and qualitative methods with 32 students of class X.2 at SMAN 7 Bandar Lampung. This research used a vocabulary test and interview. Pre-test and posttest are used to collect the data. The researcher used a Repeated Measures t-test. The result showed that the pre-test mean was 70.08 and the post-test mean was 83.20, while the t-value is 9.186 at the significant level is 0.000

Keywords: *Vocabulary, Jigsaw, Narrative text.*

I. INTRODUCTION

In various literature, vocabulary has an important role in learning a language, especially in English as a foreign language. Harmer (2001) argues that if language structures make up the skeleton of language, then vocabulary provides the vital organs and the flesh. It is believed that the more words we know, the more fluently we can communicate (Coady & Huckin, 1997).

It is generally accepted that vocabulary is considered in both communication and learning language. Vocabulary is one of the crucial skills needed for teaching and learning a foreign language (Pan & Xu, 2011). Without sufficient vocabulary, students cannot understand others or express their own ideas. Vocabulary is one element of language that link four skills such as reading, writing, listening, and speaking, and all about words or special set of words that are used for communication (Iheanacho, 1997; Coady & Huckin, 1997; Nation, 2001; Thornburry, 2002; Lessard, 2013; Ulfa, 2018; Cindy 2020). Vocabulary is the basic tool for students to use English effective (Tarina, 2020; Rahmawati, 2020). Moreover, with the lack of vocabulary it will be difficult to master English (Thornbury, 2002).

Vocabulary learning can be divided into receptive learning and productive learning. Receptive learning is the ability to recognize words and remember the meaning of the word. In contrast, productive learning is the ability to recognize words and remember the meaning of the word and is also used in the ability to speak or write at the right time (Nation, 1990). Vocabulary is about learning words, students are not only expected to know the word, but also they have to know the meaning of that word (Cameron, 2001) and how to pronounce that word because vocabulary is also important to develop students' oral abilities (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018).

Jigsaw is one of the activities of cooperative techniques which can solve this problem. Slavin (1995) said that in Jigsaw, most working groups include a procedure whereby students share information they have gathered with group mates and, in many cases, with the class. Students are quizzed on all topics, and the quiz scores are averaged to form team scores. If the team is to succeed, team members

must not only accomplish their subtasks but also do a good job of sharing information with their teammates.

II. METHODS

This research used a one-group pre-test and post-test design. The researcher chooses one class as the sample of this research. The researcher interviewed after the students had the treatment of learning vocabulary. Using the jigsaw technique, the researcher used interviews to know the student's difficulties in learning vocabulary. The population of this research is X class at SMAN 7 Bandar Lampung. The sample is X.2, with 32 students. The instrument of this research was vocabulary test and interview. The objective of this research was (1) to determine the significant improvement in students' vocabulary achievement after the students were taught using jigsaw technique and (2) to reveal the difficulties students faced in learning vocabulary using jigsaw technique.

III. RESULTS AND DISCUSSIONS

Results from the Pre-test and Post-test

The researcher compared the results of the pre-test and post-test scores. The result of the pre-test and post-test showed that teaching narrative short stories by using jigsaw improved students' vocabulary achievement. The total score for the pre-test was 2243, which improved to 2663 in the post-test. The mean score from 70.08 improved to 83.2 in the post-test. The highest score on the pre-test was 80, and the post-test was 90, which the gain score was 42.5 points. The lowest score on the pre-test was 35, and the post-test was 72.5, which the gain score was 5 points. From Table 4.5, it could be explained that the mean scores of students' scores increased from 70.08 to 83.2 on the pre-test and post-test. Moreover, students mean scores increased by 13 points from the pre-test and post-test after the students were taught English by using the jigsaw technique. It is shown in Table 4.5. below:

Table 1. Distribution of Students' Scores in Pre-test and Post-test.

	Test		Gain
	Pre-Test	Post-Test	
Total	2243	2663	420
Mean	70.08	83.2	13.12
Minimum	35	72.5	37.5
Maximum	80	90	10

From the result of pre-test and post-test, it can be seen that there is a significant improvement in students' vocabulary achievement after the students are taught by using the jigsaw technique. The mean score improved from 70.08 to 83.2. To know the significant level of students' vocabulary improvement, the data were analyzed using Repeated Measures t-test in SPSS 25.

Table 2. Result of Paired Sample Test Table

Paired Samples Test						
Paired Differences				T	df	Sig. (2-tailed)
Mean	Std.	Std. Error	95% confidence			

		Deviation	mean	interval of the difference		Lower	upper			
Pair 1	Pre test	13.125	8.082	1.429	-16.039	-10.211	-	3	0.000	
	Post test						9.18	1		
							6			

Based on Tables 1, the pre-test mean is 70.008, while the post-test mean is 83.20. It can be seen that the student's scores have increased, and the t-test shows significant results; Sig. (2-tailed) = 0.000 at the significant level of 0.05 ($0.000 < 0.05$). Table 2 shows that there is a gain in the score pre-test and post-test, which is 13.125. As the t-value is 9.186 with a degree of freedom (df) = 31 at the significant level is $0.000 < 0.05$. Therefore, H_0 is rejected, and H_a is accepted. This means that there is a significant improvement in tenth-grade students' vocabulary achievement after the students are taught narrative short stories by using jigsaw technique.

Result of Students' Difficulties in Learning Narrative Short Story by Using Jigsaw Technique

Jigsaw is the group working consolidate a technique whereby understudies give data they have assortment with colleagues and there a great deal case, with the class all in all (Slavin, 1995). Based on the results of the interviews, there are difficulties for students in learning by using the jigsaw technique because they do not understand English or the meaning of the words. The students felt confused about the story text they got because they did not understand the meaning of the English words. And they also felt nervous when they had to explain the material to their friends using English because they did not know how to pronounce the English words well. Because of that, many of the students did not like English lessons because it was difficult to understand the meaning. They lack vocabulary, so they are not familiar with the words.

The description above flows to the conclusion that the implementation of the jigsaw technique had a good impact on students' vocabulary achievement, where there was a significant improvement in students' pre-test and post-test scores. By using the jigsaw technique, each student can have an experience because the students will study together, help each other, and share information with each group. The result of this research is in line with Aronson (2011) stated that the jigsaw technique is a technique that has a strong effect on students' attitudes to learning and the social relationship among students in the group.

Discussion

The first research question, this research showed that teaching a narrative short story by using the jigsaw technique improves the student's vocabulary achievement. The first results could be seen from the students' pre-test scores and the students' post-test scores. Based on the data, the mean score of the pre-test was 70, and the post-test mean score was 83; therefore, the mean score increased by 13.

The jigsaw technique could improve the students' vocabulary. It was supported by the result of students' achievement in vocabulary. In line with Aronson (1978) proposed that the jigsaw technique enables each student to learn by group. By using the jigsaw technique, the students meet with members from other groups who are assigned the same material, and after mastering the materials, they return to their group and teach the material to their group members.

Therefore, based on the result, the null hypothesis (H_0) was rejected, and while alternative hypothesis (H_1) was accepted. The pre-test mean is 70.008, while the post-test mean is 83.20. It can be seen that the student's scores have increased, and the t-test shows significant results; Sig. (2-tailed) = 0.000 at the significant level of 0.05 ($0.000 < 0.05$). The data shows that there is a gain in the score pre-test and post-test, which is 13.125. As the t-value is 9.186 with a degree of freedom (df) = 31 at the significant level is $0.000 < 0.05$. Therefore, H_0 is rejected, and H_a is accepted. It means that teaching narrative short stories by using jigsaw technique could improve students' vocabulary. Students' vocabulary in terms of nouns, verbs, and adjectives showed that the students' vocabulary had improved. It can be supported by the mean score and percentage of the students' pre-test and post-test. Based on the findings above, the use of jigsaw technique made students gain higher.

Jigsaw is the group working consolidate a technique whereby understudies give data they have assortment with colleagues and there a great deal case, with the class all in all (Slavin, 1995). Based on the results of the interviews, there are difficulties for students in learning by using the jigsaw technique because they do not understand English or the meaning of the words. The students felt confused about the story text they got because they did not understand the meaning of the English words. And they also felt nervous when they had to explain the material to their friends using English because they did not know how to pronounce the English words well. Because of that, many of the students did not like English lessons because it was difficult to understand the meaning. They lack vocabulary, so they are not familiar with the words.

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IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis that has been collected, some students had difficulty understanding the meaning and pronouncing the words. They also have problems speaking English when they have to present the material to their friends. Then, they found it difficult when they got the material obtained. They felt confused about the story text they got because they did not understand English. They lack vocabulary. Moreover, they also felt nervous when explaining the material to their friends using English because they were not good at pronouncing English words.

Due to the significant improvement in students' vocabulary achievement after the students are taught narrative short stories using the jigsaw technique, English teachers can use the jigsaw technique as the alternative to solve the problem in the learning process. This is because the jigsaw technique is one of the cooperative learning activities that give a relaxed learning atmosphere, enjoyable teaching, and learning activities will help students receive the material more effectively and efficiently. Furthermore, learning by using this jigsaw technique, the students can take the opportunity to express their thoughts or opinions. This technique is highly recommended for low-level or high-level students in the class, as they can share their opinions on different topics. Furthermore, future researchers can apply jigsaw technique in the same field or the teaching of other language skills. In this research, the narrative text was employed as

the topic for the implementation of the jigsaw technique. Further research can try to apply the jigsaw technique with another kind of text.

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