COOPERATIVE LEARNING METHOD FOR A YOUNG LEARNER
(ENGLISH AS A FOREIGN OR SECOND LANGUAGE – A JIGSAW METHOD)

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Abstract: Cooperative learning, put quite simply, is a type of instruction whereby students work together an small group to achieve a common goal. The benefit for students; increasing students interest due to the quick pace of cooperative task, improving critical thinking ability, and the opportunity to practice both the productive and receptive skills in a natural context. The array of benefits extends beyond increased language learning to include increased self-esteem and tolerance of diverse point of view. So, it is no wonder that teachers desire to pool the recources in our classrooms, namely our students, to maximize students learning through cooperative learning opportunities by using one of the class activities of cooperative learning_jigsaw way.

Key words: Cooperative learning, increasing, improving, opportunity to both the productive and receptive skills, jigsaw way.
INTRODUCTION

Since language represents the physical conditions that have been subjected to the maximum transformation in the interests of social life—physical things which have lost their original quality in becoming social tools. It is appropriate that language should play a large part compared with other appliances.

Jhon Dewey (in e-book 2010: page 38-39) stated that:

"language condenses meanings that record social outcomes and presage social outlooks. So significant is it of a liberal share in what is worth while in life that unlettered and uneducated have become almost synonymous. The emphasis in school upon this particular tool has, however, its dangers—dangers which are not theoretical but exhibited in practice. Why is it, in spite of the fact that teaching by pouring in, learning by a passive absorption, are universally condemned, that they are still so intrenched in practice"

So, as lecturers of language especially English language, we often forget that many of the strategies that our discipline embraces as the most appropriate means for teaching our students are, one of it is cooperative learning.

Although cooperative learning has numerous variations, (J. Thousand, A. Villa and A. Nevin (Eds), Creativity and Collaborative Learning; Brookes Press, Baltimore, 1994: 1 in www.cooperative-overviewpaper.html). indicated five features of a successful cooperative learning activity; first, students that their success depends upon working together interdependently. Second, students are individually accountable while achieving group goal. Third, students support and assist one another’s success through face-to-face interactions. Fourth, students develop social skills by cooperating and working together effectively. And, Fifth, students as a group have the opportunity to reflect on the effectiveness of working together.

Related with the way for conveying this method, according to Kagan in www.KaganOnline.com, offered nine class activities that used in cooperative learning; they are Jigsaw, Think-Pair-Share, Three-Step Interview, RoundRobin Brainstorming, Three-minute review Numbered Heads Together, Team Pair Solo, Circle the Sage, Partners.

The Jigsaw method is a cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate (in jigsaw method http://olc.spsd.sk.ca/DE/PD/coop/page4.html). It seems proper that jigsaw method
is as one of the way to develop teaching English as a second or foreign language learner. Then, this is the time for teachers or lecturers to use this way.

DISCUSSION

Cooperation is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. (Deutsch, 1962; Johnson & Johnson, 1989: 2 in www.cooperative-overviewpaper.html). Within cooperative learning groups students are given two responsibilities: To learn the assigned material and make sure that all other members of their group do likewise. In cooperative learning situations, students perceive that they can reach their learning goals only if the other students in the learning group also do so.

From Wikipedia http://en.wikipedia.org/wiki/Cooperative_learning the free encyclopedia stated that "Cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete the two sets of tasks collectively. Everyone succeeds when the group succeeds".

According to Kagan (1994 in www.KaganOnline.com) cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

According to (Deutsch, 1962; Johnson & Johnson, 1989 in http://edtech.kennesaw.edu/intech/cooperativelearning.html) Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- Recognize that all group members share a common fate. (We all sink or swim together here.)
- Know that one's performance is mutually caused by oneself and one's team members. (We can not do it without you.)
- Feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

There is one emphasizing point of cooperative learning. It is obviously stated that "togetherness" is the most important aspect of achieving the ultimate goal for every learner, this ultimate goal is about how do every students has an equal duty to create a new knowledge.
This aspect of togetherness will convey in a good terms when it is used by using a proper way and jigsaw way offers this thing because (in http://olc.spsd.sk.ca/DE/PD/coop/page4.html) In this method, each group member is assigned to become an "expert" on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their groupmates.

**JIGSAW WAY (OVERVIEW OF THE TECHNIQUE)**

The jigsaw classroom is a cooperative learning technique with an increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective (http://olc.spsd.sk.ca/DE/PD/coop/page4.html: Page 1).

What is the benefit of the jigsaw classroom? First and foremost, it is a remarkably efficient way to learn the material. But even more important, 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 student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. (http://olc.spsd.sk.ca/DE/PD/coop/page4.html: Page 4).

The jigsaw classroom cannot work in a vacuum classroom. The teacher in the classroom should also create the learner autonomy. According to Good and Brophy (in Thanassoulas, 2002: 5) noted that "the simplest way to ensure that people value what they are doing is to maximize their free choice and autonomy." Then, Holec (in Dimitrios Thanassoulas in www.eltnewsletter.com September 2000: 1) stated that, autonomy is the ability to take charge of one's learning. It means that jigsaw method will work well if there is one condition there is an autonomy from the learners to express their own idea without any feeling of burdened or treatened by anybody else.

**TIPS ON IMPLEMENTATION**

According to http://www.jigsaw.org/tips.html (2010: 1), that Compared with traditional teaching methods, the jigsaw classroom has several advantages:

- Most teachers find jigsaw easy to learn
- Most teachers enjoy working with it
- It can be used with other teaching strategies
- It works even if only used for an hour per day
It is free for the taking

It will be misleading to suggest that the jigsaw sessions always go smoothly. Occasionally, a dominant student will talk too much or try to control the group. Some students are poor readers or slow thinkers and have trouble creating a good report for their group; the other end of the talent continuum, some students are so gifted that they get bored working with slower students. In some cases, students may never have experienced cooperative learning before. All of these problems are real but not fatal. http://www.jigsaw.org/tips.html (2010: 2).

There will be no always a good thing in every method of teaching English, not including the jigsaw method. But there also always an outcome in every single problem. As explained by http://www.jigsaw.org/tips.html (2010: 3):

The first problem and solution:
The Problem of the Dominant Student
Many jigsaw teachers find it useful to appoint one of the students to be the discussion leader for each session, on a rotating basis. It is the leader’s job to call on students in a fair manner and try to spread participation evenly. In addition, students quickly realize that the group runs more effectively if each student is allowed to present her or his material before question and comments are taken. Thus, the self interest of the group eventually reduces the problem of dominance.

Then, the second problem and solution:
The Problem of the Slow Student
Teachers must make sure that students with poor study skills do not present an inferior report to the jigsaw group. If this were to happen, the jigsaw experience might backfire (the situation would be akin to the untalented baseball player dropping a routine fly ball with the bases loaded, earning the wrath of teammates). To deal with this problem, the jigsaw technique relies on "expert" groups. Before presenting a report to their jigsaw groups, each student enters an expert group consisting of other students who have prepared a report on the same topic. In the expert group, students have a chance to discuss their report and modify it based on the suggestions of other members of their expert group. This system works very well. In the early stages, teachers may want to monitor the expert groups carefully, just to make sure that each student ends with an accurate report to bring to her or his jigsaw group. Most teachers find that once
the expert groups get the hang of it, close monitoring becomes unnecessary.

Next, the third problem and solution:

**The Problem of Bright Students Becoming Bored**

Boredom can be a problem in any classroom, regardless of the learning technique being used. Research suggests, however, that there is less boredom in jigsaw classrooms than in traditional classrooms. Youngsters in jigsaw classes report liking school better, and this is true for the bright students as well as the slower students. After all, being in the position of a teacher can be an exciting change of pace for all students. If bright students are encouraged to develop the mindset of "teacher," the learning experience can be transformed from a boring task into an exciting challenge. Not only does such a challenge produce psychological benefits, but the learning is frequently more thorough.

The last problem and solution:

**The Problem of Students Who Have Been Trained to Compete**

Research suggests that jigsaw has its strongest effect if introduced in elementary school. When children have been exposed to jigsaw in their early years, little more than a "booster shot" (one hour per day) of jigsaw in middle school and high school is required to maintain the benefits of cooperative learning. But what if jigsaw has not been used in elementary school? Admittedly, it is an uphill battle to introduce cooperative learning to 16-year olds who have never before experienced it. Old habits are not easy to break. But they can be broken, and it is never too late to begin. Experience has shown that although it generally takes a bit longer, most high school students participating in jigsaw for the first time display a remarkable ability to benefit from the cooperative structure.

**JIGSAW IN 10 EASY STEPS**

The jigsaw classroom is very simple to use. If you're a teacher or a lecturer, just follow these steps:

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.

3. Divide the day's lesson into 5-6 segments. 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: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.

4. Assign each student to learn one segment, making sure students have direct access only to their own segment.

5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.

7. Bring the students back into their jigsaw groups.

8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

CONCLUSION

While cooperative learning is often time consuming, by working together, the students simultaneously strengthen both their basic interpersonal communication skills and their academics language proficiency. Even more, it's fun. Cooperative learning, like most things, is socially constructed. The teachers just provide the students with knowledge of lesson at that day and lead them to learn why and how to work better together. This will be provided by one unit activity of cooperative learning, it is jigsaw method. And then, this method really bring goodness both the aspect of cognitive and psychomotor area.
BIBLIOGRAPHY


