

# Using Jigsaw Teaching Techniques In Teaching English as a Foreign Language<sup>1</sup>

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## ABSTRACT

Students tend to display noticeable inadequacy of comprehension and communication. Several research projects have been carried out to find suitable methods to enrich and enhance the vocabulary repertoire. The researchers have attempted the present study to find out whether using complex passages and different instructional methods to teach vocabulary enhances learning and internalization of the target vocabulary. Jigsaw, a student-centered method of instruction and the traditional method of instruction were adopted for both the groups and the design followed as repeated measures. The paired test of the data collected shows invariably the unavailing nature of both methods of instruction and complex input on students' vocabulary.

This research work concludes that teaching methods tend to have insignificant impact on vocabulary enhancement when complex input passages are chosen. This research will cover all the details about how the teacher can use jigsaw techniques in teaching English as foreign language. The research aims to help students learn cooperation as group members share responsibility for each other's learning by using critical thinking and social skills to complete an assignment. This research will consist of four sections and rounds of concluding remarks as well as references.

## SECTION ONE: THE PROBLEM AND ITS SIGNIFICANT

### Introductory Note

This section will include the Importance of the Study and its significance, the aims, limits, and definitions of the basic terms.

### The Importance of the Study

Jigsaw strategy offers a way to help students understand and retain information while they develop their collaboration skills. Because students know they will be responsible for teaching the new content to their peers, they often feel more accountable for learning the material. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No students can succeed completely unless everyone works well together as a team. This process facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. For Learners, the jigsaw strategy provided them opportunities to express themselves and process information, which can improve both their abilities and learning outcomes (Timayi et al. 2015:17).

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### **Aims**

This research paper aims for achieving the following points:

- 1) To produce long-term learning gains when the group engages in a culminating analytical group task that requires actively using all team members' contributions for a group analysis or problem-solving task .
- 2) To make the students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- 3) To encourage cooperation and active learning and promote valuing all students' contributions.
- 4) To reward the group for the successful performance of individuals in the group seems to be necessary to produce more than marginal increases in student achievement .

### **Limits**

The research paper was conducted for Iraqi schools for intermediate school for females in the second semester in the morning studies .The current research paper is a modern one, written in 2022\_2023 .

### **Value**

This research paper has a great value for both students and teachers. The suggested technique will be of value for teachers through providing the learners with new strategies such as Jigsaw which can be used by teachers to help students develop their writing skill.The suggested study will be of value to syllabus designers through presenting and including syllabuses that focus on culture and presenting authentic material in their books.

### **Definition of Basic Terms**

The most important terms in this study are

#### ***Jigsaw Technique***

Jigsaw was first designed in 1970s by Aronson and his colleagues, as an attempt to implement the desegregation of schools and build up good relations between children in multiracial situations .Its name derives from the metaphor of putting together the pieces of a puzzle to create a whole picture (Clarke, 1994: 36).

#### ***Teaching English***

Teaching English is the practice and theory of learning and teaching English for the benefit of people whose first language is not English.(Harper,2019).

#### ***Foreign Language***

A foreign language is any language that is not native to a particular region or person. Obviously, this definition varies from region to region and by the individuals within a particular region. (Rankin ,2023:4).

## SECTION TWO: THEORETICAL BACKGROUND AND RELATED PREVIOUS STUDIES

### Introductory Notes

This section will cover all the information and give a clear description about Using Jigsaw Teaching Techniques in Teaching English as Foreign Language .

### The Historical Background of Jigsaw Techniques

The Jigsaw is a teaching technique that is applied in the classroom. It was first applied in 1971 in Austin City, Texas. According to Aronson (2008) the Jigsaw was implemented by him in the school to help teaching material. It was used by collaborating students' Austin, African and American. Jigsaw is an efficient way to facilitate learning. In this technique, students learn a lot of material quickly, share information with other groups, minimize listening time, and are individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for other students. In the classroom, students worked individually and competed against each other for grades. It was in this context that they invented the Jigsaw strategy. First, they helped several teachers devise a cooperative Jigsaw structure for the students to learn about the life of Eleanor Roosevelt. They divided the students into small groups, diversified in terms of race, ethnicity and gender, making each student responsible for a specific part of Roosevelt's biography. Needless to say, at least one or two of the students in each group were already viewed as "losers" by their classmates (Aronson, 2008).

The Jigsaw technique was developed by Elliot Aronson and his friends' in 1978 as a cooperative learning method . This technique can be used to learn reading, writing, listening, or speaking. The students cooperate with their friends and have many opportunities to improve their communication ability. In Jigsaw technique, the students have the opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material. The Jigsaw technique is a cooperative learning technique appropriate for students between 3rd and 12th grade. The technique involves breaking the classroom into small groups; each group consists of five to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates. (Slavin, 2009:16).

### Advantages of Using Jigsaw as a Techniques

There are many benefits of using jigsaws in the classroom including the following: (Arends, 2001)

1. Jigsaw can Improve team and class dynamics by helping to build trust, creating a space for candor.
2. Jigsaw can give some respectful disagreement and make a safe space for taking emotional risks.
3. Jigsaw can help in building cohorts (i.e., within majors) by enabling students to really get to know each other in the classroom .
4. Jigsaw can help the students to translate to more interactions outside of class in departmental and campus activities.
5. Jigsaw can foster student engagement through peer learning and more equal participation by everyone in the group by empowering individual students to share their own "expertise" or contribution to the jigsaw group.
6. Jigsaw can require students who are shy or quiet to participate more fully in active ways.
7. Efficiency (time saving): possible to cover more material rapidly when students are assigned different readings/roles/etc. and then teach each other in the jigsaw.

### Disadvantage of Jigsaw Technique

1\_ There can be some obstacles when using the jigsaw technique. One common problem is a dominant student. In order to reduce this problem, each jigsaw group has an appointed leader. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group (Adams 2013:65).

2\_ Another problem is a slow student in the group. It is important that each member presents the best possible report to the group, as it is important that individuals with poor study skills do not present inferior reports to their jigsaw group. In order to reduce this problem, the jigsaw technique relies on “expert” groups. Students work with other individuals from other groups working on the same segment of the report. In this “expert” group they are given a chance to discuss their reports and gather suggestions from other students to modify their reports as needed (Adams 2013:65).

### The Steps of Jigsaw Techniques

The Jigsaw technique is very simple to use. The students are divided into five or six members in a group. Each member is responsible to learn the given material. According to Aronson (2008), the teaching procedures in English classroom by Jigsaw might be sequenced as follows:

1. Students are divided into 5 or 6 persons of a Jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
2. One student should be appointed as the group leader. This person should initially be the most mature student in the group.
3. The day’s lesson is divided into 5-6 segments (one for each member). For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (a) Her childhood, (b) Her family life with Franklin and their children, (c) Her life after Franklin contracted polio, (d) Her work in the White House as First Lady, and (e) Her life and work after Franklin’s death.
4. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
6. Temporary experts groups should be formed in which one student from each Jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation which they are going to make to their Jigsaw group.
7. Students come back to their Jigsaw group.
8. Students present his or her segment to the group. Other members are encouraged to ask questions for clarification.
9. The teacher needs to observe the process from group to group. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come to a point that the group leader should handle this task. Teacher can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
10. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

### **The Challenges of Jigsaw Techniques**

According to Adams (2013:72) Challenges Involved in Using Jigsaw Respondents gave various challenges involved in using jigsaw technique in teaching. A summary of their challenges are provided below:

- 1) It is time consuming.
- 2) Some students tend to dominate during the activities. Time and limited source of information for pupils.
- 3) The jigsaw helped most of the pupils to understand what the research she was teaching but few of them did not get the concept.
- 4) Because pupils have their groups, they will not have a cordial relationship with other students in that class.
- 5) Number of students in that class. High number of students in the group can affect participation.
- 6) Not all students will have the courage to be involved. The nature of the time table does not allow enough time for pupils to do their presentation. That is a time constraint.
- 7) Students who are academically good will give problems to weaker students.

### **Teachers' Role**

Lie (1990:3), Flowers and Ritz (1994:15), and Thanasoulas (2002:2) assert that the teacher plays several roles in this process. These roles are defined as follows:

- Planning dynamic lessons for transfer of learning.
- Encouraging students to learn.
- Extending participation.
- Motivating high level thinking.
- Balancing interactions: teacher to student, student to material, student to student.
- Evaluating students.

### **The Role of the Group**

Ventimiglia (1993:22) suggests a number of group roles that create social interdependence among students, and Joyce (2003:5) asserts that each member of a group assigns a task and gives a role by the instructor. These role cards are distributed among the students and they are as follows:

1. Recorder is the student who takes notes during the group discussion and compiles a presentation for the whole class.
2. Reporter is the student who presents the group information to the class.
3. Checker is the student who monitors the group members' understanding of the topic under discussion and stops the group work for clarification when someone is confused.

4. Encouragement is the student who ensures that everyone has an opportunity to participate in the groups' praises for their contributions.
5. Observer is the student who monitors and records the overall behaviors of the group.

### **Related Previous Studies**

1. There are previous studies discussing Using Jigsaw Teaching Techniques in Teaching English as Foreign Language..One of these studies conducted by Zahra (2014) entitled The Use of Jigsaw Technique in Improving Students' Ability in Writing a Descriptive Text at the One Senior High School in West Bandung. This study aimed at investigating whether there is any improvement of students' writing ability in writing a descriptive text by the implementation of Jigsaw technique and discovers students' response to the use of Jigsaw technique in teaching writing descriptive text.the Jigsaw technique improved students' ability in writing a descriptive text.
2. Another study conducted by Raudhatuz (2009) entitled Using Jigsaw Technique to Improve the Writing Ability at the Second Year Students' of MTs Negeri 2 Medan. This study was designed to improve the students' writing ability by using Jigsaw technique. The objective of the study was to find out how the Jigsaw technique can be used to improve writing ability .English teachers apply the Jigsaw technique since it is beneficial not only in improving the writing narrative text but also in motivating students to write and work together to describe the event in the picture.
3. The last study conducted by Al\_ noori (2023) shows Using Jigsaw Teaching Techniques in Teaching English as Foreign Language has a positive effect on the learner's motivation to complete a task while developing a greater sense of belongingness and accomplishment; and derives its strength from positive interdependence , interaction, and accountability.

## **SECTION THREE**

### **Introductory Note**

This section includes Experimental Design, questionnaire and 8 Items for the questionnaire design and the experience of the Iraqi teacher.

### **Experimental Design**

The researchers check previous studies before writing the questionnaire items. According to the information the questionnaire items were designed.The questionnaire designed online by using google forms and published online for the students in social media apps especially, Telegram. The questionnaire items are a collection of questions designed to investigate the students' preferences and opinions about Using Jigsaw Teaching Techniques in Teaching English as Foreign Language.

### **Questionnaire**

The researcher has designed a questionnaire which consists of 8 items including the gender (females).

**8 items see Appendix A:**

**Choose your gender:** Females

Grade:

- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade

City

- Baghdad
- Others

Choose your preferred answer carefully:

**1\_The jigsaw method was useful in comprehending the given topic.**

- Agree
- Disagree
- Neutral

2\_The method enabled in-depth coverage of the topic.

- Agree
- Disagree
- Neutral

3\_The method helped in enhancing communication skills.

- Agree
- Disagree
- Neutral

4\_The activity helped in overcoming shyness and hesitation in the class.

- Agree
- Disagree
- Neutral

5\_ The method was enjoyable.

- Agree
- Disagree
- Neutral

6\_The method was an effective way for learning.

- Agree
- Disagree
- Neutral

7\_ As a Pupil, you are fully satisfied about using this method in the learning and teaching process.

- Agree
- Disagree
- Neutral

8\_The method makes the pupils more interactive and motivated in the lessons.

- Agree
- Disagree
- Neutral

**The Experience of the Iraqi Teacher about Using Jigsaw Teaching Techniques in Teaching English as Foreign Language.**

The Iraqi teacher will make an experimental test upon his or her pupils which consist of 30 pupils , half of them have been noticed before how the jigsaw method had applied in the classroom in its accurate way , and how it motivated the academic performance, these pupils are a controlled group. While the others (experimental group)who have never been noticed before how this method can be applied . The teacher will distribute to them a model that contains some activities derived from the jigsaw puzzle game to test whether the pupils can apply all the activities even if some of them had never taught before. As it is shown below:

Try to divide into small groups of five or six students each. Suppose the task is to learn about World War II. In one jigsaw group, Sarah is responsible for researching Hitler's rise to power in pre-war Germany. Another member of the group, Lisa, is assigned to cover concentration camps; Michael is assigned Britain's role in the war; Melody is to research the contribution of the Soviet Union; Pedro will handle Japan's entry into the war; Clara will read about the development of the atom bomb. Eventually each student will come back to her or his jigsaw group and will try to present a well-organized report to the group. The situation is specifically structured so that the only way any member has to the other five assignments is by listening closely to the report of the person reciting.

When this model had been distributed to the pupils, the controlled group (15 pupils) had done the whole activities successfully because the teacher made a test on pupils who they have a learning background about the topic, while the uncontrolled group failed in doing the activities because they had never examined before. As it shows below:

The Total Number	Types of Groups	The Results
15 pupils	Controlled group	They achieved all the activities
15 pupils	Uncontrolled group	They don't achieve the activities



## SECTION FOUR: RESULTS ANALYSIS

### Introductory Note

In this section, the researcher will analyze the results of the questionnaire.

### The Statistical Results for the Questionnaire

The participants were quite active with the researcher, and the majority of the kids were very interactive and completed the questionnaire correctly. The total the number of participants according to their gender was 283. The analysis of the data collected from the student will be presented as the table below:

The Questions	Agree	Disagree	Neutral
The first question	75.5%	15.7%	8.8%
The second question	9.5%	14.3%	76.2%
The third question	13.2%	18.2%	68.6%
The fourth question	42.9%	41.3%	15.9%
The fifth question	47.8%	30.8%	21.4%
The sixth question	67.1%	10%	13.8%
The seventh question	77.8%	11.1%	11.1%
The eighth question	47.6%	26.2%	26.2%

From the results above, it's noticeable that the pupils have proved that Using Jigsaw Teaching Techniques in Teaching English as Foreign Language is valuable and efficient in the students' way of learning. Today parents and teachers are becoming more and more conscious that students need to work in a relaxed environment. In this respect, it will be very helpful for parents who can afford materials for his students because Jigsaw develops the students' intelligence.

## CONCLUSION

**This research had arrived to some results, recommendations, and concluding remarks , can be listed as follow:**

1. The jigsaw method provides students with the opportunity to be actively involved with the learning process.

2. Jigsaw technique is more effective than the prescribed method in the development of writing skill of the students in the experimental group.
3. Jigsaw groups have higher scores than those in the control group because students in the cooperative group entirely learn their subject topics by fulfilling their individual responsibilities, try to make their friends understand the topic, have effective interactions with their friends, and are all actively involved in the process.
4. Jigsaw is an effective technique for teaching writing composition for Iraqi intermediate school students, because such a cooperative technique provides target language practice in which learners try to communicate in the foreign language.
5. The prescribed method where teachers are the main source of questions and answers limits the learners' creativity, because learners receive a recurring pattern of questions; this will create a boring atmosphere of teaching void of excitement.
6. Cooperative learning is a tool to cope with the massive influx of information. Obviously, each individual has his own information that can be shared with others.

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**APPENDIX A**

The model below as it will be shown in table is the questionnaire that it will be given to the pupils in order to choose the best option according their attitudes and preferences:

1_The jigsaw method was useful in comprehending the given topic.	Agree	Disagree	Neutral
2_The method enabled in-depth coverage of the topic.	Agree	Disagree	Neutral
3_The method helped in enhancing communication skills.	Agree	Disagree	Neutral
4_The activity helped in overcoming shyness and hesitation in the class.	Agree	Disagree	Neutral
5_ The method was enjoyable.	Agree	Disagree	Neutral
6_The method was an effective way for learning.	Agree	Disagree	Neutral
7_ As a Pupil, you are fully satisfied about using this method in the learning and teaching process.	Agree	Disagree	Neutral
8_The method makes the pupils more interactive and motivated in the lessons.	Agree	Disagree	Neutral