

STUDENTS' PERSPECTIVES TOWARD AUTONOMY LEARNING THROUGH JIGSAW METHOD IN SEMANTIC AND PRAGMATIC SUBJECT

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Abstract

This study is aimed to explore the students' perspectives toward Autonomy learning by implementing Jigsaw method in Semantics and Pragmatics subject. This study intended to answer the following question: what are the students' perspectives toward autonomy learning through jigsaw method in semantics and pragmatics subject? Qualitative method has been selected as the methodology of this study and used interview as the tool of gathering the data. This study involved ten participants in class A of 2015 students at English Department. Consequently, interview question developed by the researcher and the result were analyzed and divided based on two indicators of perspective from Robbin (2003, p.124-130) cited in Wulandari (2012, p.11), including; acceptance/ absorption and evaluation. The result of this study revealed that the students agree about using the Jigsaw method in Semantics and Pragmatics subject, which is important in teaching and learning activity. They mentioned that they are really interested of the implementation of autonomy learning through jigsaw method gave many positive impacts such as make students independent and helps students' having responsibility for their learning. Besides, the students found the difficulties about the material in semantics and pragmatics; it is not become a big problem because Jigsaw method is the way to resolve. It aids lecturer in order to help the students to get more explanation. Therefore, the lecturer's position is also very important in the learning process. This study recommends the lecturer to implement the Jigsaw method in order to enhance students autonomous in learning subjects.

Keywords: students' perspectives, Autonomy learning, Jigsaw method, Semantics and Pragmatics

1. Introduction

Students become the center in the learning process and the lecturer role is guiding the students. The circumstance is called Autonomy learning. In this case, the lecturers' responsibility in teaching decrease, because they do not have to teach the students to step by step in each material, but they have a big responsibility to guide the students become autonomous especially in language learning, semantic and pragmatic subject in particular. Moreover, English lecturer is expected to have more creativity and need to have strategy or method in teaching English in order to make the student have the ability in communicating by using this international language.

Regarding the autonomy learning, there is method which can be implemented by the lecturer that is Jigsaw method. The Jigsaw method is one of autonomy learning style, because it has same characteristics where this method can enhance students autonomy in learning process and also their enthusiasm and ability in learning increase because they applied this method, it is supported by Hanze and Berger (2007) as cited in Gonzales (2017) stated that students taught using the Jigsaw method showed increased feelings of autonomy, competence and intrinsic motivation, which compared Jigsaw with traditional direct instructions. Furthermore, the students in classroom are working in some groups, while the lecturer is facilitators who give them the subject matter. It is supported by Adams (2013, p.65) stated that the teacher is not the only facilitator in learning because most of the work is done by the students themselves by making it more efficient to learn. Moreover, students in groups should provide their own material related to the topic that is given by the lecturer. Therefore, the Jigsaw method can lead the students to be autonomous. Thus, the researcher believes that it is required to apply autonomy learning through Jigsaw method to make students more successful and more independent in learning English, in this case, semantics and pragmatics subject.

Based on the background of research, the students' perspectives are a crucial aspect in teaching and learning process. Thus, the researcher formulates a problem statement as follows: How are students' perspectives toward Autonomy learning through Jigsaw method in Semantics and Pragmatics learning process? Additionally,

the aim of in this research is to explore students' perspectives toward autonomy learning through Jigsaw method in Semantics and Pragmatics learning process.

Significance of the study

The significance of this research could be elaborated into two parts major points. There are theoretical significance and practical significance

Scope of research

The scope of this study is only focused to explore the students' perspectives toward autonomy learning which implemented the Jigsaw method in semantics and pragmatic subject. Therefore, based on the indicators observed is according to Robbins (2003, p.124-130) as cited in Wulandari (2012, p.11), the indicators of perspective/ perception there are acceptance/ absorption and evaluation. These indicators are rewarding for this research to strengthen students' perspective.

2. Literature

The concept of perspective

Nihe (2015, p. 12) stated that, perspective is person's opinion or view about something to value. In this case, perspective is needed to increase something from a different person's opinion. Everyone has different meaning about their perspective. Perspective aims to change a person's or group's attitude or behavior toward some event, idea, object, or other people by using written or spoken words to convey information, feelings, or reasoning, or a combination of them (Nihe, 2015, p.11). In this case, the object of perceptions in this research is autonomy learning through Jigsaw method. Furthermore, as Robbin (2003, p.124-130) as cited in Wulandari (2012, p.11) stated that perception has two indicators, there are:

1. Acceptance/ absorption

The process acceptance/ absorption is an indicator of the occurrence of physiological steps of perception, that it the proper functioning of the senses to capture the stimulation from the outside.

2. Evaluation

Stimulation from the outside that has been captured by the sense then will be evaluated by the individual. This evaluation is very subjective another individual who assesses a stimulation as something difficult and boring. However, another individual assesses the same stimulation as something good and fun.

The concept of Autonomy learning

Little (2000, p.69) as cited in Benson (2006), in developing and implementing capacity for detachment, critical reflection, independent decision making and action, it is based on autonomy in language learning. In other words, autonomy learning should have a principle to decide the capacity for set goal and purpose in language learning success. Also, Little (1999) as cited in Husain (2011, p.7), where the students take responsibility for their learning, it is called autonomy. It means that the students know how to take control of their learning and they have to decide of their own learning purpose.

Concept of Jigsaw method

According to Miaz (2017, p.2) stated that one of the variations of the collaborative learning model where the process of learning of each member group contribute information, experience, ideas, attitudes, opinions, abilities, and skill they have, to jointly develop the mutual understanding of all members, it is called Jigsaw method. Additionally, According to Lie (2002, p.40) as cited in Robanni (2017, p. 4), Jigsaw can be used in various ways for various purposes. Where, jigsaw technique is a cooperative learning technique in which students work in small groups. In this technique, each group is assigned to become an "expert" on several aspects of the study unit. They work in groups but everyone must master one of their jobs.

This method makes the students learn their friends by exchanging the information. Moreover, based on learning outcomes and material purpose obtained, Jigsaw has also been shown to increase the autonomy of student (Hanze & Berger, 2007; Perkins & Saris, 2001) cited in Tomaswick (2017). It means that, Jigsaw method that implemented by the lecturer makes the students to be autonomous, where

the requirements of this method can make the students independent because and the lecture role is only guide the students in learning process.

The implementation of Jigsaw method in Semantics and Pragmatics subject at English department

The implementation of Jigsaw method in English department, at English department has been applied by the lecturer as the learning method in order to makes the students more responsible and more independent in their learning. There are several steps applied to the Jigsaw method in semantics and pragmatics subject, including:

1. Students are given the learning syllabus of Semantics and Pragmatics that they will study and discuss in every meeting.
2. Students will be divided in several groups and the lecturer can give the topics to every groups. Thus, all the students must be responsible for looking the material of their topic which will be discuss and explained in every meeting.
3. In this Jigsaw method are divided become expert group and receiver groups, who is tasked for explained the material of their topic in that meeting will be the expert group and other become receiver group. All the students are required to understand their own material of the topic were given, so the students are responsible for learning in the class.
4. After the expert groups explain their material, the receiver groups will clarify back the material which has been explained in class. Thus, all students and lecturer will listen to an explanation of the material they have received and understood.
5. Lecturer will begin ask the students about their understanding regarding to the material that has been explained and the students will advise through their response based on what they understand or not about the material in that meeting.

3. Methodology of Research

This research applied qualitative method to acquire the data of students' perspectives toward the implementation of autonomy learning through Jigsaw method in the Semantics and Pragmatics subject. To support the statement, Creswell (2014, p.295) explains qualitative research means to explore and understand the meaning of individuals or groups that are considered as social or human problem. Therefore, the researcher through this purposed study applied the qualitative method in order to get more deeply into the perspective of students about autonomy learning through Jigsaw method in the Semantics and Pragmatics subject.

Site and Participant

This study chooses the State University of Gorontalo, English Department in particular as the appropriate site to conduct this research. The participants of this research consist of 10 students in semantics and pragmatics subject which are recruited from class A of 2015 students at English Department. The researcher would like to find out their perspective and responses regarding the implementation of the autonomy learning in the semantics and pragmatics subject.

The technique of collecting the data

The interview becomes the technique of collecting the data to gather information from students' perspectives toward Autonomy learning through Jigsaw method in Semantic and Pragmatic subject because to take the information deeply and directly. The researcher was used face to face interview. The questions are contain the characteristic of autonomous learners adapted and developed from Naiman et al. (1978) cited in Husain (2011, p.90) to the students, they are interviewed with several questions that concern with the purpose of this research and the interviewer will give the answer. The data from the interview is the main data in this research

The technique of analyzing the data

There are steps in analyzing the data that was explained as follows:

1. Transcribing the data interviews. In this stage, all the arriving information for the interview would be transcribed and written from audio into the text format

2. After transcribing the data, all the data as regards the information and the overall meaning of the data would be read in order to get a general explanation.
3. Coding the data. As Rossman & Rallis (198; in Creswell, 2008) states “coding is the procedure of organizing the material into pieces or segments of text before bringing meaning to information”. Thus, throughout this step, the researcher would label students’ perspectives that have been collected from the data interview result. The processes would be read and then the text will be divided into parts of information with codes
4. Before stepping up on analyzing the data, it is important to be considered all the interview data are somewhat rich. Therefore, all the data should somehow be reduced. In this case, the unimportant information would be disregarded.
5. After reducing the data, according to Creswell (2008, p. 222), all the compressed data that had been arranged would be interpreted. This activity would draw students’ perspective and describe the data descriptively based on the indicator’s perspective by Robbin (2003, p.124-130) as cited in Wulandari (2012, p.11), including; acceptance/ absorption and evaluation. After that, the researcher would make the brief summary and draw the conclusion based on the data interpretation. It is aimed to make it easy to understand the result of interview

4. Finding and Discussion

The data were taken from class A of 2015 at English department, State University of Gorontalo. The researcher asked a question which contains the characteristic of autonomous learners that is adapted and developed from Naiman et al. (1978) cited in Husain (2011, p.90) to the students. Based on the topic of discussion in this research, the findings are classified into two indicators: 1). Students’ perspectives toward autonomy learning through Jigsaw method related to acceptance/ absorption, 2). Students’ perspectives toward through Jigsaw method autonomy learning related to evaluation.

Students' Perspectives toward autonomy learning through Jigsaw method related to acceptance/ absorption

The finding of this study revealed that most of the students gave positive perspectives toward Autonomy Learning through Jigsaw method related to acceptance/ absorption, which is implemented in Semantics and Pragmatics subject. All students stated that jigsaw method that implemented in their learning is a good way that can make them more independent and responsible; commonly their answers express that, they think this method is appropriate in learning semantics and pragmatics and makes them become active and the students can become autonomous. It can be seen from one of student's statement in interview as follow:

“The jigsaw method is suitable and appropriate for semantics and pragmatics. Because, thanks to the jigsaw method. We are no longer act passively because we are required to search for material ourselves and everyone will automatically become active and responsible for the material that will be explained”

The student thinks that jigsaw method is appropriate and can help students to add knowledge and to develop their ability in learning semantics and pragmatics. Additionally, the students are really liked the Jigsaw method has applied when learning semantics and pragmatics in the classroom; it can be seen from one of student's answer in interview as follows:

....I really likes the method, because we can share our opinions and knowledge that we have in one group. Not only my opinion, but also others about the subject. The main thing in this jigsaw method is when we join in another group and explain the material that has become our responsibility as a group of experts....

To support this, Robbani (2017, p. 5), Jigsaw method provides an opportunity to significantly contribute to the discussion for students. Something that is difficult to achieve in large group discussions, each student develops their skills and have something important to contribute. Moreover, the role of the lecturers only becomes a guide in the learning process. In order to create an environment where learners learn in their own way and are responsible for their own learning through decision making about their learning, it is expected from the teacher's role (Mallipa, 2018, p. 6).

Therefore, Jigsaw method makes students active either inside or outside in classroom; it could be when they learn semantics and pragmatics through discuss the situation, they did the presentation, do sharing section, it makes them practice and increases their capacity to add knowledge about the material of learning semantics and pragmatics. Thus, they think they became autonomous on it and gave much benefit for them. According to Benson (2001) as cited in Husain (2011, p.56) stated that in principle, any practice that supports and enables learners to take greater control of each aspect of their learning can be considered a means of developing autonomous learning and it such capacity building, is beneficial for learning.

Furthermore, the implementation of this method also gave good motivation and changes their behavior to be better in learning, according to Chan (2001) as cited Mallipa (2018, p. 6) in argued that students need guidance to increase their level of motivation and readjust their learning strategies that are needed to learn autonomously, and it is important. In this point, students have motivation become personal with critical thinking and have social soul because they constantly doing discussion and ask to the other people if they do not have enough understanding in learning and the learning process that used the method of Jigsaw where the students are distributed among several primary groups, in which the students learn sub-material of entire course then lately distributed in secondary groups where they teach the material they have learned from their primary groups, this method is order to make students be able to work together and can be active in classroom.

Students' Perspectives toward autonomy learning through Jigsaw method related to evaluation.

The result of interview of students' perspectives toward autonomy learning through Jigsaw method related to evaluation revealed that, students generally gave positive responses. The students can be more prepared in learning, and they are ready for doing discussion or presentation in classroom because in learning Semantics and Pragmatics subject, there are many subtopics to be taught and learned which are related one another. It can be seen from one of student's answer in interview as follows:

...through this method, we can hone our thinking skills because we have to be able to search alone and independently. And I think it works because we are already in university, finally we can be independent and responsible through these methods....

It is supported by Robbani (2017, p.33), the process of discovery in applying findings and contributing to the development of high-level thinking skills such as analysis, synthesis, and evaluation as well as elements of argumentation and critical thinking, it has involved Jigsaw. Hence, this method is very effective and very appropriate apply in semantics and pragmatics subject because all the students feel, at the same time it is also can help lecturer in teaching. In line with the statement by Hanze & Berger (2007; Perkins & Saris, 2001) cited in Tomaswick (2017) states based on learning results and material purpose obtained, Jigsaw has also been shown to increase the autonomy of student. Overall, this study gives more advantages in learning Semantics and Pragmatics subject.

On the other hand, there are some students have a different perspective about autonomy learning through Jigsaw method which is the student thinks this method is effective only in some subjects, *"This method is not entirely compatible with all subjects, this method is more suitable for theoretical subjects"*. It is supported from Kılıç (2008, p. 109) argued Jigsaw technique, is efficient in the learning process of courses theory, in the development if the process of critical thinking of students, in their ability to express themselves and in their communication skills. However, even this method gave a good effect for many students in the Semantics and Pragmatics

class, it still has a deficiency, where this method is stuck to Learner-centered, not suitable to all subjects and should be more explained by the lecturer. Therefore, the lecturers are required to be more creative and able to adjust in implementing the Jigsaw method in the classroom.

Additionally, in the Jigsaw method that implemented in semantics and pragmatics give many benefits for the students. There is also difficulty that student found is when the method applied, the problem is attendance of students, and it can be seen from one of student's answer in interview as follows:

...There is a difficulty in applying that method, like when some students from the expert group are not present yet, for example only 2 or 3 people and as far as each group have 5 people. Furthermore, the explanation to the recipient groups is a bit difficult, because the speaker is limited so the recipient group will automatically be combined into 1-2 groups....

In line with this, according Soejadi (2008, p.55) cited in Robbani (2017, p.34), it will make the group less effective in working among members, if the group settings are too large. It means that, because if one of the students absents the class when they become the presenter in that meeting. Automatically, it adds assignment and energy for explaining.

Research Limitation

This research focuses on students' perspectives toward autonomy learning through Jigsaw method. It was conducted in class A of 2015 in English Department. There are some limitations in this research that can be suggested to the reader or next researcher to achieve more data from the participant. Firstly, the researcher only took one class which implemented the Jigsaw method as the participant. Thus, to achieve more data from participants, it would be better if the next researcher considers for putting more participants in other classes. Secondly, the technique of data collection was only interview. So that, another researcher can consider for adding other data collection such as questionnaire and observation. Moreover, lastly, the results of this study are only qualitative. Therefore, it is still potential for another researcher to conduct this researcher using quantitative or mix method for the analysis.

5. Conclusion

The objective of this research is explored students' perspectives toward Autonomy learning in Semantics and Pragmatics Subject through Jigsaw method. In this case, the principle is the students' perspectives toward autonomy learning through Jigsaw method related to acceptance/absorption. As a result, the students agree that using the Jigsaw method in Semantics and Pragmatics subject is important in teaching and learning activity. It is seen by the result of the interview that shows from the good perspectives that given by the students about the use of it. They have mentioned that they are really like the implementation of autonomy learning through Jigsaw method gave many positive impacts for them such as autonomy learning makes students autonomous in learning and helps students to have social soul and critical thinking because they doing discussion to make them get more knowledge especially in learning Semantics and Pragmatics subject. And also makes students' having responsibility for their learning and becoming more independent. Besides, the students' perspectives toward autonomy learning related through Jigsaw method to evaluation. As a result, this method also gave positive effects for the students either in inside or outside the classroom. Makes students change their habits and actions to be better in learning. Thus, the students' ability and knowledge especially in learning semantics and pragmatics increase. Not only for the students, but this method also can help and provide benefits for the lecturers. It is because the method can ease lecturers to explain and give understanding to the students through an engaging and interesting way.

Suggestion

Based on the result of data analysis, this research reveals suggestions for both students and lecturers related to the implementation autonomy learning through Jigsaw method in the classroom. As explained previously, using the Jigsaw method in classroom activity gives many positive impacts to the students and lecturers. Thus, this method is also suggested to be implemented in all classes of Semantics and Pragmatics subject in order to make all the students would take a role of their learning

and have an opportunity in developing their ability in learning same as the class who emphasized this method.

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