

## **Secondary Students' Engagement in Jigsaw Method-Asissted Vocabulary Learning**

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### **ABSTRACT**

This study aims to determine the involvement of students in learning vocabulary using the jigsaw method. This research belongs to the type of descriptive qualitative research. The subjects in this study were students of class VIII A of SMPN 2 Telagasari, totaling 32 students. This study uses observation, interviews, and documentation to collect data. Observations were made for two meetings, then interviews were conducted to determine the involvement of students in learning vocabulary using the jigsaw method. The results of this study indicate that a) group discussion session of jigsaw involves students' to learn vocabulary interactively (Cognitive Engagement). All participants stated that the jigsaw method helped students to learn vocabulary well and discussions with friends helped them in learning, then students are also interested in asking questions during the learning process. b) exchange expert group students' in a team motivate members to do task (Behavior Engagement) it can be seen from the results of observations and interviews that have been carried out that students are motivated to work on vocabulary assignments because they interact more with friends during vocabulary learning. c) jigsaw method attracts students' enthusiasm in vocabulary learning (Emotional Engagement) it can be seen from the results of observations and interviews that have been done that students like to learn vocabulary using the jigsaw method on the grounds that the jigsaw method is fun and easy.

**Key words:** Students' Engagement; Jigsaw Method; Vocabulary Learning

### **INTRODUCTION**

One of the most crucial aspects of learning English is developing one's vocabulary. The first thing that is ever taught in a language is its vocabulary, which is a crucial component of language. The entire set of words that make up a language is its vocabulary (Hornby, 2002: 6). Without a sufficient vocabulary,

students will find it difficult to acquire a language, according to Nunan (2005:121).

Given that words are the foundation of language, teaching vocabulary is a crucial component of language learning (Alqahtani, 2015). Without words, it is nearly hard to acquire a language; even human-to-human communication depends on words. Based on recent studies, vocabulary education may be challenging because many teachers are unclear of the most effective methods and occasionally do not know where to begin with an instructional focus on vocabulary.

There are various sorts of English vocabulary. Arranging the various word categories in accordance with how each vocabulary is used. Thornbury (2001; 3–12) lists the following categories of vocabulary: word classes, word formation, word families, collocations, word units, and homonyms. According to Elsjelyn's (2014; 30-34) suggestions, there are several ways to broaden one's vocabulary. These include using context to help understand terms, decoding words to broaden one's vocabulary, and repetition.

However, students' engagement is relatively low as students do not have sufficient participation in vocabulary classroom. Jimerson, et al 2003 stated that student engagement is students who are emotionally engaged with teachers, school, and friends. Students are also engaged in learning activities at school such as attending extracurricular activities, have good grades, and also have confidence and perception of themselves, teachers, and a good friend. It is the same with Fredericks, et al (2004) student involvement refers to students who are actively involved in school emotionally, cognitively, and behaviorally.

One of vocabulary teaching strategy that potentially engage students is jigsaw method. The jigsaw is one educational technique that could engage students. According to Aronson (2000), the jigsaw learning approach uses pupils as individual pieces of a puzzle, each of which is essential to comprehending the lesson. As a result, each student is crucial to the success of learning. According to Plat and Brook, who were cited by Kazami (2012, p. 173), the jigsaw puzzle is a two-way task because of the supply-supplier interaction that is one of its components. Therefore, for the activity to be properly completed, individuals must communicate with one another. With the use of the students' own notes, the teacher serves as a facilitator in this learning style to improve knowledge. Cooperative learning, according to Rusman (2012), emphasizes the process of sharing among students so they can attain reciprocal. Please write jigsaw in practice at vocabulary classroom! Jigsaw technique features attracts students to have discussion in peers.

## **LITERATURE REVIEW**

### **Concept of Students Engagement**

Throughout the learning process, the learner will encounter challenges. However, students enjoy themselves when they do a task while being engaged. According to Gallup (2013), the phrase "student engagement" is frequently used to refer to people's excitement and interest in school, which has an effect on their conduct and academic achievement (Gallup, 2013). According to a summary of the research by Kuh, Cruce, Shoup, Kinizie, and Gonyea from 2007, "what students do at college counts more in terms of what they learn and whether they continue than who they truly are... them or even where they study." When the advantages of engagement are recognized, educators prioritize raising student involvement to enhance learning outcomes.

Youth & Youth Journal. The suggestions made by these academics outline strategies that schools might use to promote student engagement with the course material, teachers, staff, and other students.

As explained above, student involvement is the interaction between students and the teacher and the institution concerned in learning activities. This includes student effort, enthusiasm, performance, student feelings and experiences.

#### **1. Types of Engagement**

Although focusing on engagement at a school level, Fredricks (2004) as cited in Derek Lester (2013), usefully identify three dimensions to students' engagement, as discussed below:

##### **a. Behavioral engagement**

The participation of pupils in social and intellectual activities constitutes behavioral engagement. A student's involvement in learning can be seen in their behavior, which includes their participation in academic activities and their efforts to complete academic work (Fredericks 2004). Positive behavior, interest in learning, and participation in activities directly related to school are the three basic aspects of behavioral engagement (Fredericks et al, 2004). Respecting classroom regulations is an illustration of good behavior.

##### **b. Emotional engagement**

Interests, values, and activities of students that are emotionally engaged include both positive and negative contacts with academics, lecturers, students, staff, and other members of the community (Fredericks et al, 20014). The characteristic of emotional responses in the learning process that display zeal, delight, contentment, and fulfillment is known as emotional attachment (Ellen A. Skinner, Thomas A. Kindermann, James P. Connell, James G Wellborn, 2009). and increase students' motivation to work.

- c. **Cognitive engagement**  
Cognitive engagement combines focus and the willingness to put up the effort necessary to comprehend concepts and master challenging abilities. When students are motivated to participate in class activities, it is said that they are engaging cognitively.

## **Vocabulary**

### **1. Definition of vocabulary**

Vocabulary, as defined by Lehr (2004: 1), is the understanding of the meanings of words in spoken and written language as well as in productive and receptive forms utilized in speaking, writing, reading, and listening. Additionally, according to Pribilova (2006:13), vocabulary consists of terms that are taught in a foreign language.

Conclusion: Words that are highly beneficial in all aspects of English, including its productive and receptive forms, are those that are learned in English as a second language or as a foreign language. This demonstrates that vocabulary is the fundamental building block of a language and the route to mastering all skills.

Palmer (in Mayristanti: 2016) asserts that mastering vocabulary is the most crucial aspect of learning a foreign language. Students must also learn about vocabulary in other languages. This implies that they must be knowledgeable of its shape, significance, and application.

Language instruction professionals usually concur the vocab is one of the crucial skills that students of foreign languages should acquire since it is crucial to communicating a message's meaning. In order to express the speaker's sentiments or thoughts in a meaningful way, vocabulary is just a collection of phrases from the a language. Without words, communication cannot take place in a meaningful way, regardless of how well and successfully pupils acquire the syntax or sound of the second language that's also mastered (McCathy in Husni).

It can be concluded that learning vocabularies will help learners to be better in oral or written communication, because communication will never miss when everyone understand each other.

## **2. Technique Teaching Vocabulary-considered update references**

In order to aid students in learning English vocabulary, instructors must be knowledgeable of efficient vocabulary teaching strategies. Nation the following as a list of fundamental methods for elucidating unfamiliar words:

a. By way of illustration or demonstration, including the use of items, photos that have been cropped, photographs, and pictures; the performance of an action; the use of motion or drawings on the board; and the use of images from books.

b. When providing verbal explanations, place new words in defining contexts similar to analytical definitions before translating them into a different language.

Hammer (1991) also provides a list of seven methods for conveying new words to a class, including realia, pantomime, visuals, signals, counting pictures, actions, and debates. Moreover, word sounds can be represented in a variety of ways, including through modelling, graphic representation, and linguistic symbols.

According to Sujana (2009), teachers can use visual tactics or visual aids and should be aware of how techniques and media are used in the classroom learning process. Images can be used for a variety of learning activities, including teaching new vocabulary or subjects, providing exercises, and reviewing previously presented content. Additionally, visual displays can be employed to hold students' interest and make the classroom more engaging, authentic, and enjoyable.

Students can also be assisted in understanding words through the use of visual aids. Doff provides a list of five possible visual aids: the instructor, the whiteboard, actual items, flashcards, and images and charts.

It is clear from the discussion above how crucial the teaching method is for learning English. Delivering English as a foreign language will be challenging without educational methods. There are numerous methods listed above that teachers can employ to make teaching English easier, particularly when teaching vocabulary. Of course, there are many other aspects that contribute to effective teaching and learning, such as the appropriate, classroom management, effective learning process management, and teacher skill.

### **Jigsaw in Vocabulary Learning**

#### **1. Definition Jigsaw Method**

Jigsaw is a teaching method that treats pupils like pieces of a puzzle, each of whom is crucial to comprehending the lesson. As a result, the success of every student is crucial (Aronson: 2000). One cooperative learning paradigm utilized in the learning process is the jigsaw approach. As they can learn alongside one another and instruct a friend in an activity, students who adopt this method are more engaged in the learning process. Learning alongside a friend will make students feel more at ease and less under pressure.

## **2. The Application of Jigsaw Method**

The application of this jigsaw method can be described by Arends (2008:13) in his presentation as follows.

1. Students are grouped into teams of five to six people. Various subject matter is presented to students in the form of text. Each student is responsible for studying one topic of the material and one or two people become experts (experts).
2. Members of different teams come together to study the same topic in an expert group
3. Each expert member returns to his home team to teach his friends. In other words, each member sent to the expert group will discuss the same topic and then return to the home team. Thus all the material in the text will be able to be obtained and studied by all group members.

## **3. The Advantages and Disadvantages of Jigsaw Method**

Isjoni (2009:63) lists the following benefits and drawbacks of cooperative learning with jigsaw puzzles:

1. Promotes a more creative, active, and responsible approach to learning among pupils.
2. Promotes critical thinking in kids.
3. Gives each student the chance to use their ideas to help the other group members understand the content they are studying.

Jigsaw cooperative learning has benefits, but it also has drawbacks. These include:

1. Compared to other techniques, activities for teaching and learning take more time.
2. This strategy takes greater skill from teachers because every group requires a different approach.

## **Previous Related Study**

Previous research have been done to see whether the jigsaw method might aid students in expanding their vocabulary. In one of the junior high schools in Bojong Gowa, Shamsira Napu and Evi Anggraini (2016) conducted a study named "Improving Students' Vocabulary through Jigsaw Technique." Based on their findings, it can be concluded that Jigsaw technique could improve students'

vocabulary mastery. Students who retained jigsaw technique showed vocabulary improvement.

The "Teaching English Vocabulary Using the Jigsaw Approach" study by Risa Rachmawati (2015) at an elementary school in Sukagalih demonstrated the effectiveness of the jigsaw method for teaching vocabulary. According to Ricky (2018), high school students can learn English vocabulary by using the jigsaw approach. The results of a study by Hesti Neno and Yohanes Paulus F (2017) titled "The effect of the jigsaw method to improve EFL Students' Learning" showed that students can increase vocabulary, which can be seen in the pretest score of 65% and posttest 79%. It can be concluded that the jigsaw method can do this because of the students' improvement on the vocabulary test. According to the study's findings, children who have trouble acquiring new words can broaden their vocabulary by using the jigsaw method.

The results of Nita, Christy's study, "The Effect of Using Jigsaw Technique on Students' Vocabulary Ability at One Junior High School in Medan," indicate that the experimental group's mean score on the post-test was 75.90 whereas the control group's score was 39.45. Given that the control group's mean pre-test score was 53.41 and the group's mean post-test score was 53.93, it can be said that the jigsaw approach is efficient and significantly increases students' low vocabulary levels. According to Syamsiarna, Evi Anggraini's (2016) research on "increasing students' vocabulary with jigsaw technique," there are substantial variations between the pre-test and post-test completed by students, with the mean post-test score being 75.11 whereas in the pre-test. The average test score is just 55. When the t-test result (11.83) and t-table result (2.030) are both significant, it is concluded that the jigsaw strategy can help pupils' vocabulary grow.

Based on mentioned and explained previous research on jigsaw method, it is clearly understood that almost previous researches on jigsaw tend to emphasize on obtaining students' improvement and effectiveness. Thus, it is emphasized on positivist paradigm-Quantitative Research. This presents study has methodological gap as it concerns on constructivist paradigm-Qualitative research.

## **METHOD**

### **Design and Samples**

The goal of this study was to determine how engaged students were in vocabulary lessons using jigsaw method. This signifies that the current study is process-focused. As a result, qualitative research is used in this study. Qualitative research is used in the study. The majority of qualitative research is inductive, with researchers deriving meaning from field data (Creswell, 2003). It is utilized to comprehend ideas, opinions, and experiences that are expressed verbally. A method for studying and comprehending the meaning that people or groups assign

on social or human issues is known as qualitative research (Creswell, p.4, 2014). On the other hand, a qualitative case study is a methodology that aids in studying a phenomenon in a specific context using a variety of data sources and doing so while using a variety of lenses to show various elements of the phenomenon (Baxter & Jack, 2008).

On the contrary hand, the research design for this study is a descriptive study (Yin). The provision of numerous sources of qualitative and quantitative data for triangulation through descriptive case studies is successful. It is it possible to describe a treatment or a real-life occurrence and setting using a descriptive case study kind of research design. By addressing who, what, and how questions, a comprehensive picture of the phenomenon is presented together with additional information. This plan will investigate how well kids learn language in a classroom setting with the help of flashcards. The remarks and actions of the students will be carefully examined to determine their level of participation in a vocabulary class using the jigsaw approach.

### **Instrument and Procedure**

When the researcher asks open-ended questions to one or more participants, it is called a qualitative interview. According to Creswell (2012), an interview is a question-and-answer session conducted by one or more participants with the general goal of exchanging ideas and information while taking notes during the process. Researchers will next transcribe and examine the findings of these interviews. In this case study, the researcher will conduct a semi-structured interview in which the questions are chosen by the researcher and the researcher is given the freedom to investigate particular topics. Open-ended questions are used in interviews, often known as brief case study interviews with just one participant. The interview will take place during a single meeting.

### **Data Analysis**

In this study, the researcher will employ a particular kind of thematic analysis. Thematic analysis is an iterative, reflecting process that evolves over time and requires a constant shifting back and forth between phases. Braun and Clarke (2006) describe it as a linear, six-phased method; however, this paper will present it as an iterative, reflective process.

Thematic analysis is a good technique, say Brown and Clarke (2006). Thematic analysis will be used by the researcher to analyze the data in this research in relation to the topic. Below is a list of the following theme analyses.

1. Familiarizing yourself with data



2. First, transcribe and read deeply the data. It means the data from the open-ended questionnaire and documentation. Then the researcher reads deeply and re-reads transcribed data.
3. Generating initial code  
The researchers divided the transcript data into segments. They did classify the transcript data and label them with initial code. Then, re-group them into similar codes. In this step, they divided all teachers' responses into some initial codes.
4. Searching for theme  
The researcher will collect all interrelated coding data into each theme. Example, it includes positive and negative students' perceptions in learning English vocabulary by using flashcards.
5. Reviewing themes  
The researchers check the data, if the data and its theme is relevant. Then, the researchers provide names for each theme of the data files.
6. Interpreting the data

The researchers write the meaning of the phenomenon based on the research (Creswell, 2012). The interpretation included review of findings, personal reflection, personal views, making comparison between findings and the literature, limitation of research, and suggesting for future research.

## **RESULT AND DISCUSSION**

There is a general pattern of result and discussion from this study, which consists of group discussion sessions of jigsaw involves students' to learn vocabulary interactively (cognitive engagement), exchange expert students' in a team motivate members to do task (behavior engagement), and jigsaw method attracts students' enthusiasm in vocabulary learning (emotional engagement).

### **A. RESULT**

#### **1. Group Discussion Session of Jigsaw Involves Students' to Learn Vocabulary Interactively (Cognitive Engagement)**

Group discussions leads students' to learn collaboratively, it serves students' to learn vocabulary easily. Group discussion assist students to learn vocabulary well. It also creates joyful learning, students' are actively engaged in vocabulary classroom. It can be seen from interview transcription as follow:

- |               |  |
|---------------|--|
| Researcher    | : Does Jigsaw method assist you to understand vocabulary well? |
| Participant 1 | : Mmm... Yes Mrs. It's very helpful because it's easy.         |
| Participant 2 | : Really helpful ma'am because learning is so fun.             |

- Participant 3 : Very helpful because I study with other friend's Mrs.  
Participant 4 : Very helpful Mrs.  
Participant 5 : Yes Mrs It helps me to learn vocabulary well and I also know a lot of new vocabulary Mrs.  
Participant 6 : Very helpful Mrs.  
Participant 7 : Very helpful Mrs.  
Participant 8 : Very helpful Mrs.  
Participant 9 : Very helpful Mrs.  
Participant 10 : Very helpful Mrs.

Based on the interview transcript above, it can be concluded that all participants said the jigsaw method could help them understand vocabulary well, because learning to use the jigsaw method assist students to engage with each other in the learning process. In addition, in order to strengthen interview transcription it is added other interview transcription as follow:

- Researcher : "In what step of jigsaw method assist you to learn vocabulary?"  
Participant 1 : "in my part when studying with other friends, when I was in group B, there my friends were close, so I enjoyed learning Mrs".  
Participant 2 : "That part is Mrs. I don't know her name. But what I got theme c was then I studied with other friends who got theme c too".  
Participant 3 : "when I do the vocabulary with the others Mrs which part is it all fun, Mrs".  
Participant 4 : "Studying with a group of friends, Mrs. The last one returned to the initial group, now my other friends have a different theme, so I can ask them what vocabulary they have and then I know Mrs".  
Participant 5 : "group study".  
Participant 6 : "group Mrs".  
Participant 7 : "when we study in groups Mrs".  
Participant 8 : "Studying with other friends Mrs".  
Participant 9 : "In group section Mrs".  
Participant 10 : "In group section Mrs".



*Figure 1. The Process of Discussion*

Students' discussion is strengthened by documentation photograph which illustrates students' discussion. Based on the interview transcription, it is clearly stated that jigsaw creates learning meaningfully as it forms students to learn cooperatively.

In addition, it is strengthened from observation data that students are very enthusiastic to ask question in two observation, students are able to answer quizzes or questions from the teacher (at 30-40 minutes). Moreover the enthusiasm of students and their enthusiasm for learning vocabulary is assisted by jigsaw method that makes it easier for them to learn. Therefore students can work together during the learning process, group discussion creates joyful learning, and jigsaw method stimulates students to have question. This shows that jigsaw can help students to learn vocabulary well.

## **2. Exchange Expert Students' in a Team Motivate Members to do Task (Behavior Engagement)**

Expert student exchange in teams motivates students to work on assignments, mastering in-depth knowledge that is not possible if they try to learn all the material on their own. It assist students to be more active in discussing and doing task well. It can be seen from interview transcript as follow:

- Researcher : Do you motivate to do task in vocabulary learning through jigsaw method?
- Participant 1 : "Yes mrs, I am motivated to do task about vocabulary".
- Participant 2 : "Yes, mrs, I'm motivated because learning like this is good".
- Participant 3 : "Mmm... Yes mrs, because if you learn like this, you want to ask questions, it's not awkward, you're happy, mrs".
- Participant 4 : "Yes mrs I often ask my friends they know what vocabulary".

Participant 5 : “Yes, mrs, I am motivated to do assignments, coincidentally, my group mates are also classmates, so I'm not ashamed to ask questions”.

Participant 6 : “Yes, Mrs.”

Participant 7 : “Yes, Mrs.”

Participant 8 : “Yes, Mrs.”

Participant 9 : “Yes, Mrs.”

Participant 10 : “Yes, Mrs.”



*Figure 2 The Process of Discussion*

Students' discussion is strengthened by documentation photograph which illustrates students' discussion. Based on the interview transcription, it can be concluded that the jigsaw method makes students more daring to ask questions and interact during the learning process, it is clearly understood that of most students admitted. In addition, to strengthen the observation data carried out for two days, the results show the implementation of jigsaw equips and activities students to learn vocabulary. It encourages them to do task easily. Therefore, they are motivated to learn vocabulary through jigsaw. This shows that the jigsaw method motivates students to do task in English vocabulary and the jigsaw method makes students interact more with their friends in class.

### **3. Jigsaw Method Attracts Students' Enthusiasm in Vocabulary Learning (Emotional Engagement)**

Jigsaw method encourage students' vocabulary to learn vocabulary enthusiasm in learning. It helps them be more enthusiastic about learning vocabulary. It also creates jigsaw method serves them joyful learning and memorize technique that makes students easier to learn. It can be seen from interview transcription as follow:

Researcher : “Do you like learning vocabulary by jigsaw method?”

Participant 1 : “I like it, mrs, because it doesn't get boring to study”.

Participant 2 : “I really like it because it's fun”.

- Participant 3 : “I really like it ma'am, I'm not bored because of it”.
- Participant 4 : “I like it, ma'am, learning is fun. Moreover, I get an easy theme about animals”.
- Participant 5 : “I like it, mrs”.
- Participant 6 : “really like Mrs”.
- Participant 7 : “I like it, Mrs, if I learn like this, it's easy to memorize the vocabulary”.
- Participant 8 : “I really like it, Mrs, especially when there is a quiz, who memorizes a lot of vocabulary from their friends, will get a prize”.
- Participant 9 : “I like studying like this, Mrs, because it's easy to understand. Then getting friends in the group is also not stubborn (laughing)”.
- Participant 10 : “I really like it Mrs, I'll learn it again, Mom, so I'm excited”.

Based on the interview transcript above, it can be concluded that all participants said that learning English vocabulary using the jigsaw method made them more enthusiastic because the learning was fun and not monotonous.



*Figure 3. The Process of Discussion*

Students' discussion is strengthened by documentation photograph which illustrates students' discussion. Based on the interview transcripts, it can be concluded that the jigsaw method makes students more interested in learning vocabulary with their friends during the learning process. In addition, to strengthen the observation data carried out for two days, the results showed that on the first day students' seem happy in vocabulary learning through the jigsaw method (at 21-30 minutes) and on the second day (at 11-20 minutes), then on the second day (at 11-20 minutes). on the first and second day students are enthusiastic in vocabulary learning through jigsaw method (at 21-30 minutes), on the first day students enjoy learning English vocabulary by using jigsaw method (at 41-50 minutes) and the second day (in 21-30

minutes) , then on the first and second day students did not look bored when learning vocabulary using jigsaw. This shows that the jigsaw method motivates students to do English vocabulary assignments and the jigsaw method makes students interact more with their friends in class.

### **Group discussion session of jigsaw involves student to learn vocabulary interactively (Cognitive Engagement)**

After conducting observations and interviews with students, the researcher got a great impact from the use of the jigsaw method in the English vocabulary class. As a result, students are cognitively engaged. Because, the jigsaw method helps students to learn vocabulary easily. Students who do not understand a lot of vocabulary and students who want to improve vocabulary, can now get several benefits from using the jigsaw method, such as the ability to find new vocabulary. As said by all participants that in the discussion group it is easier for students to interact more with friends, so they do not find any difficulties in learning vocabulary. This statement is in line with Yohanes, Efriani, and Neno (2017) which state that the effect of using the jigsaw method in vocabulary classes can improve students' English vocabulary, and the jigsaw method can make students interact more with their teachers and classmates. And same statement in line Syamsiarna, Evi (2016) which state that jigsaw technique improved the students' vocabulary.

All participants said that the discussion group made them joyful in learning. Because in the discussion phase students are involved with each other to interact with one another and make them not bored. The jigsaw method stimulates students to be interested in asking and answering questions in learning. So they can enrich their vocabulary. And same statement in line Maulana (2018) which state that jigsaw technique has helped students to enrich their vocabulary.

Thus, the researcher believes that the jigsaw method in learning vocabulary can make students enthusiastic in learning and encourage students to interact with friends and teachers. At this stage it was concluded that students were already involved in the cognitive aspects of student engagement. Because, students have important responsibilities in the learning process, and student involvement with other students is a success factor in learning. This statement is in line with Rachmawati (2004) which states that vocabulary has an important role in the teaching-learning process, namely improving students' communication and thinking.

### **Exchange expert students in a team motivate members to do task (Behavior Engagement)**

Based on the results of observations and interviews that have been carried out, it shows that in the process of teaching and learning vocabulary using the jigsaw method shows a positive response and students can be actively involved in learning vocabulary. Students have shown that they have paid attention to the

material, students actively ask friends and teachers, and students actively answer questions posed by friends and teachers. As said by Sharan & Geok (2008) stated that students are already involved in learning that is when they have a great effort to learn and learn the material. In this discussion, students are motivated to do assignments, ask and answer questions because learning vocabulary using the jigsaw method attracts students to learn, so students are motivated to do assignments, ask and answer questions. In addition, students can also add new vocabulary, new understanding, of course students can also increase their vocabulary. As Maulana (2018) said that the jigsaw method can help students to learn vocabulary. Both indicate that student were assist through jigsaw technique. It could made students become more interested in learning as it enable students' learning and sharing during the lesson. This perception is supported by Ningam (2020) which states that the Jigsaw method makes students discuss with each other, this happens because each student research task that must master the sub-topics given by the teacher in the learning material.

The exchange of expert students in teams motivates students to work on assignments, mastering in-depth knowledge that is impossible if they try to learn all the material on their own. This helps students to be more active in discussing and doing assignments well. All participants said that they were motivated to do the jigsaw vocabulary task, five of the participants stated the reasons why they were motivated. Because they want to know new vocabulary, fun learning models, and are not awkward to ask friends. This statement is in line with M. Misbakhur (2016) which states that the jigsaw cooperative learning method can improve student learning activities. Same statement is line with Santoso (2021) who shows that student learning activities are physical or non-physical activities or activities that can bring changes to the better for students because of the interaction of individuals with individuals and individuals with their environment to obtain an optimal learning experience so as to create a conducive atmosphere. These forms of activity are manifested in activities such as listening, writing, expressing opinions, discussing, asking, paying attention, and working on problems.

### **Jigsaw method attracts students' enthusiasm in vocabulary learning (Emotional Engagement)**

In this study, students seemed enthusiastic in participating in vocabulary learning using the jigsaw method. All students agree in the statement that the jigsaw method is an easy and fun method. The reason they agree is because learning using the jigsaw method is not easy to get bored, because the fun learning is supported by enthusiastic students so that the teaching and learning process is carried out well. The majority of all students look happy, interested, excited, and fun in learning vocabulary using the jigsaw method, they can expand their vocabulary and know how to pronounce words when someone asks and also they are motivated to increase vocabulary. as said by Zuindra (2014) which states that the application of the method is very effective in the learning process, and cooperative learning using the jigsaw model of teaching can increase the motivation of students' to study English especially vocabulary.

According to Nguyen et al. (2016) emotional involvement is concern for students' affective reactions in the learning process. It is related to the feelings of students and their classroom activities or the school environment. From this statement and associated with students' perceptions of learning vocabulary using the jigsaw method, it can be concluded that students are emotionally involved, because students feel interested, have high enthusiasm for learning, are excited, and look happy. As described in the findings of student involvement in learning vocabulary using the Jigsaw method, the results showed that students had behavioral, cognitive engagement, and emotional engagement in learning English vocabulary. It can be seen and strengthened by the results of the interviews, observations, and documentation above.

## CONCLUSION

This study aims to describe students' involvement in learning English vocabulary through the Jigsaw method as a method in learning English vocabulary. Based on the findings and discussion in chapter IV, it can be concluded that the Jigsaw method is one of the cooperative methods that can make students actively involved in learning English vocabulary because students have greater responsibility in carrying out learning. This is quite interesting for students because they show their involvement in this method.

While students feel very enthusiastic, enjoy very much, can do assignments with their friends, students do not hesitate to ask and answer questions, students follow the learning process well and students have a good impression of the Jigsaw method. They can easily learn and understand English vocabulary because the Jigsaw Method can be used at any time. Due to the simplicity of using the Jigsaw method and the opportunity to learn vocabulary more actively, students are motivated to learn English by making use of it. Between students and other students are involved in becoming enthusiastic and motivated learners as a result of the application of the Jigsaw method.

Thus, this study can be concluded from the answers to research questions, it is proven that students are involved in behavior, cognitive, and emotional engagement in learning English vocabulary through the Jigsaw method in eighth grade students of SMPN 2 Telagasari.

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