

# THE IMPLEMENTATION OF JIGSAW METHOD IN TEACHING SIMPLE PRESENT TENSE

Anisa Solihat<sup>1</sup>, Trisnendri Syahrizal<sup>2</sup>

<sup>1</sup> IKIP Siliwangi

<sup>2</sup> IKIP Siliwangi

<sup>1</sup> rizkisolihat04@gmail.com, <sup>2</sup> trisnendri@ikipsiliwangi.ac.id

## Abstract

This research used descriptive qualitative. The writer used tenth-grade Hotel Accommodation's students of SMK Dwi Putra Sindangkerta as a subject research. In the process of English enrolling, the writer found out the problem on the subject in grammar, especially simple present tense. This skill is a structure that often used in daily conversation. But the students has more difficulties in enrolling simple present tense while it is very important to enroll because it can help them when they meet the foreign guest in the hotel later. We teach simple present tense easier using any method. One of them is the jigsaw method. This method often used more teacher in Indonesia because of this method easy to implement it. Thus, the writer researches the student to teach simple present tense to implement jigsaw method in other to understand easier by them. The writer applies jigsaw in some steps; they are pre-activity, divided into groups, the group leader selection, group reviewion activity, submitted an assignment, and evaluation. Teaching simple present tense used jigsaw can make a enrolling effectively, and it is improving students motivation to enroll simple present tense.

**Keywords:** AKP's Students, Simple Present Tense, Jigsaw Method

## INTRODUCTION

English as an International Language since world war II. It became International language because the United States as a power of world economy on world war II. Thus, English became daily conversation as a communication tool to connect people that different language. More countries obligated English in daily communication, like Singapore, Filipina, India. But Indonesia does not use English in daily conversation.

In Indonesia, it was a foreign language but it as obligated subject to enroll in a formal institution such as elementary-high school, junior high school, and senior high school. More of Indonesian peoples dislike English, they think that it is very difficult to implement and they feel English does not important for them. The Indonesian government obligated Indonesian people to enroll English in other so they can communicate with foreign people and it will be capable to face world competition in the future later. Now, it is one of a lesson that study of Indonesia's students.

Language has central role on intellectual development, social, and emotional students to supported success student and learn all of lessons, Parmawati (2018). Each of the schools in Indonesia has to give an English lesson to their students. English helps the students to communicate with foreign people first. One of school in Sindangkerta is SMK Dwi Putra, the students of SMK Dwi Putra enroll English too. The students enroll English during 3-4 hour for a week related to the syllabus of Indonesia Government. SMK Dwi Putra Sindangkerta is one of school in west java which based on the vocational school. It has three majors, they are Light

Vehicle Technique, Hotel Accommodation, and Computer and Network Technique. English very helps each of the majors of SMK Dwi Putra to face job competition later, especially the Hotel Accommodation's major.

The writer has researched grade tenth of SMK Dwi Putra Sindangkerta with the subject 14 students. Hotel Accommodations major is a major that enroll about hotel service for guest to the inn in one of the hotels what the needed of guest in the hotel. This major, the students have to be capable to service the guest in the hotel when they are ready to work later. In the hotel, the students will meet foreign people. Thus, the students have to capable English communication when they encounter foreign guest in the hotel. But, more of them have difficulties enrolling English. And, teaching activities in grade X Hotel Accommodation, the students lack enthusiastic in accepting enrolling from the writer. More of them think that English is not important for their future but based on the fact in communicating with foreign guest, the students have to master English in other communicate with them.

English subject has more components to enrolled such as micro skill and macro skill. One of the macro skill is grammar. According to Brown(1994:347) in Isnaini (2014) states that grammar is a system of rules governing the conventional arrangement and relationship words in a sentence. Grammar has any parts, one of them is tenses. The writer took one of the tenses that is simple present tense to implement the jigsaw method in ten grade of Hotel Accommodation's students. This tenses often used in daily life and daily communication firstly. This statement supported by Pereira & Mosa (2017) said Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life. This tenses very important to enroll by this class although they have difficulties in enrolling it.

To improve students motivation the writer was trying to teach simple present tense used cooperative enrolling. Cooperative enrolling has various kinds, one of them is jigsaw method. Jigsaw method is method where students enroll and work in small group whose members consist of 4 to 6 people.

Based on the background above, the writer used jigsaw method to teach simple present tense.

### **Jigsaw method**

Jigsaw is a method that used group reviewion in enrolling process. According to Brown (1994:182) in Robbani (2017) that jigsaw method that as special form of information gap in which each member of a group is given some specific information to achieve some objective. Meanwhile, Argawati & Haryudin (2018) The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed jigsaw is a method of organizing classroom activity that makes students dependent on each other to succeed. Thus, jigsaw is one in all method to teach that divide, several groups, to review in the enrolling process.

### **Simple present tense**

The simple present tense is one of structure in grammar structure. According to Azar(2002:2) in Pereira & Mosa (2017) that in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Beside, Simple present tense is one kind of tenses that are used to write or speak in English, It is important because simple present tense usually takes place in speaking

or writing activity (Toago, Usman, & Mukrim, 2013). This structure more use to communicate in daily communication.

The objective of this research to know can jigsaw method to teach simple present tense, and it is can be effective to use.

## **METHOD**

This research used qualitative descriptive method. The qualitative research is a method that focuses on taking data in descriptive form and description of the phenomenon. According to Vickie A & Clinton E (2012) in Pacific Rim International Journal of Nursing Research said that the goal of qualitative descriptive is a comprehensive summarization, in the everyday term, of specific events experienced by individuals or group individuals. Furthermore, according to Creswell (2012) said that qualitative as a method and descriptive as the design since analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings picture (Soraya & Nurtiddini, 2019). In addition, According to Moleong(2002) in (Syahrizal et al., 2019) qualitative research is aimed at understanding the phenomena of what is experienced by the subject of research such as behavior, perception, motivation, holistic actions qualitatively using words and language in natural special contexts by using various scientific methods. The instrument to knew their skill, the writer gave pretest include some questions about simple present tense. Then, each leader in the group explains what is simple present tense and how to change it into negative and interrogative sentences. After that, the writer gave some questions again about simple present tense with sentences differently. The writer knew the result from this process that seen from their first score and the second score.

## **RESULTS AND DISCUSSION**

### **Results**

In vocational school, the students do more of practice than enrolling theory because they have to be capable to work after graduation. Surely, for the Hotel Accommodation students have to capable to communicate with foreign people in English. The writer was found that the structure more use in communication is simple present tense because it is a structure that habitually — this statement supported by Azar in Pereira & Mosa (2017). Thus, simple present tense very important because used to express daily life and habitually.

The writer found out the problem at tenth-grade Hotel Accommodation major. More of them got difficulties in the simple present tense. The students has difficult in the simple present tense to change positive sentence to negative sentence and interrogative sentence. They can not distinguish between doing and does and plus s/es. They can not too distinguish “do” for what subject and “does” for what subject also. “do” used for I, You, We and they subjects while “does” used for He, She and It subjects and the same for plus s/es too in the verb. Furthermore, they can not use verb in simple present tense.

After the writer used jigsaw method to teach simple present tense that students got up point. Beside, jigsaw method made enrolling interested and the students understand it easily. Usually, the students understand easily if their friend explains than their teacher. Jigsaw method easy to implement. The students make a group reviewion to review about simple present tense. a member group explain simple present tense to another member group what is the simple present tense, what is verb needed, how to use do and does, and plus s/es for a subject.

## Discussion

From the result above the writer knew that the students interested in enrolling English used jigsaw method and they were enthusiastic to enroll it, especially simple present tense. Before that, the writer will explain jigsaw method. Jigsaw method is one of the method used group review in enrolling activity and the role of teacher is only as a guider.

Jigsaw method can implement by various steps. It is can implement easily to teach English. To implement jigsaw method there are procedures in teach English by Huda (2012:120-121) incited Robbani, (2017). They are as follow:

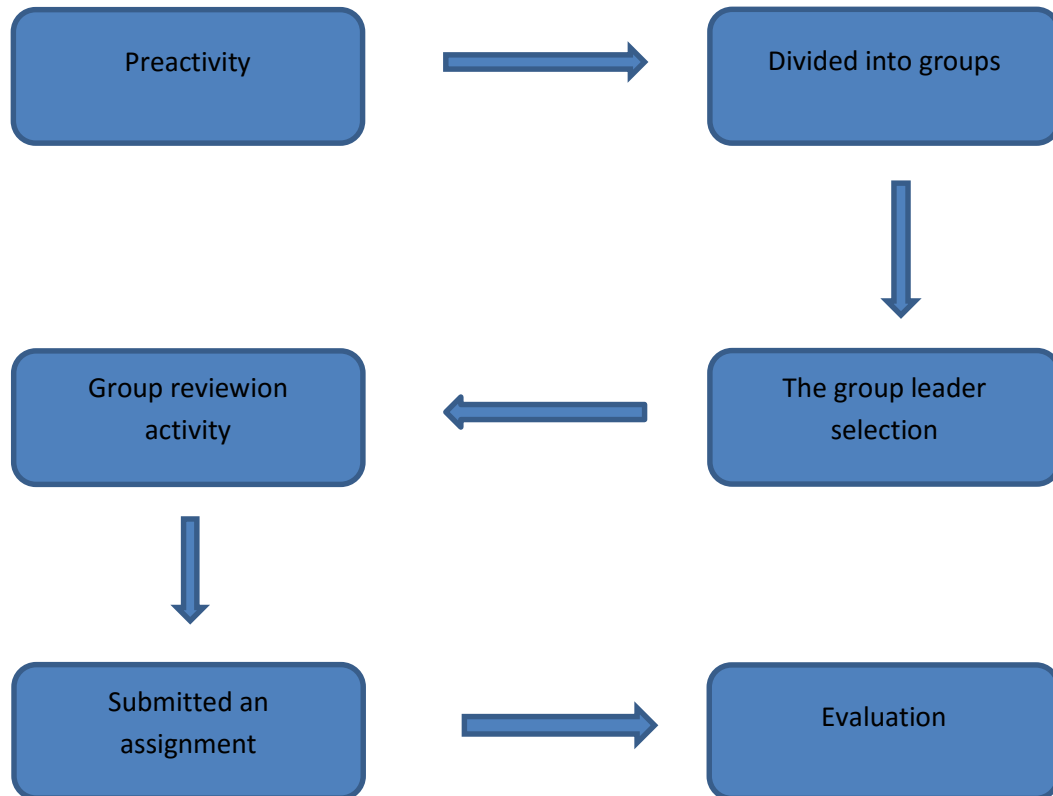
1. Students are divided into several groups where the member of a group consists of 4 – 5 students. The group should be diverse in terms of gender, ability. It is called home group
2. Topic is given to the students in text form and each student has accountability to study it
3. Each member from different group has responsibility to study the topic and then the students read and review the text and find some information in the text in their group. It called expert group.
4. After each student comprehended the text, then the students come back to the home group to explain another member about the material that has been studied in expert group. At the end of the session, gives an assessment to them.

In addition, according to Aronson (2008) cited Hizbullah (2010) there are ten steps to implement jigsaw method:

1. Students are divided into 5-6 persons. 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 divisions (one for each member).
4. Each student is appointed one division to enroll. Students should only have direct access to only their own division.
5. Students should be given time to read over their division at least twice to become familiar with it. Students do not need to memorize it.
6. Temporary experts group should be formed in which one student from each jigsaw group joins other students appointed to the same division. Students in this expert group should be given time to review the main points of their division and rehearse the presentation they are going to make to their jigsaw group.
7. Students comeback to jigsaw group.
8. Students present his or her division to the group. Other members are inspiritd to ask a question for clarification.
9. The teacher needs to float from group to group in other to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader to should handle this task. Teachers 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.

Based on the experts' implementations above, the writer has done research in tenth grade to teach simple present tense used jigsaw method also. The writer used some procedures to implement the jigsaw method. The procedures were almost the same as the expert procedures above. See the figure allow:

Procedures of jigsaw method



The first is the pre-activity. This step the writer gave pretest to know as far as they are knowledge of the simple present tense. After that, the writer explained about simple present tense, what is simple present tense, how to changes the positive, negative and integrative sentences in simple present tense, and explain what is the purpose of the sentences.

The second is divided into groups. The writer divided students into four groups consisting of four students in each group where each group has the task of reviewing about simple present tense principle that was previously explained by the writer, all students in each group have to review and communicate with each other so that all students can understand what their writers convey, after that the writers divide different material into each student in each group so that they can communicate, not just rely on their friends. This procedure was supported by (Huda (2012) in Robbani (2017) that Students are divided into several groups where the member of a group consists of 4 – 5 students. The group should be diverse in terms of gender, ability. It is called the home group.

The third step is group leader selection. After gathering in each group, they have to select a leader to can explain about simple present tense to other members. The elected chairman should know more about these materials. The writer took this step according to Aronson (2008) in Hizbullah (2010), that “One student should be appointed as the group leader. This person should initially be the most mature student in the group”.

The fourth is a reviewion activity. The students have to the reviewion about the materials from the writer and the leader whose explain to another member. They free to ask anything related

simple present tense to their leader. Meanwhile, it can make the students be capable to analyze about simple present tense with their leader. The implementation of the jigsaw step is supported by the statement of Robbani (2017) who says that Jigsaw involves discovering processes in applying findings and contributes to the development of the higher-order thinking skills, such as analysis, synthesis, and evaluation as well as elements of argumentation and critical thinking.

The sixth step has submitted an assignment. Each group has to submit the assignment from their result in reviewion to the writer to know what they would more understand if their leader whose explains than the writer.

The last step is evaluation. This step the writer present a test to see if there is any improvement in students studying the simple present tense using jigsaw method.

After the writer was implemented the jigsaw method, the writer found out the result. The implementation of jigsaw method has effective to enroll simple present tense. the students' enthusiasm to enroll English, they enroll enjoyed and easier understood. With jigsaw type cooperative enrolling it is expected that students are happy and enthusiastic during the enrolling process so that they can solve the problem (Sari, Murni, & Sjaifuddin, 2016). Each student has value build up after they did pretest and posttest. They also enjoyed enrolled simple present tense used jigsaw method because their a leader or their friend that explain, this statement supported by Robbani (2017)said “jigsaw creates a positive enrolling environment and implies more individual responsibility, inspirits cooperation and peer teaching.”

## **CONCLUSION**

The writer has researched tenth-grade Hotel Accomodation’s students in SMK Dwi Putra to observe how to implement jigsaw method in teaching simple present tense in tenth grade. The students has difficult to enroll simple present tense although this is structure that simple in the process the word and sentences. But the writer has a solution, it is used jigsaw method to enroll simple present tense. The first, more of them the students can not answer questions from the writer. After that, the writer used jigsaw method to teach it. Then, more of them can answer the questions from the writer and understood about simple present tense. Based on the fact that the implementation jigsaw method can improve simple present tense skill in grade X students of Hotel Accommodation major. The teacher can use jigsaw to teach simple present tense because this method can be effectively and use easily in the enrolling process.

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