



## USING JIGSAW METHOD IN TEACHING AND LEARNING ENGLISH

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### Abstract

In this article, how the jigsaw method is used in English teaching and learning as a method to increase students' interest and motivation in the topic of the lesson. It also works as an effective and useful approach to teachers to use in the process of teaching and learning English. Also, this article examines the data was collected by looking through and analyzing a variety of books, journals and other sources of information related to the topic.

**Key words:** Jigsaw method, learning English, teaching English, small groups,

### Annotatsiya

Ushbu maqolada ingliz tilini o'qitish va o'rganishda o'quvchilarning dars mavzusiga qiziqishi va oshirish usuli sifatida jigsaw usulining qanday qo'llanilishi ko'rib chiqiladi. Shuningdek, bu usuldan foydalanish o'qituvchilar uchun ingliz tilini o'qitish va o'rganish jarayonida samarali va foydali yondashuv sifatida ishlatiladi. Ushbu maqola mavzu bilan bog'liq turli xil kitoblar, jurnallar va boshqa ma'lumot manbalarini ko'rib chiqish va tahlil qilish orqali to'plangan ma'lumotlarni o'rganadi.

**Kalit so'zlar:** jigsaw usuli, ingliz tilini o'rganish, ingliz tilini o'rgatish, kichik guruhlar,

### Introduction

People all around the world have been learning English as a second language. Learning English is a significant language for many reasons. These are a few: The language of international communication, the language of the internet, and the language that is spoken by the majority of people worldwide is English. Learning English can lead to more chances in the workplace. It is also a helpful language to know when traveling. The teacher's role in the teaching and learning process is crucial to reaching educational goals. As the head of education, they can do this by using their experience in developing effective and methodical teaching strategies to create an engaging and enthusiastic learning environment for their students. The technique serves as a guide for educators on how to properly instruct students. To teach English, a teacher needs to be knowledgeable about a variety of approaches, methods, techniques and strategies. One common cooperative learning method used in English instruction is the Jigsaw technique, which helps students actively build teamwork, improve their English language proficiency, and acquire in-depth knowledge that would not have been attainable otherwise.

### Literature review

The Jigsaw method is a cooperative learning approach that was first created by Arnson (1975). Jigsaw II (Slavin, 1989), Jigsaw III (Kagan, 1990), and Jigsaw IV (Holliday, 1999) are the three more variants of the method. A number of studies have been completed to determine the jigsaw method's effectiveness in English teaching and learning. The study's findings led the author to decide to investigate and review a wide range of journals, books, documents, and other data and information sources connected to the jigsaw method. This allowed the author to



characterize the method's application in English teaching and learning as one that can increase students' enthusiasm and interest in learning and turn into an effective and useful method for teachers to use in the process of teaching English.

This method of instruction was created as a method of cooperative learning to teach writing, speaking, reading, and listening. In addition, this strategy can be used to teach language components. The following are just a few advantages of jigsaw use in the classroom: 1. Jigsaw can improve the dynamics of a team or class by fostering trust, fostering an environment that encourages candor, and a 2. Jigsaw can offer polite disagreement and create a safe atmosphere for taking chances with emotions. 3. Jigsaw can facilitate the formation of cohorts by giving students the opportunity to truly get to know one another in 4. One class, which can lead to increased interactions in extracurricular departmental and campus events.

One cooperative learning method that relies on interactions with other people and dynamics of groups is Jigsaw. Here are the processes for using the jigsaw method in a classroom. The teacher divides the class into smaller groups first. There are three to five pupils in each group. We refer to these teams as jigsaw groups. Each student in the jigsaw group receives a passage from the teacher that includes some sample material. Second, each Jigsaw group member is given the task of selecting certain sections or part of the text. After that, students who selected the same area come together and form an expert group. In this stage, the researcher allows these "Expert Group" members some opportunity to talk on the primary idea in their section.

According to Aronson (2000), the advantages of jigsaw method are:

- improve students' motivation
- increases the enjoyment of the learning experience
- increasing positive educational outcomes
- each student has something important to contribute

Johnson and Johnson (2000) list the following as additional drawbacks of the jigsaw method:

- it takes time to teach students how to work in groups;
- it takes time to form groups where each member's skill level is different
- the teacher needs to prepare extra for teaching in the classroom

### **Research methodology**

Jigsaw is a famous method of teaching for English instruction that initially was suggested and tested by Elliot Aronson and colleagues at Texas University. Slavin and colleagues at John Hopkins University later adopted the idea as well. All levels of English language proficiency, including speaking, reading, writing, and listening, are taught using this method. Besides that, this approach can be used to teach English microskills. Consider the role of an English teacher who wants to use the jigsaw technique to teach students about the many forms of tenses. You may divide your information into the following sections: past tenses, present tenses, future tenses, and perfect tenses. In this case, you will require four home groups and four expert groups to study each section. One section will be given to each expert group to review. It will be the expert group student's responsibility to instruct the remaining pupils in the home group on that material.

Divide pupils into groups of four to six people. Separate your content into four or six sections (the number of sections varies based on the total number of pupils in each group). Every student in the home group should be given one specific part to learn. Make certain that each student reads and studies their own section on their own. Students should collaborate in groups of experts. They can discuss ideas and collaborate to get ready by getting together with all the other pupils provided to the same chunk. Additionally, it improves their ability to communicate



and helps in problem-solving. For pupils who struggle to understand the task on their own, this is especially useful. After then, the expert group students go back to their home groups and present their section to the other team members. As this is going on, other group members pay close attention, make notes, and ask lots of questions. Students are responsible for both their own learning and the group's achievements in this situation. Make your way around the classroom to watch and, if necessary, offer support of any type. Make sure all students have a basic comprehension of the content by having them take a quiz at the end of the lesson.

### **Analysis and results**

Jigsaw tasks have a few benefits when used in the classroom. Jigsaw facilitates the development of trust and creates an environment which supports team and classroom dynamics. Jigsaw can respectfully disagree with students when they take an emotional risk. Allowing pupils to make friends with one another in the same classroom. Assists pupils in interacting with people outside of the classroom. Jigsaw can educate students how to collaborate (peer learning) and encourage more equitable engagement from all members of the group. Students who are shy or reserved can be motivated to learn more actively by using Jigsaw to effectively manage their time and move on to the next topic.

### **Conclusion**

In summary, the jigsaw examine has the potential to improve students' English language learning results and motivate them to actively participate in the teaching and learning of the language. Moreover, the effect of jigsaw method can improve the students' interaction with the teacher and other students. The jigsaw method can improve students' skills indirectly. By teaching and learning processes, students enhance their oral skills such as speaking and improve their social skills by communicating in the groups.

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