

# IMPROVING STUDENT'S VOCABULARY MASTERY THROUGH JIGSAW MODEL AT THE EIGHT GRADE STUDENTS' OF SMP NEGERI 1 AMANDRAYA

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## Abstract

This research was aimed at improving students' vocabulary mastery through jigsaw model. This research was designed by using Classroom Action Research (CAR) which was done in two cycles. The subject of this research was the Eight Grade students of SMP Negeri 1 Amandraya. They consist of 30 students. The instrument of collecting the data were observation paper and test. Based on the data analysis, the result of the researcher's observation paper in cycle I for the first meeting was 79% and second meeting 86%. Cycle II for the first meeting 85% while in the second meeting was 93%. The result of student's observation paper on the cycle I for the first meeting 70%, second meeting was 82% and cycle II in the first meeting 80% and the second meeting was 93%. Furthermore, the result of the test of students in cycle I, the average score 55, while cycle II was 82. Thus, it can be stated that the students problem in vocabulary mastery is solved by using jigsaw model. Finally, it is suggested to the English teacher to use jigsaw model to enrich the student vocabulary mastery.

**Key Words :** *Jigsaw Model; Model of Teaching; Vocabulary Mastery*

## Abstrak

Penelitian ini bertujuan untuk meningkatkan penguasaan kosakata melalui model jigsaw. Penelitian ini dirancang dengan menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Subjek penelitian ini adalah siswa kelas VIII SMP Negeri 1

Amandraya yang terdiri dari 30 siswa. Instrument pengumpulan data melalui lembar observasi dan hasil tes. Berdasarkan analisis data, hasil observasi peneliti pada siklus I pertemuan pertama 79% dan pertemuan ke dua 86%. Siklus ke II pertemuan pertama 85% sedangkan pertemuan ke dua 93%. Hasil observasi siswa pada siklus I pertemuan pertama 70%, pertemuan kedua 82% dan siklus II pertemuan pertama 80% dan pertemuan kedua 93%. Selanjutnya hasil tes siswa pada siklus I nilai rata-rata 55 sedangkan pada siklus II nilai rata-rata 82. Dengan demikian dinyatakan bahwa permasalahan siswa dalam penguasaan kosakata dapat diselesaikan dengan menggunakan model jigsaw. Jadi dapat disarankan kepada guru bahasa Inggris untuk menggunakan model jigsaw ini dalam memperkaya penguasaan kosakata siswa

**Kata Kunci:** *Model Jigsaw; Model Pembelajaran; Penguasaan Kosakata*

## A. Introduction

Vocabulary is one important aspect in learning a foreign language. Without a propotional amount of vocabulary anyone will get trouble in her speaking, reading, listening and writing. Vocabulary is a collection of several words that are combined, so that it has a meaning. (Hornby 1984:1331) vocabulary is the collection of words that an individuals knows. Furthermore vocabulary knowledge is important because encompass all the words we must know to access our background knowledge, express our ideas and communicate the effectively, and learn about

new concepts. It means that developing vocabulary is crucial to be learned. Therefore, vocabulary is a basic and important part of learning English that should be learned in academic process because through vocabulary the students can communicate each other and are able to speak, listen, read and write. However, there are some types of vocabulary namely: 1) Listening vocabulary words a child known when he or she hears them. 2) Speaking vocabulary words a child uses in speaking. 3) Reading vocabulary words a child recognize in print. 4) Writing vocabulary words a child uses in writing.

Based on the experience of researcher at PLP II SMP Negeri 1 Amandraya the researcher found that there were 8 students who were able to master vocabulary and there were 22 students who still lacked vocabulary. This was seen from observations made by the researcher and based on the researcher's experience in PLP 2 when the researcher wrote some sentences on the board and asked the students to express the meaning of the sentences or asked the students to write some sentences, they could not do as the expected. Additionally, the researcher also gave some question to the students about the related material but they did not say anything and they did not understand what the researcher ask to them.

Based on the problems above the researcher overcome the problems experienced by students through one of the learning model. There is a learning model that is used by researcher in learning vocabulary namely jigsaw model. (Olsen and Kagan 1992:8) stated that jigsaw model is group learning activity organized so that learning is dependent on the socially structured exchange of information between

learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

In the jigsaw learning model, students have many opportunities to express opinions and process the information obtained and can improve communication skills. Group members are responsible for the success of the group and the completeness of the material being studied and can convey to the group. In this learning model teacher role as facilitator that facilitate to better understanding, with student own note. For student with low vocabulary, group work can help to improving new knowledge, especially to improve knowledge of vocabulary. It means that jigsaw works in groups so every students is required to be active in the group, each of them shares what knowledge they have gained so that students who do not have a lot of vocabulary get new knowledge in the form of words they have just heard.

Therefore, some of procedure of jigsaw learning model (Kurniasih and Sani 2016:27). There are:

a. Preparation

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c. The teacher divides students into groups

The group in the jigsaw cooperative learning model consists of 3-5 heterogeneous members.

d. The teacher determines the initial score of each group

Initial score is the average score of students taken from quiz or certain values that has been set.

e. Activity plan

Each group read and discusses each sub-topic and determines the expert members who join the expert members who join the expert group and expert members from each group gather and discuss all the sub topic that have been distributed

according to the number of groups after that expert students return to their respective groups to explain the topic they are discussing and then students take individual or group tests covering all topics and the last one the teacher gives group awards in the form of individual scores or group achievement awards.

Related the explanation above, it is obvious that jigsaw learning model can help students increase their vocabulary because they study in a group and work together to find new information or knowledge and then share the information with their friends in the group. According to Rusman in (Shormin 2008:203) jigsaw model is a cooperative learning model in which students study in small groups consisting of four until six people heterogeneously. Students work together positive interdependence and are responsible independently. Therefore, this research aimed at improving students' vocabulary mastery through jigsaw model.

## B. Research Method

This research was designed by applying classroom action research (CAR).

This action research was conducted at SMP Negeri 1 Amandraya class VIII-2 which is located on Jln. Tuindrao. The subject of the research are the eight grade of SMP Negeri 1 Amandraya. The class consist of 36 students. To obtain the data observation paper and test were used. The data for this research were used to collect of both quantitative and qualitative data. The qualitative data is the result of observation papers used in the classroom while the quantitative is the students' scores from the test.

Therefore were some of procedures applies in each cycles.

#### 1. Planning

In this stage the researcher identify a problem or issue and develop a plan of action in order to bring about improvement in a specific area of the research context.

#### 2. Action

The plan is carefully considered one which involves same deliberate interventions into teaching situation that the reseacher put into action an agreed period of time. The interventions are critically informed as the reseacher questionassumptions about the current

situation and plan new alternative ways of doing things.

#### 3. Observation

This stage involve the researcher in observing systematically the effect of the action and documenting the context, actions and opinions of those in involved.

#### 4. Reflection

In this point, the researcher reflect on evaluated and describe the effects of the action in order to make the sense of what has happened and to understand the issue the researcher have explored more clearly.

### C. Research Finding and Discussion

Based on the data analysis, The result of observation paper and test in cycle 1

**Tabel 1. Result of Researcher's Observation**

Paper in Cycle I				
Aspect	Cycle I			
	First meeting		Second meeting	
Researcher's Activities	Done	undone	Done	
	Undone			
	11	3	12	2
	79%	21%	86%	14%

Source : *The Observation Paper of Researcher's activities in cycle II (2023)*

**Table 2. Result Of Students' Observation**

Aspect	Paper In Cycle I	
	Cycle II	
	First Meeting	
	Second Undone	
Students'	Done	Undone
Activities	Done	Undone
	11	3
	12	2
	69%	31%
	80%	20%

Source : *The observation paper of students' activities in cycle I (2023)*

From the table above, it can be seen that there was 69% activities which were done where the students respond the researcher greetings, the students listen their name, the students listen to the researcher introduction, the students listened to the motivation from the researcher, the students listen the researcher explanation, the students investigate the vocabulary, the students prepare their self to discuss some topic, the students form groups, the students listen the researcher explanation and 31% activities which were undone in the first meeting of cycle I where the students did not give the

question to the researcher, the researcher did not do the presentation in front of classroom and the student did not listen to the conclusion. furthermore, in the second meeting of cycle I, the students' observation paper showed that there was 80% done activities and 20% undone activities. In this cycle, some of students' did not give the question to researcher, students' did not do the presentation in front of classroom, students' did not listen the conclusion and students' did not respond the appreciate from the researcher. This situation showed that teaching learning process was not really effective.

**Table 3. Result Of Students' Test In Cycle I**

Passed/not passed	The amount of students	Percentage	Average score
Passed	10	33%	55
Not passed	20	67%	

Source : *students' score in cycle I (2023)*

Based on the table above, it showed that were 10 students while 20 students were failed. The total score gained in this cycle was 1.655 with the average score was 55. It means that the result of cycle I did not achieve the target and the teaching learning

process was not really successful. Therefore, the researcher conducted the cycle II.

Based on the result, it showed that in the cycle I, there are still many students who failed or did not master a lot of vocabulary well, and this certainly shows that their vocabulary mastery was far from expectation. This situation was caused by the students still adjusting in the jigsaw learning model.

Based on the explanation above, it can be concluded one of the reason why the students were failed in mastering the vocabulary because the teaching learning process in the classroom was not really effective and unsuccessful so the researcher decided to continue to the cycle II. However, the result of cycle II it can be seen.

**Table 4. Result of Researcher's Observation**  
**Paper in Cycle II**

Aspect	Cycle II			
	First Meeting		Second Undone	
	Done	Undone	Done	Undone
Reseac hers'	12	2	13	1
Activiti es	86%	14%	93%	7%

*Source: The observation of researcher's activities in cycle II (2023)*

**Table 5. Result of Students' Observation**

**Paper in Cycle II**

Aspect	Cycle I			
	First meeting		Second meeting	
Studen ts'	Done	undone	Done	Undone
	12	2	13	1
Activit ies	83%		17%	
	11%		89%	

*Source : The observation paper of students' activities in Cycle II (2023)*

From the table above, it can be seen that there was 83% activities which were done and 17% activities which were undone in the first meeting of cycle II. Furthermore, in the second meeting of cycle II the students' observation paper showed that there was 89% done activities and 11% undone activities.

**Tabel 6. Result of Students' Test in cycle II**

Passed/not passed	The amount of students	Percentage	Average score
Passed	26	87%	82
Not passed	4	13%	

*Source : students' score in Cycle II (2023)*

Based on the table above, it showed that the students who passed minimum competence criterion (MCC) were 26

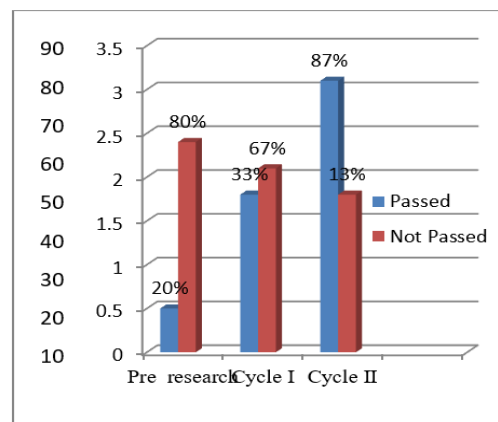


students while 4 students were failed. The total score gained in this cycle was 2.465 with the average score was 82. It means that the result of cycle II achieve the target and the teaching learning process was successful.

After doing the cycle II, the researcher reflected the students' vocabulary mastery by evaluating the result of the test and observation papers. The result of the cycle II was successful the teaching learning process was better, because the students pay full attention to the researcher's explanation and seriously to do presentation, the students were active in following the researcher instruction, the students active in finding the meaning of some words, the students able to choose the best answer for each question. The data showed that there were 26 students who passed and there were 4 students who did not passed. The average score in cycle II

increased to 82. It means that the students got improvement.

**Graphic 1. The Percentage Of Students' In Mastering Vocabulary Improvement Each Cycle**



Source : researcher 2023

From the graphic above, it showed that the students got improvement in their vocabulary mastery by using jigsaw model. It showed that before conducting the research, the percentage of the students who can achieve was only 20%. Then after conducting cycle I of research there 33% students who passed and there were 67% failed. Even though there was an improvement from before conducting the research, there were still many students who could not reach the target and indicated that their vocabulary was still lack. Therefore the researcher decided to continue to cycle II. In



the second cycle it shows that there were 26 students who passed with a percentage of 87% and there were 4 students who did not pass with a percentage of 13% with an average score of 82. In this case, the researcher concluded that this research was successful since most of students improved by the better result of test. Therefore, this research was ended in this cycle.

In addition, with the implementation of jigsaw model can motivate students who lack vocabulary because students who have rich vocabulary will help them. By applying this model, students trained to actively learn in groups and share knowledge together. The learning process becomes fun and students become active because each student has their own assignment in their group where they have different discussion and are responsible for sharing the knowledge they have gained with their friend in the group.

Furthermore, students also begin to be able to communicate with others and are able to speak, listen, write and read and students are able to differentiate each word they use. So the jigsaw learning model can

improve students' vocabulary where students are able to communicate with others because they have new knowledge that is often used in daily activities.

Is similar with what Indriani said she emphasized that Jigsaw is a simple model to use in the teaching learning activity. The interesting model will improve the students' interest towards teaching learning activity which would increase the students' skill too. The students were interested to learn new vocabulary and make a list of it, memorize the vocabulary also has a great role to improve their vocabulary mastery. So, this jigsaw learning model is very suitable for overcome students problems, especially in learning English vocabulary (Indriani 2013:70-71). So, based on this result it showed that jigsaw model could improve students' vocabulary mastery.

#### **D. Conclusion and Suggestion**

Based on the result of the research, it could be concluded that the students vocabulary mastery was improved through implementation of jigsaw model. Teaching vocabulary using the jigsaw model makes students learn cooperatively and actively.

Students know a lot of vocabulary, making it easier for them to communicate with others. Students also feel that they enjoy and have more fun in groups because each of them exchanges ideas and gives new knowledge ideas to each other. Thus, this learning model provides encouragement to students in learning to master vocabulary.

Based on the conclusion above, there are suggestions which can conveyed, they are:

1. For the English teacher, it was suggested to apply jigsaw model as one of the teaching model to improve vocabulary mastery because this model makes students more active in learning and students do not get bored quickly during the teaching and learning process.
2. For the students, The students should make a list of vocabulary to help in memorizing it and The students should be more active in participation in teaching learning process to build their knowledge.
3. Then, for further researchers are suggested to apply the jigsaw model in

other feald of research to get more information about this model, not only in vocabulary mastery but also the other skill such as reading, writing and listening.

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