Improving Students' Grammar Mastery in Passive Voice by Using Jigsaw Method

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Abstrak

Fokus dari penelitian ini adalah untuk mengembangkan penguasaan tata bahasa khususnya pada materi passive untuk mahasiswa melalui metode pengajaran jigsaw. Hal ini didasarkan pada fenomena bahwa peran grammar menjadi sangat penting dalam menciptakan komunikasi yang efektif dalam pembelajaran bahasa Inggris. Namun faktanya, sebagian besar mahasiswa Universitas Sumatera Barat Pariaman masih memiliki kemampuan bahasa Inggris yang rendah, terutama dalam tata bahasa. Metode penelitian ini adalah penelitian eksperimen semu yang bertujuan untuk mengetahui pengaruh metode Jigsaw terhadap penguasaan tata bahasa mahasiswa Universitas Sumatera Barat. Untuk mengetahui penguasaan grammar mahasiswa, penelitian ini melakukan test pre-test dan post-test masing-masing selama tiga kali. Pre-test digunakan untuk melihat penguasaan grammar sebelum *treatment,* dan post-test digunakan untuk melihat perbedaan nilai grammar mahasiswa setelah *treatment.* Subjek penelitian adalah mahasiswa Jurusan Manajemen Universitas Sumatera Barat yang mengambil mata kuliah English Business II. Data dari hasil penelitian ditemukan bahwa metode Jigsaw berpengaruh signifikan terhadap penguasaan grammar mahasiswa. Kesimpulan tersebut dapat dilihat berdasarkan analisis yang telah dilakukan dimana nilai rata-rata mahasiswa untuk pre-test 7, sedangkan nilai rata-rata untuk post test meningkat menjasi 14. Nilai *t* yang diamati adalah 3,88 dan t tabel 2,40 dengan taraf signifikansi 0,05. Karena nilai *t* yang diamati lebih besar dari *t* table, berarti hipotesis nol (Ho) ditolak dan hipotesis alternatif diterima. Dengan demikian, dapat disimpulkan bahwa penguasaan tata bahasa mahasiswa dalam kalimat pasif dapat ditingkatkan dengan menggunakan metode Jigsaw.

Kata Kunci: Peningkatan, Metode Jigsaw, Kalimat Pasif, Penguasaan Tata Bahasa.

Abstract

This research is focused on developing students' grammar mastery in passive voice through jigsaw method. This is based on phenomenon that the development of communicative competence has become the main goal of language learning recently, then the role of grammar becomes very important in effective communication. The design of this research is quasi-experimental research that finds out the effect of Jigsaw method towards students grammar mastery. To determine the students' grammar mastery, this study used a grammar test, through three pretests and a post-test. The pre-test was used to see the grammar mastery before treatment, and the post-test was used to see the difference in students' grammar scores after treatment. The research subjects were students from the Management Department at the University of West Sumatra who took Business English II. The data found that Jigsaw method had a significant effect on students' grammar mastery. This conclusion can be seen based on the analysis that found the average value of students in the pretest is calculated by 7 and student's average score on post-test was 14. The observed t value is t = 3.88 and the standard significance is 0.05. Since t observed is greater than t table (T observed > t table), null hypothesis (Ho) is rejected and the alternative hypothesis accepted. So, based on these results, it is concluded that there is the statistical difference between pre-test in the 0.05 level. This means that teaching activities use jigsaw method has a significant influence on students' grammar mastery in learning passive voice

Keywords: Improving, Jigsaw Method, Passive Voice, Grammar Mastery

INTRODUCTION

Basically, one of the structural characteristics of language is complex and difficult to learn. However, in learning a language, how to master and understand these complex language features is needed and the existence of grammar is fundamental in understanding a language itself. As (Harmer, 2001) states that grammar functions as a systemic set of rules that people use in speaking and writing. For example, in communicating today, we are required to be able to convey information quickly and effectively. If our grammar is messy, then the way of conveying our information will be convoluted or not understood by people. Therefore, when students can master all forms of linguistics it can be said that they have linguistic or grammatical competence. The development of communicative competence has become the main goal of language learning lately. Communicative competence where students are able to communicate effectively and spontaneously in a real life environment is the goal of learning English today. One of the integral parts of communicative competence is grammatical competence. Therefore, the role of grammar becomes very important in effective communication, and a teacher should also emphasize grammar material that is integrated with other skills in learning English

However, grammar is still difficult for most students of the Management Department at West Sumatra University. Based on the observations of the researcher, it was found that students thought grammar was complicated to understand because they did not understand the basic concepts of it, especially the basic grammar. In fact, it was hard for them to understand and follow the material that given based on the design of the university syllabus then. As a result, the stigma of English being difficult and complicated is attached to them. Then, there is no motivation to learn it .Besides, almost all students have difficulty internalizing grammatical features in writing and speaking. For example, they still confused to relate two or more different events in communicating. In fact, understanding the structure of the English language here is needed. English is still difficult for students even though they have been learning English since junior high school. This condition continues until they are at the current university level.

To overcome this problem, the lecturers in the classroom tried several teaching methods such as the grammar translation method. This method emphasizes grammar and translation. The teacher teaches material about grammar using formulas, then uses translation when teaching reading, writing, and vocabulary in English. However, in the process it turned out that this method did not give good results because the teaching given was still poor abstract system and full of memorizing grammar that was difficult for students to understand. This method failed to give students grammatical meanings in a meaningful way, contextual and communicative. As a result, most students only followed and spent time studying in class but cannot be able to communicate contextually and describe their ideas also opinions in proper English grammar. It is supported by the research finding of (Hago, 2020). The study recommends that the teacher should use the most appropriate method when teaching English. it is possible for teachers to combine several teaching methods that they feel are appropriate to apply in their class. Teachers are advised to stop using translation teaching methods in class because they are not contextual, and grammar teaching should be taught in a more communicative manner.

Basically, student involvement in understanding grammar is very necessary. As (Hsiao-Chuan Lin, 2011)stated effective grammar can help students to develop their writing and reading skill better and it can done through communicative teaching and learning process. A communicative tasks are needed in teaching grammar. The task here means a communicative activity that can stimulate students' creativity and curiosity in learning so that students are not too dependent on the teacher. So, learning grammar through task-based language learning includes communicative and meaningful learning activities according to students' needs. According to (Tharayil et al., 2018) several strategies that teachers can apply in class to reduce student resistance to being active during the learning process is the teacher must be able to clearly explain learning objectives to students. It starts from the expectations, and learning activities the that will be done. Besides, the teacher also must be able to encourage, assess and stimulate students' curiosity in the form of questions and design activities so that they are more participative and active during the learning process .Therefore the communicative method in teaching grammar is needed actually in order to solve its problem.

Related to the problems above, Jigsaw teaching method can be an effective alternative way to improve students' grammar mastery. The process of learning by using jigsaw method consist of group work where students learn grammar material together and divided in a team. Each member of the team will become an expert on each subtopic. As a result, each student in the group becomes an expert for a subtopic about grammar and later they will teach their information regarding the grammar material to all members of their group. This will be interesting because it fosters a sense of responsibility for students towards their own learning and also the learning of others.

According to previous research from (Solihat & Syahrizal, 2020) activities designed in the jigsaw technique can create contextual learning of English grammar. It means that, in jigsaw students do not only memorize grammar rules but the learning process is through communicative, interactive and challenging tasks that are very relevant to student's needs. Therefore, it makes learning grammar will not be difficult and boring to learn anymore. As (Mengduo & Xiaoling, 2010) states that the purpose of applying the jigsaw method is to train participants students to be accustomed to discussing and being responsible individually to help understand a subject matter to friends classmate. It means that, in jigsaw ,students have many opportunity to express opinions and process information acquired and can improve communication skills. Group members in jigsaw have responsible for success the group and the completeness of the material learned and can convey the information to other groups. Thus, by considering the importance of students' grammar skills in learning English for university students, research needs to be done which analyzes how the Jigsaw Method can improve students' understanding of using grammar in this case about the passive voice.

Learning the jigsaw technique was first developed and tested by Elliot Aronson and friends at the University of Texas, later adapted by Slavin and friends at Johns Hopkins University (Arends, 2012). Jigsaw technique can be used in teaching reading, writing, listening, and speaking. In this method, the teacher should pay attention to background of students' experiences and help them to be active learner based on material given. Besides, in jigsaw, students should work together in group work and it could create student' mutual cooperation and opportunities to process information and improve communication skills together (Göer, 2010). Thus, jigsaw method is a kind of cooperative learning that promote student participation and teamwork in the classroom to mastery the material effectively.

According to (Aronson, 1978) jigsaw has several advantages, for example, it enable students to develop their creativity and ability of problem-solving . Besides, through jigsaw the relationship between teacher and students will run in a balanced manner and allow the learning atmosphere to become very intimate. As a result, harmonious conditions can be created during the learning process. Jigsaw also can motivate teachers to work more actively and creatively. They can combine various learning approaches, namely class, group, and individual approaches and it can increase students' sense of responsibility towards their own learning as well as the learning of others. Then, in jigsaw, students not only learn the material provided, but they must also be ready to give and work on the material to other group members. As a result their knowledge and social relations will be increased .

According (Suendarti, 2017) The jigsaw method is cooperative learning that can encourage students to be active and help each other in mastering subject matter. The form of cooperative learning is when students cooperate with other students to mutually process information and improve their communication skills. Thus, The Jigsaw method will indirectly increase students' sense of responsibility towards themselves. As (Evcim & İpek, 2013) found that jigsaw which is a cooperative learning can stimulate student motivation and foster a sense of empathy between each member group during the learning process. In jigsaw, group members must work together as a team to achieve a common goal, namely the understanding of a material. Thus, how clear each group member's understanding of the material, it depends on how clearly the members in the group are experts in describing it. This can challenge of each students to try to understand the material more deeply to explain it to their friends in the group in perfectly. As (Aronson, 2002) states that in the process of jigsaw each member of the group should get different materials. Then, all students from different groups have the same subject matter gathers and forms "expert groups" to communicate and discuss material with each other until they all understand and understand the material. After that the students have to return to their original group to teach the material to other group members.

(Esnawy, 2016) states that in jigsaw students will eventually have the opportunity to learn independently. It means that, they will feel responsible for the material provided. This method will create depth of understanding and the opportunity to understand the material in deeper level. Because, in this case, students have to pursue their comprehension of material given to their group members. So this technique is able to provide opportunities for each student to contribute to a discussion and develop their abilities more deeply. Thus, it can be concluded that jigsaw method is a very efficient method in learning English. Because, it can increase students' sense of responsibility for their own learning and also for the learning of others so that they make more effort to understand the material more deeply. In addition, the jigsaw technique can make students more active during the learning process because they get the opportunity to perform. For the teacher, through jigsaw method , there is no need to do so long explanation to transfer all the material but just as a facilitator.

Several previous researchers have recommended ideas such as (Solihat & Syahrizal, 2020) who found that jigsaw method can be done in teaching simple present tense. It can improve students motivation in learning English grammar . In addition, (Solihat & Syahrizal, 2020) also regarding the research which discuss about

jigsaw method. The research found that during the learning process in jigsaw method, the character of students such as tolerance, democratic, curiosity, communicative, and responsible increase. Thus, it gives good impact to students character later on. The result of the research also line with (Ahmad & Zainal, 2023) who analyzed about significant difference between achievement and attitudes of a students in learning grammar through Jigsaw II method. The research found that the student's attitude also influenced to students' achievement in learning grammar based on the Jigsaw II method. Thus, Jigsaw in this case can promotes students' communication skills, teamwork, and good character to understand the material of learning well.

Based on the three studies above, based on the analysis of the writer, there are several space has yet to be explored further in particular. As seen in general, research -Such research is still explaining how to apply Jigsaw in learning grammar from the point of view of increasing motivation, attitude and grammar achievement in general. However based on the writer' analysis, no one has yet discussed how it is implemented in teaching passive voice deeply. Mastering in passive voice is important in learning English. For example in academic writing, students should be able to change the form of active sentences into passive ones. For university students, they must be able to write a scientific essay which is a collection of statements that convey information about knowledge or ways of thinking in obtaining an ideas. In academic writing itself, the language used must be free from emotive elements. Therefore, to avoid the emotive elements in academic writing variety of scientific language such as the passive voice is needed. In this study, the writer analyzes the scope that is not accommodated in the previous studies. This research focuses on how to increase students' understanding in using passive voice through Jigsaw Method in management students at West Sumatra University. By looking at above problems, the authors formulate the research objective, namely to increase students' understanding of the material in grammar: passive voice by applying the jigsaw method

METHODOLOGY OF STUDY

This study uses a quasi-experimental method. In this method. According to (Gay, L. R., Mills, G. E., & Airasian, 2006),in quasi –experimental method is the researcher manipulate at least one independent variable and then control other variables and make observations on the dependent variable. In order to see student's grammar ability before carrying out the treatments, the researcher conducted a pre-test three times. Then, after the treatments the researcher returned to post-test again for three times. The purpose in order to see the difference in pre-test and post-test scores during the treatment by using the jigsaw learning method in passive voice.

This research was conducted at the University of West Sumatra Pariaman. The population in this study were students enrolled in the 2022-2023 academic year in the Management study program at the University of West Sumatra. This study provides normality and homogeneity test of the study population. The sample for this study were students in the second semester in 2022-2023 academic year, who took the subject the Business English II . This study used only one class, and there was no control class. The sample consists of 40 students. The selection was made using cluster random sampling technique.

The data is collected by using grammar test. The material on the test concerns the passive voice that has been taught before, until finally the data is obtained research from the test results. After that, testing was carried out using normality test, homogeneity test, and Hypothesis test; t-test. The hypothesis in this study consists of zero hypothesis (Ho) and its alternatives hypothesis (Ha), the research hypothesis is Ho: There is no significant effect of jigsaw method towards students' grammar mastery in learning passive voice. Ha: There is a significant effect of jigsaw method towards students' grammar mastery in learning passive voice.

RESULT AND DISCUSSION

The following is student grammar test data by applying Jigsaw method:

Table 1. The Summary of Student's Grammar Mastery Test

Statistics	Mean	L observed	L table	Note
Pre-test	7.00	3.88	2.40	Significant
Post - test	14			

The table above shows that the average value of students in the pre test is calculated by 7 and student's average score on post-test was 14. The observed t value is t = 3.88 and the standard

significance is 0.05. Since t observed is greater than t table (T observed > t table), null hypothesis

(Ho) is rejected and the alternative hypothesis accepted. So, based on these results, it is concluded that there is the statistical difference between pre-test in the 0.05 level. This means that teaching activities use jigsaw method has a significant influence on students' grammar mastery in learning passive voice.

Grammar has indeed become very frightening for some English learners. Especially for beginner learners who are still not familiar with English. The condition of students majoring in the management study program at the University of West Sumatra where this research was conducted was quite weak in English at first. Lack of motivation and curiosity to learn English were common for students there. In fact, English is very important and influential for their future academic achievement. Therefore the demand to change their perspective on English through collaborative and communicative learning really need to be given.

During the research process of this study , the class is taught grammar by using jigsaw method. It is divided into several groups. Each group members have a different sub-topic about passive voice. The passive material consists of passive simple present, passive present continuous, passive past tense, passive present perfect, and passive future and passive past perfect. In fact, it shows that the students were more active during the learning process. This is because here they get the opportunity to work together as a team to learn the materials. For example, if some students still confused with the material given, their friend in the same topic of group member can help each other. It happen because, in the jigsaw procedure, students get one topic that they have to understand and find out all the information about it well. Then they have to share and teach that topic to their friends in group clearly. Here, they get the responsibility to explain the topic part to their friends in their group later. Actually, that is the main point of this jigsaw method, where the students can explain and confirm all their understanding of the topics given to their friends. When they try to explain a material to their friends , of course their understanding of the material will increase, and this indirectly hones students' self-confidence to dare to appear and speak up in their groups.

During the process of conducting this research treatment, it was seen that the students were enthusiastic to be curious and actively participate in each step. There were interesting things that researchers saw during this research process where students were very motivated and active to express their opinions in discussion forums in class. Of course, this has a positive impact on student achievement, especially grammar. In line with the findings of this study,

(Mengduo & Xiaoling, 2010) states that indeed a jigsaw can make students understand the material more deeply. Therefore, it is very suitable for learning grammar in English such as passive which has many sub-materials, and jigsaw is the right choice for creating collaborative and interactive learning and fostering their sense of responsibility for the material provided.

Therefore, based on the results of this research, it can be seen that learning grammar using the jigsaw method can improve students' grammar mastery in passive voice materials. The results of this study relate to research from (Magdalena, 2019) who argue that when compared with conventional grammar learning methods such as memorizing GTM, the results of learning using the jigsaw method much better. Because in jigsaw students can work in groups and help each other in understanding a material. Thus, it give the opportunity for students to be more active and creative because in every step of jigsaw, students seem try hard to practice speaking ,express their opinion better. Besides, it also was found that some students who were taught using the jigsaw method finally showed students' teamwork ability and communication skills improved. This is because; in jigsaw students can share different solutions to the same problem. At that step, students practice peer teaching that require them to understand material at a deeper level. This actually provide more benefits for students in understanding the material.

In this jigsaw method the role of the teacher is also quite large. As we know, whether a method is good or not is indicated when students can actively participate in the learning process. In jigsaw, students are involved starting from preparing material, presenting material, to discussing material in class. They do all the learning processes in the classroom. Then students will automatically absorb more material and will be stored in students' memories for a long time. Based on the results of the researchers' observations while conducting research in class, it was found that the role of the teacher who acted as a learning facilitator had played an optimal role. Where it can be seen during the observation that the teacher is able to clearly provide instructions or steps in learning that must be carried out by students. Teachers are seen to be able to create a pleasant, happy, enthusiastic atmosphere for students. So that students become not anxious, and dare to express opinions openly.

This research focuses on students taking English as a general subject. This is due to their low interest and awareness to want to learn English in class. As at the beginning of the implementation of the research, there was still a dislike for English and a feeling of laziness on the part of students to study. It is undeniable that

the stigma that English is difficult and boring has always been attached to their minds. However, it turned out that at the second meeting in this study, after starting to apply the method, based on the observations of researcher, there was a high enough interest of students to study English . it seem that the teacher always tried to motivate and ensure the students' curiosity . Then, students practiced jigsaw method by doing cooperative technique gradually. Finally it built students' cooperative attitude during the learning process. The positive thing that was seen in the application of the jigsaw method during this study was that each student in each group was required to have an obligation and be responsible for understanding their material, so that students would automatically try their best to understand the material given. The next step jigsaw then, based on their comprehension of material, students would make presentations and get questions from other groups. It relates with .Therefore it boosted their spirit of enthusiasm to perform their best during the learning process. It relates with (Cerón-García et al., 2022) who found that jigsaw is an effective learning innovation that increase students individual's self-ability , make learning interesting to learn and also stimulate student creativity during the learning process.

Based on discussion above, it can be concluded that learning English especially grammar using the jigsaw method has significance and affect grammar mastery of student majoring in management at the University of West Sumatra. Thus, it is worth mentioning that the jigsaw method can be a smart solution to solve the problem of low quality grammar skills faced by West Sumatra University students.

CONCLUSION

Based on the analysis and findings from in this study, some conclusions that can be drawn include: to improve students' grammar mastery , especially in passive voice material jigsaw learning method can be applied. This conclusion can be seen based on the analysis that has been done where the value of t is observed > t table). Then the hypothesis (Ha) is accepted so that the jigsaw learning method can considered as an alternative solution to improve students' grammar mastery in West Sumatra University Pariaman.

Through the jigsaw learning method, teaching English especially grammar will become more communicative, therefore teachers can easily motivate students to learn more enthusiastic. Learning activities that challenge their curiosity like a jigsaw make them more active during the learning process. This is evident from the findings of this study where students' grammar scores have increased. The jigsaw method can also help teachers to create communicative and meaningful English learning. Hence the writer suggests that learning grammar using the jigsaw method can be applied in the learning process in class. However, writer suggest, in applying this jigsaw method, the teacher must carefully prepare each learning activity and dare to innovate to create communicative learning according to students' needs.

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