

DEVELOPING JIGSAW MODEL FOR YOUNG LEARNERS; PROMOTING MEANINGFUL AND AGE APPROPRIATE SPEAKING ACTIVITIES

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Abstract: Developing Jigsaw Model for Young Learner; Promoting Meaningful and Age Appropriate Speaking Activities. The project with young learner is not an easy one. When teaching young learners, we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, different level of motivation, knowledge and learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find something to help them to expand and grow. This article provides some developing speaking activities based on the principles of jigsaw which appropriate with young learners stage of development. The provided stages of activities are designed as simple as possible so that it can be applied by both experience and inexperience English teachers of elementary school to promote the fun and meaningful learning experiences for their young learners.

Keywords: develop, jigsaw, young learners, speaking

Abstrak: Pengembangan Model Jigsaw Bagi Peserta Didik Usia Dini; Menciptakan Kegiatan Berbicara Yang Bermakna dan Tepat Usia. Tugas yang berkaitan dengan peserta didik usia dini bukanlah hal yang mudah. Ketika kita berhadapan dengan peserta didik usia dini, yang ada dihadapan kita adalah kelompok belajar gabungan yang memiliki kemampuan yang bervariasi, harapan, tingkat motivasi, pengetahuan, dan gaya belajar yang berbeda-beda. Dengan demikian, kita perlu menerapkan pendekatan yang bervariasi dan menawarkan kesempatan sebanyak mungkin agar seluruh kelas menemukan sesuatu yang bisa membantu mereka untuk bertumbuh dan berkembang. Artikel ini menyediakan beberapa kegiatan belajar berbicara yang dikembangkan dengan menggunakan strategi jigsaw pada konteks peserta didik usia dini. Langkah-langkah pembelajaran yang disajikan dirancang sesederhana mungkin sehingga dapat diaplikasikan oleh baik guru-guru sekolah dasar yang sudah berpengalaman maupun yang belum berpengalaman dalam rangka menciptakan pengalaman belajar yang menyenangkan dan bermakna bagi peserta didik usia dini.

Kata Kunci: pengembangan, model jigsaw, berbicara, peserta didik usia dini

INTRODUCTION

In this increasingly global period, people will be much benefit from knowing more than one language. The benefits deal with some purposeful desire such as a desire to contact speakers of other languages in economic or other specific domains, a desire to pursue educational experiences where access requires proficiency in another language, a desire for occupational or social advancement which is furthered by knowledge of another language, or

an interest in knowing more about people of other cultures and having access to their technologies or literatures. As a major language, in this case, English has become one of the foreign language that is required to be mastered when people are desired to involve in this global movement.

The practice of teaching English as second or foreign language has been widely applied in all levels of formal or informal education in many countries. Many researchers have been worked to find out

how English should be taught and learnt in second or foreign language classroom. Studies of second language acquisition revealed that children have a natural ability to learn language. As many other findings of second language acquisition released, Troike (2005) revealed that on average, children have mastered most of the distinctive sounds of their first language before they are three years old, and an awareness of basic discourse patterns such as conversational turn-taking appear at an even earlier age. According to Troike (2005), children control most of the basic of their first language grammatical patterns before they are five or six, although complex grammatical patterns continue to develop through the school years. He assumes that the same natural and generally effortless learning processes can also take place to the second language learning when there is a significant exposure to the language in their early childhood.

The “English for Young Learners fever” is nowadays widely spread not only among those living in big cities but over the regions as well. Many parents ambitiously instill English into their children by sending them to play groups, kindergarten, elementary schools or courses offering English designed especially for children. In big cities, schools which offer bilingual classes are also become favorite among parents. Many parents assume that English is best taught at the early stage. This assumption arose on the believe that the earlier children learn English, and the more exposure to the language, the better it will be.

However, the succes of foreign language learning is not merely determined by the age and exposure factors. The factors such as the nature of language instruction given, the psychological and sociological factors of the learners and the learning environment, the accuracy of teaching materials, the individual differences in cognitive and learning styles, etc, are also greatly contribute to the success of language learning (Mckyv, 2006; Crosse, 1997, Brown, 2001). Understanding the nature and the needs of young learners become the principle requirement for those who desire to deal with young learners. Considering the learners different needs, therefore, teaching English for young learners should be properly handled if it is to be successful. It requires teachers with highly skilled and dedicated teaching. Understanding the learners needs, characteristics and the way they think and operate, will serve as the foundation for the implementation of

an effective teaching English to young learners (Crosse, 1997).

There have been many researches deal with the implementation of teaching English for Young learners. Many textbooks are also produced to enhance the instructional quality of English language teaching in the context of young learners. However, most books do not provide any guidelines on how the materials should be taught. Kasihani (2005) revealed that in Indonesian context, teachers tend to apply the monotonous strategy in the classroom. Oftenly, the practice of teaching English for young learners are too much emphasize on drill and repeat things, the form of language, and the teaching of vocabulary which mainly taught based on the traditional principles.

Helping young learners’ English teachers to enrich their classroom with meaningful activities lied on the heart of this article. Creating fun and communicative learning experiences in young learners classrom become the major goal of this study. The activities designed are based on the principles of Jigsaw model of cooperative learning.

As we know, this model has been widely used to teach any subject in any level of education. However, in the context of English language teaching, it is mostly used to teach reading skill and literature, and more familiar in the secondary and high school level rather than for young learners (Liang, 2002). This article provides a fresh insight of how Jigsaw model of cooperative learning is adapted to develop the strategies to teach speaking skills for young learners to make it less monotonous but richer and more communicative.

How Young Learners Learn Language?

As the purpose of this article, young learners are those from six to twelve years old. Scoot and Ytreberg (2005) mentioned that children of 8 to 11 years old have a language basic elements in place. They are competent users of their mother tongue and in this connection, they are aware of the main rules of syntax in their language. By the age of ten, children can understand abstracts, symbols (beginning with words), generalize and systematize which all refer to children’s language development. When it comes to learning a foreign language, there are many similarities between learning one’s mother tongue and learning a foreign language in spite of the differences in age and the time available. So far no body has found a universall pattern of

language learning which everyone agrees with. Much seems to depend on which mother tongue the learners speak and on social and emotional factors in the child's background. What is clear here is that most eight to ten years old students will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

According to Halliwell (1992), when children come to a language classroom, they bring with them their well-established set of skills, characters, and instinct. Those capacities are the basis for them to learn another language beside their mother language. She also argues that children already have some characteristics to help them learn their second language. Children's language skill and their overall development are related, but they develop separately. It is necessary for the teachers to recognize the learners' language development because it is one of the indicators of their cognitive development. Young children learn through being active in both a physical and intellectual sense. They need to be involved and responsible for their learning so that all their energy and enthusiasm is harnessed and channelled into the activity.

The theories above suggest the teachers to base the teaching approach on the natural capacities and instinct that the children bring to the classroom. Teachers also need to develop positive response to the children's learning attitude as well as to the content the children learn. Teachers also need to make sure that they have set up various forms of real language use as part of the process of learning, and not just as the intended product.

Why Should We Teach Speaking Skill to Young Learners?

Children love to speak and interact each other (Halliwell, 1992). However, speaking is perhaps the most demanding skill for the teachers to teach. In their own language, children are able to express emotions, communicate intentions and reactions, explore the language and make it fun, so they expect to be able to do the same in English. Part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language.

According to Harmer as cited in Linse (2005), there are three reasons why it is good to teach

children speaking skill : (1) Rehearsal , It gives them a chance to rehearse having discussions outside the classroom. (2) Feedback, Speaking activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. (3) Engagement, good speaking activities can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving etc) are intrinsically enjoyable in themselves.

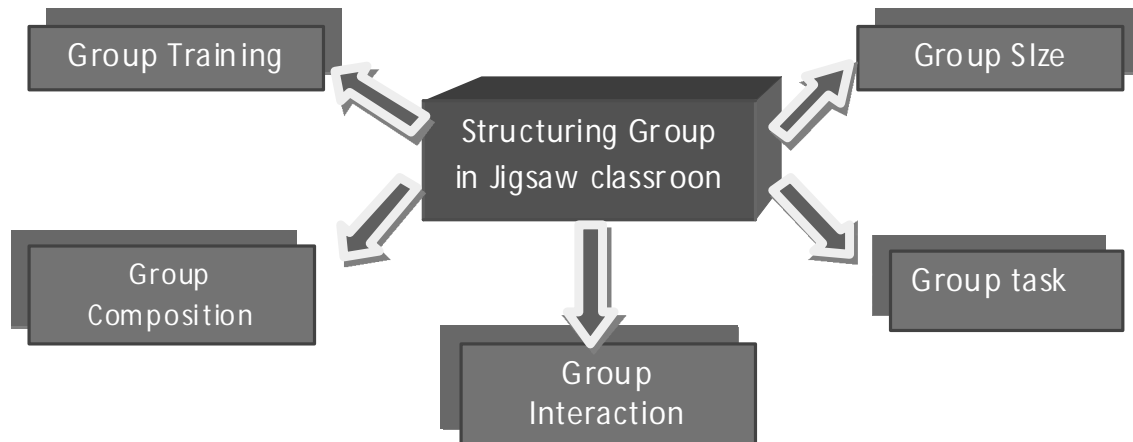
What is important when working with the children is finding the balance between providing language through controlled and guided activities and at the same time let them enjoy natural talk. Most of students have little opportunity to practice speaking English outside the classroom and so need lots of practice when they are in class. Thus, it is essential for teachers to design a classroom activities which can cover all students to be actively participated in each activity. There are a lot of methods that can be applied to enhance the students active participation. One of the strategies that can be applied is Jigsaw Model of cooperative learning. The next section will elaborate more about what and how to apply Jigsaw , particularly in designing the speaking activities for young learners.

Teaching Speaking to Young Learners with Jigsaw

Speaking activities are an important part of any young learners of EFL classroom and are often considered the focal point of instruction (Linse, 2005). When teaching speaking skill, it is especially important to select activities which match the objectives of the course. The specific techniques the teachers use should be based on the aims of the program coupled with the learners' stages of development.

Burns (1999) states that a good speaking activity should involve all students, and not only some. Speaking is not an individual skill, thus, they need to be encouraged to practice it in pairs and in groups. Jigsaw is one of the teaching strategies that can be applied to teach speaking skill, include to the young learners. It will help learners to foster the development of positive attitudes toward learning, a willingness to engage with other children, and to work together to promote each other's learning (Johnson, et al in Ashman and Gillies, 2003). However, there are some considerations we need to know before it is applied in our classroom. Putting

the learners in a group does not always guarantee that they will learn cooperatively. This chart illustrated the principle things need to be considered by the teachers before start teaching with jigsaw.



Adapted from Gillies and Ashman, 2003

Group Training: students cannot directly asked to work cooperatively. In this case, teacher needs to provide chance for students to feel home with their group before asking them to work with the task. They should be aware first about how each individual achievement contribute to the group achievement.

Group size: setting the optimal group size is important because if groups are too large, some students will be overlooked while others will coast at the expense of the workers. A small group ensures that all members are visible and involved.

Group composition; in composing the groups, teachers need to consider the students ability and gender. An effective group should consist the mixed ability students and different gender composition. This will effect on their interaction among members and achievement.

Group Task: in the classroom, teachers need to be mindful of the different ways of structuring group tasks and the importance of helping students to maximize their own and each other's learning. In designing the tasks, teachers need to ensure that students understand what type of assistance will be more helpful as they work together.

Group Interaction: students interaction in group is closely related to the tasks given by the teachers. In terms of speaking, the interaction among the students is setted up through the activities designed by the teachers. Those activities should lead the students to interact each other, in which, they can

questioning and answering the questions related to the topic given.

Jigsaw model designed in this guideline was developed by Slavin. As derived in Trianto (2009), in this model of learning, students are given opportunity to learn about the whole content of the materials (scan read) before they become the experts of their parts. Slavin in Trianto (2009) describes five general procedures in the implementation of Jigsaw model in the classroom. The procedure of Jigsaw is explained in this table.

Johnson and Johnson (1990) reveals that what is mainly important for teacher to be considered before taking the students into the Jigsaw activities is to support and direct them to enjoy working with their group. Concerning this concept, Cole and Chan (1994) shared some essential factors contribute to the success of implementing Jigsaw. According to him, before conducting a Jigsaw classroom teachers need to: (1) Make them feel comfortable and recognize that they belong to that group. Let the students name their group with anything they love to name, e. g. their favorite cartoon characters, their favorite color, animal, flower, etc. (2) Keep the same students work continuously in the same Jigsaw group. This group should work together for more than two, or three activities. It will be helpful to make them feel that they belong to each other. (3) Since each group belongs to mixed ability students, teachers can arrange the expert group themselves. The task will be determined based on the its level

No	Stages	Activities
1.	Orientation	This stage deals with the teacher's role in delivering the objective of the learning. It is also essential for the teacher to explain about the benefit of learning cooperatively, particularly through jigsaw model first. Students must have initial understanding about what they are going to do during the teaching learning process. In this stage, they are also led to the project on which the class will be working with.
2.	Jigsaw Group Distribution	In this stage, teacher divides the students into the Jigsaw groups. The group should consist of mixed ability students and gender. The ability and gender composition of small group should be considered because of the effect they have on interaction among members and the achievement. When children are trained to work cooperatively, they are more likely to be responsive to the needs of each other and provide help to assist each other irrespective of ability and gender consideration.
3.	Working in the Expert Group.	In this stage, the existed groups then rearranged into the experts group. These are new groups for the students. At this point, it will be necessary to do some new teambuilding activities in order to introduce students to new team members. In the expert group, students work on their section of material, complete some comprehension exercise, and rehearse the material for presentation in their original jigsaw group. They should actually try out the oral presentation in the expert group. The teacher can assist group members in making helpful comments and suggestions on any important information that is omitted or irrelevant information that is included, on pace and audibility of delivery, on pronunciation problems, or body language.
4.	Working in the jigsaw group	When all groups feel that have been really mastering their material and are ready to share the information, the students regroup into their jigsaw group. Each student tells to the other members of the team about the topic. After students have shared their information to the jigsaw group, the group has opportunity to review the material before taking a quiz.
5.	Evaluation	In this stage, students are working individually. They are given quizzes or any sort of evaluation to check their understanding about the topic that has been discussed. The quiz is the same for all students and is based on the content and vocabulary of all readings and discussion in the jigsaw group. It is a powerful motivator for students to share information and discuss it effectively.

of difficulty. The high ability students can be given the most difficult one, and vice versa. (4) To make them more motivated, teacher can provide a map that draws the students' progress in each activity. How the map should be arranged is based on the students/teachers' creativity. For example, teacher can ask the students to write a Thank-You Note at the end of the class to thank their friends for doing their best in their group work. Through this technique, gradually, the students will learn the skills of appreciating others, no matter how minor their contribution or strength might be. Teacher can assign three to five students to read their thank-you-notes in the last ten minutes of the class. (5) All scores should be announced at the end of the class. Their group score will be added to their individual score. Teacher can use the scoring rubric written in the next section to assess the students' performance.

However, teachers need to realize that each topic has its own characteristics and may need to

be taught using different strategies. In Young Learners classroom, most topics are about "here and now" topics which deal with their world and their surroundings. There are some suggested topics that are recommended to be taught with Jigsaw. The implementation of Jigsaw in young learners can be seen as follows:

CONCLUSION

The common phenomenon in teaching English to young learners is that it too much concern on the teaching of vocabulary or even English structure. There is not enough space for learners to practice their English in a communicative interaction. One of the causes of this phenomenon is the poor learning experience provided by the teacher. Most activities are not designed based on the learners' need but the content perspective. However, there is a consideration that is crucial to young learners learning language. This consideration relates to the different characteristics of young language learners.

Topic 1. Where is the Library?**Brief Description:**

The Jigsaw strategy developed in this part is very appropriate for teachers to make the students expert with the material of Preposition of Place. It is closely integrated with the students listening skill. Students are lead to have dialogs with their friends about explaining direction of places.



Topic 2. My Mother is a Dentist

Brief Description:

This activity can be applied by the teacher to help the students mastering the vocabulary, grammar, as well as their fluency and pronunciation. In this guideline, the vocabulary taught by the teacher is related to the occupation. The speaking activity developed is integrated to their listening skill



Topic 3. Could you please help me?

Brief Description:

This Jigsaw activity is appropriate for teachers to teach the long dialog to the students. The dialogs can be about anything that are related to the teaching material. Divided the random dialog to the students will also help them to learn to structuring the dialog correctly with the help of their friends, thus the students can study the long dialogs in such a simpler way



Topic 4. Healthy Habit

Brief Description:

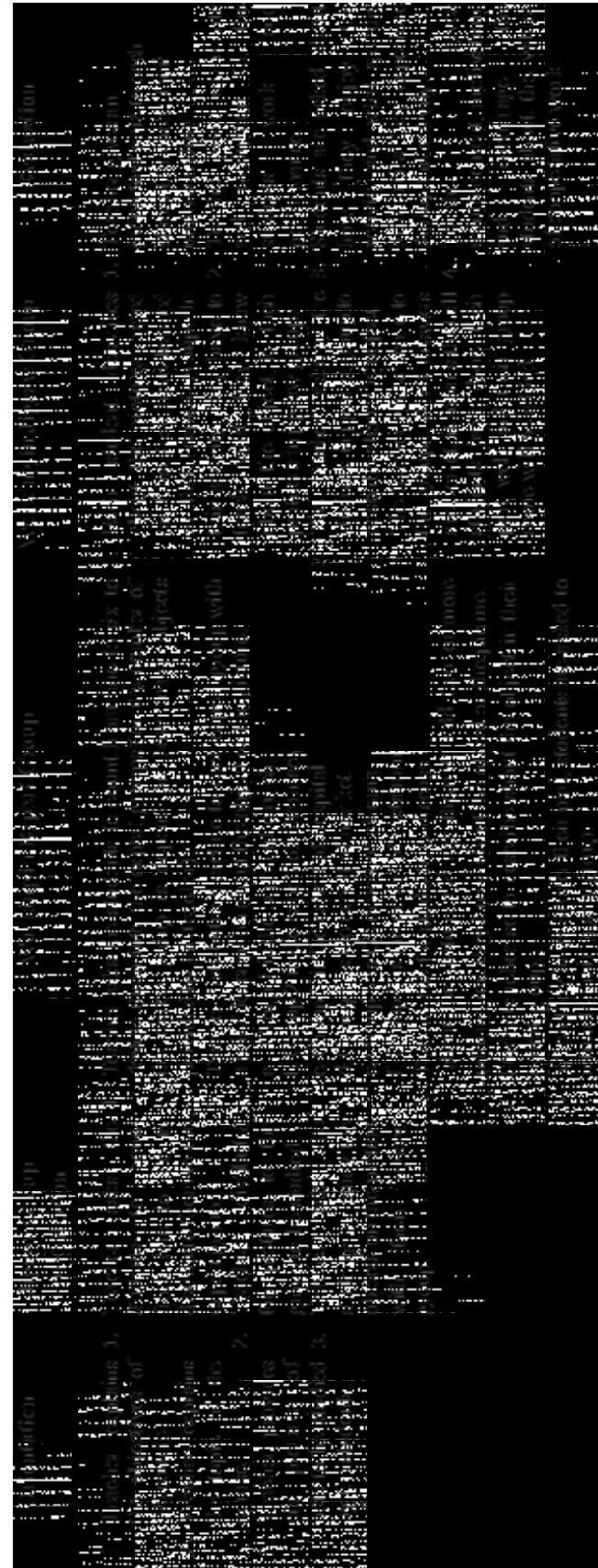
This activity can be used by the teacher to rehearse the students pronunciation in their oral performance. In this guideline, the speaking activity is integrated to reading skill. Students are asked to become the expert in telling their part of reading.



Topic 5. Public Places

Brief description:

This Jigsaw activity is developed to modify the strategy of asking the students to describe the objects. This activity is also integrated to the students reading skill. Students are asked to study about the object and tell what they see on the pictures. Each student should become the expert of the certain object. This will be easier for students and teachers because the long material can be studied in a shorter way by the distribution of each material to each expert group.



Considering the characteristics, it is highly reasonable and sensible that good teachers at this level need to provide a rich diet of learning experiences which encourages their students to get information from variety of sources. The diet includes various kinds of interesting activities and the wide range of different sorts of material. This article offers some activities to help teachers design their classroom activities accurately and systematically, in which the learning process is considered more on the perspective of the learners rather than from the perspective of the teacher. For the learners, the cooperative principles lied behind the activities provided can promote both positive attitude toward learning and their achievement. The idea of Jigsaw implies the value of human respect, in which, students are lead to respect each other because each individual's role is essential for a successful work.

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