JIGSAW: Helping Students to Comprehend Linguistics Material in Introduction to Linguistics Class at English Department of STKIP PGRI West Sumatra

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Abstract

This study aims to improve students' understanding of linguistics by using a jigsaw strategy. It is constituted as a linguistic study about language in overall. Language is a communication tool for a person which has several systems. Thus, the language itself is important to be learned and understood, especially for the students of the language. Another reason is the existence of several phenomena that researchers have encountered in the classroom in English language courses of STKIP PGRI SUMBAR. The study of language that is learned is English or English linguistic. First, English is a foreign language which is not easy to be learned. The second, the material on this language is a complete knowledge that cannot be separated from one another. Meanwhile, the time provided only 2.5 hours per week. Students are expected to understand the concept of language, how to communicate, sounds, words, meanings and applications. Third problem is learning strategies used by lecturers. Lecturer asks students to learn in groups. Each group will present a different material each week. Then the others respond, causing discussion. This strategy is less effective against the student's understanding. Discussion only occurs for students who had studied. Most of them are just silent. Likewise, group presentations, it will dominate only one or two students. The others are just as followers. So in this study the researcher wants to apply the jigsaw to solve the above problems.

Type of research is a Classroom Action Research. It would increase the students' understandings of linguistic of STKIP PGRI SUMBAR. Participants that would be used were the student of English at STKIP PGRI SUMBAR who were taking the course Introduction to Linguistics. The data were collected through observation would also be assisted by collaborator. The instruments to be used are notes, interviews, and tests. The data is analysed by classifying based on the characteristics. Then, the data would be interpreted to see whether the jigsaw can increase students' understanding of linguistics or not.

Keywords: JIGSAW, Linguistics Material, Linguistics Class

INTRODUCTION

Language is a tool for human communication. Through language, one could express their ideas, feelings and thoughts. We cannot imagine how this world without language. Maybe, all that happened was a misunderstanding because the sound meaningless. Thus, this language is very important in everyday life. It also occurs in the
world of education, as indicated by Delahunt and Garvey (8) that "language is central to education", meaning languages are as an important role in the world of education because education is the meaning of communication: Communication between students and teachers, students and other students, as well as with people who are in their social life. In addition, the language is also the student's identity. Lastly, language is also an object of a subject. Thus, language is key in transferring knowledge and values in human.

There is diversity of languages in the world. It is sometimes based on educational background, socio-economic, and geographic. Each region has its own language, dialect and different accent. To communicate between others, they use the national language. Likewise, for the world level, people used English as an international language that will be used for existing between countries for that is required for each student / students learn the English language in order to rate the world of globalization. As the students who learn a language, especially English, they must know the roots of the language itself. It starts from knowing the vocabulary, how to pronounce, the process of word formation, the process of getting someone language, grammar, meaning word for word, phrases, clause, sentences, use of the language in the society until conjunction with other scientific language. The insight is called as linguistics.

According to Ipsen, Guido (2006: 11) linguistics is the study of human language with all aspects of existing. This linguistic aspect is very broad in a scope, and then Refnaldy split into two, macro and micro linguistics. Macro linguistic is the study of language itself, such as phonology (the knowledge of dealing with sound and pronunciation, morphology (the study of the smallest part of the language / word / morpheme), lexicology (the study of the process of forming a new word), syntax (the knowledge that examines how the incorporation of the word-for-word, phrase up into a sentence), semantics (the study which deals with meaning) and pragmatic (linguistics which relates meaning with context) and many others. Meanwhile, micro-linguistics is the knowledge of language that has been linked to other disciplines, such as sociolinguistic (linguistics with social culture, dialect, accent, etc.), psycholinguistics (knowledge of language with Psychology) and most recently the neuro-linguistics (language of the psyche). For studying this all takes a long time. for several colleges that have majors languages, above all the treasures of study studied separately and, especially for students who have chosen education for Linguistics, but for those who choose a literature of the language, they learn the language in generally which combines everything. Likewise, those who choose for education language, they learn overall in the dressing courses. So also in STKIP PGRI SUMBAR, English Study Program, the knowledge of the English is learned in one course; Introduction to Linguistics, 3 credits. Although in the course of English STKIP PGRI SUMBAR courses studied linguistic frontage with Introduction to Linguistics, this does not mean that students are only introduced to the existing terms, they remain in introducing with all the knowledge related to the English language. With a time of 2.5 hours per week, this is a challenge for faculty and students to be able to achieve the learning targets at each meeting. Based on the experience of researchers as one of the team teaching this course, research institute, found that there are several obstacles. Barriers that researchers have found in the course of which this is a matter that is too much to be learned in every meeting, while the time is only 2.5 hours / week of 16 meeting. So there are some parts that have not been discussed in the classroom or abandoned due to lack of sufficient time.
To overcome this, the technique has been carried out by means of discussion groups. One group each week to present the material in front of the class, the other listened. This way is also less efficient, because only the group as a speaker who reads the material while another group was silent. If no one has responded or asked, the question is not the existence of the analyst is looking or understanding of the material in question. Finally, more lecturers who asked to explore the ideas of the group. Such problems also occur in groups of presenters, between 4-5 students, not all of them are able to respond or explain the material appropriately. Diligent student, she/he would dominate the discussion. Thus, one-way communication (one-way communication) appears between the questioner with the answer. The other group members as if just go with because they did not understand the materials that are discussed. In the end when in reviewing the material again, both orally and in writing, many students are not able to answer or describe. This is because they do comprehend the material well though this course is very important because it is also related to other subjects, like pronunciation and grammar. Related to the above phenomena, it required a solution to overcome these linguistic subjects as it is very useful for life to communicate. Therefore, researchers intend to apply the jigsaw strategy in helping students to understand the material linguistics in English language courses of STKIP PGRI SUMBAR.

REVIEW OF RELATED LITERATURE

Linguistics

Linguistics is the study all about language. According to Ipsen (2006: 11), "linguistics is the scientific inquiry into the human language with all its aspects. All its aspect: These are many ". He explained that the basic knowledge of linguistics is to learn all aspects of the human language. Aspect is very much proficiency level. It is also similar to other experts, such as Loretto Todd. Tod (2005: 5) also found linguistics as "the scientific study of language."

All linguistic experts have the same opinion that the study linguistic has many things that should be known;

a. Definition of the language and its characteristics.
   On this topic, it discusses various concepts of the language and the characteristics of the language itself which language is a communication tool for people who are systematic and productive.

b. Human communication and communication the animals
   Here, in linguistics, the way people communicate with animals is different. English only possessed by humans, while animal sounds produced by animals is merely a voice, not the language.

c. Phonology
   Phonology is the study of how to produce sound, place of articulation or organ - the organ for speaking. Part of this study is called phonetics. Organs are functioning within the study penology; jaw, lips, teeth, tongue, palate, uvula, vocal cords, nose, etc. While the manner of articulation in English in familiar with; plosive, fricative, trills, laterals, nasals, affricative, semi-vowels. Place of articulation in English is
called as bilabial, labiodental, alveolar, palatal, palatal, and velar (Todd). Additionally phonology also studied English vowel sounds and consonant.

**d. Morphology**
Morphology/morphology is referred to the study of morphemes or the smallest part in the unit of grammar or grammar in English.

**e. Lexicology**
Lexicology in English linguistics is the study of words and the formation of new words. It is also about the class or kind word, such as verbs, nouns, adjectives, adverbs, conjunctions, and many others.

**f. Syntax**
If the lexicology patronizing words, the syntax related with how the incorporation of the word - the word into phrases, clause, and sentences.

**g. Semantics**
Semantic relates to the meaning of the words, phrases, and in clause sentence.

**h. Linguistics with other studies, such as psycholinguistics, sociolinguistics, and applied linguistics in the teaching process.**

Knowledge - the knowledge relates to the above linguists also the subject matter at introduction to Linguistics in English education study program STKIP PGRI WEST SUMATRA. In this study the authors will try jigsaw strategy in improving students' understanding of linguistics in the English materials.

**Jigsaw Strategy**
Jigsaw is a cooperative learning strategies (cooperative learning). Thus, in the application of this jigsaw strategy takes small groups in the classroom. Some experts are promoted on jigsaw strategy is Ann Browne in his book Developing Language and Literacy 3-8, Mel Silberman, and others.

According to Silberman (2003: 111) Jigsaw is a strategy that groups will change. The important thing in this strategy, one student teach something he/she also confirmed that the material is suitable in this jigsaw is using the parts of the materials. This is also confirmed by Browne (2009: 12); "The children work in groups on the class topic. Each member of the group is allocated one specific aspect of the topic to find out and is designated as an expert on this. The next stage is for all those who were designated experts on the same topic to leave Reviews their original group and meet together to discuss what they discovered. The children then return to Reviews their original group and reports on their child Click or call now part of the group investigation." Brown also explained that it should be done with a jigsaw strategy group work. One group has a different section or topic to another group. They will discuss the initial group. After that they will be merged into a new group, where each group consists of all existing topic. Each member of a different group will report the results of their discussion. Thus, those all students receive information about all the topics of the day.

For the procedure, Silberman also explains in his book Active Learning with multiple steps;
1. The material is divided into several sections
2. Calculate the number of students, for according to the amount of material that has been divided. For example, the number of students 12, the material can be assumed
to be three, then students at the three as well. Then ask students to read, discuss and understand the material in their respective groups
3. After some time, the form of the "Jigsaw learning". Ask the students to count in the group, 1,2,3,4. After that create a new group based on the same number. Then there will be four groups consisting of groups with 1, 2, 3 depend on different topic. This can be described as number of students, study group, cooperative learning groups.
4. After that, students are asked to explain what they have learned in the previous group.
5. Finally, review all the material and do Q & A with the students to see their understanding of the material. While Glosgow and Cathy (2003: 3) explained there are six steps in the application of the jigsaw in the classroom, minister;
   1. Divide the material into 5 parts
   2. Then, divide students into five groups, for example the number of students in the class of 25 people, each group containing 5 students. Here, they confirmed that each group should be heterogeneous both seen from the background, gender and level of achievement that they already can. Thus, each group of students should not contain the same good level as well as gender. This group is called the base group.
   3. Each group gets a different part of the materials for them to understand.
   4. After that, members of the base group is divided, each joined with other groups. This group is called "expert group" because they are experts in different topics. They study and discuss on the topic that they have brought from the base group.
   5. Students return to the base of the group to discuss what they can from the expert group.
   6. Teachers will check the comprehension of the students about what and how much they understand.

Overall, both procedures above have a common step in the use of the jigsaw. Silberman explains the theory is not just a phrase; he also describes the figure easier to understand. While Glosgow and Cathy describe without the map, they are also very clear explanation. The most important thing in their theory is that they assert in terms of the division of the group so that each group consists of the diversity that exists in the classroom. Thus, in this study, the researcher will use the steps outlined by the experts above.

METHODOLOGY

The method used in this research was Classroom Action Research (Classroom Action Research) because this study seeks to improve the teaching and learning process in the classroom. Creswell (2012: 577) argues that action research is research conducted by teachers to raise issues that are in the class, and then find the solution that is aimed at the achievement of a better. Creswell is in line with the opinion of Cohen (2005: 226) argues, that the class action is a tool or a very powerful way to change and improve quality at the local level. In this study, researchers focus on improving the ability of students' understanding of the linguistic materials in English language courses STKIP PGRI SUMBAR.

In this study, researchers would also collaborate with another lecturer who teach introduction to Linguistics as well as described by Kemmis and Mc. Taggart in Cohen, that this study is a collaborative research.
Procedures for Research

This study had four phases as described by Kemmis and McTaggart in Creswell (2012: 577), namely; (1) Planning, (2) Acting, (3) Observing and (4) Reflecting.

1. Planning
   This stage is the planning, where researchers will analyze the problems in the classroom, then planning actions would be applied to solve the problem.

2. Acting
   Action at this stage is the application of the jigsaw strategy on subjects Introduction to Linguistics.

3. Observing
   At this stage, researchers would observe the actions that have been granted. This step was key to the next stage. This observation was not only done after a course of action, but from the beginning of the action took place for record everything.

4. Reflecting
   Final stage, the team of researchers would analyse and interpret the data gathered in order to deduce what was happening in this process. The result of this process was the input to perform an act further.

Based on preliminary observations on the first and second meetings, the researcher obtained the information that students are still having problems in understanding the linguistic material. This case appeared when the students had discussing the first and second materials which were about language and Communication, Human and Animal Communication. The material was about the nature of language of some linguists, the nature of human communication and communication differences and communication of animals. When discussing, only three students who wanted to talk to express an opinion about what the language was. Then when asked about animal communication, all of the students stated that the animals have a language. By using examples and analogies supposed that animals had the language, the researcher asked what the language of cats which come from Indonesia use with what the language of cats from Australia use. All the students were not able to answer. Therefore, it came to the conclusion that it was agreed that animals do not have language but sound. However, in the pre-tests perform, only one person who replied that the animals do not communicate with the language but through sounds and other means such as gestures, smells, colours, etc. The others were still the same answer when the researcher asked before getting the material. One of the factors they were not the focus of the current discussion, there was also a serious face but dispersed, thinking of others. As for the questions on the first test;

1. Explain about the concept of language based on your understanding!
2. What is communication?
3. Do you think that animals have a language? Why?
4. Differentiate how human and animal Communicate?
5. Please, explain about your language in your daily life!

From five questions only question No. 1 was answered by the students with the right but not on the basis of their own language, but based on the quote experts without discussing with their language. Question No. 2 is more than 50% responded beat in English yet all of these had been implemented in everyday life. It was unfortunate that the question no. 3 only two students had the correct answer where in the discussion they have been
agreed that animals do not have language, but sound. Question No. 4 and 5 did not answer them more. Some people seem perfunctory answer.

Thus, for the first cycle, the researcher had design to solve those problems;
A. Cycle I
a. Planning
   1. Divide the material into sections in accordance with sub heading.
   2. Ask the students to have all the material that would be discussed on the day.
   3. Divide students into groups according to the amount of material
   4. Give time for discussion on each group in accordance with their respective material
   5. Then merge them into a new group consisting of groups or earlier origin.
   6. Ask them to discuss
   7. Provide several questions related to the material that they had discussed.

Based on the syllabus or Lesson Plan One semester (RPKPS), the third meeting discusses Phonetic and Phonology. Phonetic is the study which deals with sound by sound. In this case, it also talks about the organs that produce sound and how sounds are pronounced in these organs. To improve students’ understanding of these materials, the material at the first meeting in the first cycle of phonetic divided into 4 parts, Articulatory Phonetic, Organs of Speech, Manner of Speech and Place of Speech. While in the second meeting is divided into four parts namely, the material on phonology study which deals with sound, what is phonology, phonemes, all phones, English and Consonant phonemes in English. Meeting to discuss the three cycled the vowels in English. Students are divided into 4 groups. Each group gets vowel sounds. After that, the researchers tested their understanding of the material.

b. Action (Action)
   In this section, there were several actions in conducting discussion.

c. Observation
   Observations made by the lecturer (research) in the classroom in several ways;
   1. Looking at the current students during discussion through the records of all the activities by the students
   2. Provide questions relating to the material on each of lecturing
   3. giving the test for the third meeting.

   Based on the observation of the activity of the students during the discussion, a lot of students talked in each group. On average, there was one person in every group that dominates. One group of the group IV, all students were passive students. When the lecturer asked to switch to the new group, lot of students were concerned about their seats noisily. Thus, the misunderstanding happened.

   Other observations were the first discussion with time of 30 minutes which was not enough for students to discuss because the first 10 minutes they still look confused. 75% of them were working on their own to understand the material and record it into the book. The others just listened and recorded sometimes recorded in accordance with the book source.

   When melted to new group, they seemed to be surprised because it was responsible for explaining the material they discussed earlier to the new group. The
new group was forced to re-read the material before the group. Given 5 minutes is not enough. On average they use 10 minutes to deliver it to the new groups because they reread again.

At each end of the discussion, the students were asked to explain the material obtained has not been able to explain in their own language. In average, everything just re-read a book or notes. At the 3rd meeting because less material and they knew there would be a written test, then the concentration of dispersed discussion started they did not listen to their friends who shared their reading material but the material previously because there was no repetition learning at home and when the discussion at the previous meeting they only focused to the book.

In tests at the third meeting with three questions;
1. Explain each items of Phonetics, phonemes and allophones?
2. Write the phonetic transcript of this song?
3. Differentiate of sound below based on Manner and place articulation?

Based on the rank values used here, there are an A = 81- 100, B = 66-80, C = 56-65, D = 55, E = 45. So, 1 student has a grade of B, 5 C, 15 D, and E. Thus, 7 people 22 people or more 50% can be said to fail or do not understand this material. Meanwhile, still low 5 people understanding and a person just understood it.

d. Reflection

Based on the above observations on the first cycle, discovered the problems that must be resolved in the next cycle;
1. Problems of time.
   The first discussion with a time of 30 minutes, it’s still not enough for the students. Discussion into two new groups is still lacking which each member of the group gets 5 minutes to deliver results.
2. Problems classroom management
   Classes can be noisier when the exchange group from the origin moves to the new group.
3. When the discussions are still many who have not been able to express their opinions, so that they receive from one person, who just recorded or still passive.
4. There is no fear when sharing with a new group, fearing that one of the express.
5. At the third meeting of the student is more concentrated on the face of the test compared to the discussion.
6. From the results of the first test seen many students who are not able to Understanding the material that were being discussed.

From the problems above, the students still require other measures that will help them improve their understanding of the linguistic material. As a lecturer who teaches this course required more attention to students when discussing and teaching material deeper in the end of lecturing. So it can be concluded that the first cycle has not been able to reach the targets in expect it then, researchers (faculty) conduct its review and revise to the next cycle.

B. Cycle II

Second cycle executed three meetings as well. The material discussed at the meeting was about the morphology and lexicology. Based on the reflections in the first cycle, there
was still the issue of students’ understanding of the linguistic material both in terms of process and in terms of results, then it is designed for II plan as follows;

a. plan
   1. The division of the group is no longer based on the order list of attendance; the first group was too large. Then, it is subdivided into smaller groups so that there are two groups of materials.
   2. Time to discuss of the first group was added to 40 minutes, and the second time the group each member of the group to 7 minutes
   3. Then, at the turn of the group, the lecturer has set seating instruct each group to move the group without a voice.
   4. Lecturer more monitors every discussion group
   5. At the end of lecturing, the lecturer also opened question and answer session or reviewing material using a tool if they were bored like projectors
   6. At the 3rd meeting of no more material there is only discussion or review and test

   With the improvement in the second cycle, the students were very enthusiastic, because at the first meeting of the group division is done by way of fun based on the colour of clothes, clothes that are red and pink merge into one group. Then the black shirt and grey into one group: shades of green clothes group. Blue is also a group. And the trim colour to yellow or orange into one group. Incidentally remaining colour of clothes many colours there were 5 students, then they merged into one group.

   While the second meeting of the group division is divided Based on the month of birth. It is also beyond their predictions. Because they predict the division would be the same group based on colour, too. Looking at the distribution of the variation of the group they were very excited and happy because there were comfortable stuffs. The activities carried out with action.

b. action
   There were several actions in conducting research such as discussion with the steps directly.

c. observation
   Based on previous actions, we conducted observations of the process and results of the study of linguistics. In terms of the process has shown the improvement. Students already feel they have the responsibility for the task to understand the material obtained in the first group. Thus, they feel should be able to master the material. Growing sense of responsibility makes them seriously in a discussion on the origin of the group.

C. Cycle III
   In this step, the researcher found students’ increasing in comprehending the linguistics material, especially about syntax. The students are able to write the diagram tree of the sentences.

   The sentences are given by the researcher have different tenses. In here, the students with their group discussed how to draw each diagram tree.
Based on the result of the test, it shows that there is improvement in their score so that we can say this strategy can improve students’ comprehension.

CONCLUSION

Of the two ways that the researchers describe, it is reflecting the result significantly to the learning process and the results of student understanding in the course introduction to linguistics. Suggested to other educators, strategy this jigsaw can be applied to all levels of education and the subjects of any particularly subjects that contain solid material.

REFERENCES


Ipsen, Guido


