

Understanding of Comparison Degree Through Jigsaw Cooperative Learning Model: A Brief Report of Qualitative Research

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Abstract: The purpose of this research is to analyse the steps of teacher in using jigsaw cooperative learning model in increasing students understanding of comparison degree material. This research was conducted using qualitative method through observation of classroom learning activities in one of Muhammadiyah high schools in Sidoarjo. The participants in this study were one English teacher and 17 students of class X-5. The data collected was then analyzed descriptively to find out the behavior and activities of students in the classroom, as well as to analyze the effective learning steps taken by the teacher to help students learn English, Especially on comparison degree material. The jigsaw type cooperative learning model can effectively improve students ability to understand comparison degree material in English learning. This mode not only improves students understanding of the material, but also develops their social and communication skills. Thus, the use of jigsaw model can be considered as one of the effective learning strategies in English teaching.

Keywords: Jigsaw Cooperative Learning, Comparison Degree Comprehension, Qualitative Methods in Education, Teaching English in High School

Abstrak : Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam memahami materi comparison degree dalam pembelajaran bahasa Inggris dengan menggunakan model pembelajaran kooperatif tipe jigsaw. Penelitian ini dilakukan dengan menggunakan metode kualitatif melalui pengamatan terhadap kegiatan pembelajaran di kelas pada salah satu sekolah menengah atas Muhammadiyah di Sidoarjo. Partisipan dalam penelitian ini adalah satu orang guru bahasa Inggris dan 17 siswa kelas X-5. Data yang terkumpul kemudian dianalisis secara deskriptif untuk mengetahui perilaku dan aktivitas peserta didik di dalam kelas, serta untuk menganalisa langkah – langkah pembelajaran efektif yang dilakukan guru untuk membantu siswa belajar bahasa Inggris, khususnya pada materi comparison degree. Model pembelajaran kooperatif tipe jigsaw dapat secara efektif meningkatkan kemampuan siswa dalam memahami materi comparison degree dalam pembelajaran bahasa Inggris. Model ini tidak hanya meningkatkan pemahaman siswa terhadap materi, tetapi juga mengembangkan keterampilan sosial dan komunikasi mereka. Dengan demikian, penggunaan model jigsaw dapat dipertimbangkan sebagai salah satu strategi pembelajaran yang efektif dalam pengajaran bahasa Inggris.

Kata Kunci : Pembelajaran kooperatif Tipe Jigsaw, Pemahaman Comparison Degree, Metode Kualitatif dalam Pendidikan, Pengajaran Bahasa Inggris di SMA

I. INTRODUCTION

In the process of learning English, a solid understanding of grammatical structures is key to mastering speaking and writing skills fluently and effectively. By knowing grammar, we know how sentences are properly structure. Grammar assumes its logical role as one of several foundatin stones that support communication [1]. This is because good grammar is a foundation of fluent and effective speaking and writing skills. By understanding grammar, a learner can form sentences correctly, choose the right words, and convey messages clearly. In addition, knowledge of grammar also helps in avoiding common mistakes and boost confidence when communicating in English.

Comparison degree is one of the materials taught in English language learning. In this lesson students are required to recognize, understand and be able to use adjectives in comparison both in spoken and written language and be able to apply them to the use of English communicatevely [2]. In learning degree of comparison, many students still had difficulties to master comparison degree, because the students does not understand yet about the function and form of the differences in using ‘er’ and ‘more’ for comparative degree and ‘est’ and ‘most’ for superlative degree. It is proved by Mentaris’s thesis entitled “An Analysis of students Mastery In using Degrees of comaprison At the

First Semester of The Tenth Grade of SMK PGRI 4 Bandar Lampung In The Academic Year of 2016/2017” [3].

Cooperative comes from the English Cooperate which means Working Together, while learning is learning. Cooperative learning is a form of learning where students learn and work in small groups collaboratively with four to six members with heterogeneous group structure. Cooperative Learning strategies are a series of learning activities carried out by students in groups, to achieve predetermined learning objectives. There are four important things in cooperative learning strategy, namely: (1) the existence of learners in the group, (2) the existence of rules (roles) in the group, (3) the existence of learning efforts in the group, (4) the existence of learning competencies that must be achieved by the group. In essence, cooperative learning is the same as group work [4].

According to Eviliyanida [5] there are five variations of cooperative learning, one of which is, jigsaw. Jigsaw learning model is one of the variations of cooperative learning model. Which is a group learning process where each member contributes information, experience, ideas, attitudes, opinions, abilities, and skills to jointly improve the understanding of all members [6].

Cooperative learning methods became a powerful tool for improving comprehension and retention. Cooperative learning strategies have the advantages of fostering students' cooperation and participation in the learning abilities [7]. Thus, Cooperative learning emphasizes collaboration, peer interaction, and shared responsibility, and unlocks a deeper understanding and mastery of comparison degree among students. Through cooperative learning activities such as group discussions, students are given the opportunity to actively engage with comparison degree concepts. By using articulating their understanding, students can develop their critical skills.

Based on the explanation above, the researchers are interested in Analysing the use of cooperative learning for learning comparison degree material. Therefore, the researchers aim to analyze what steps does a teacher take in using the Jigsaw type cooperative learning model to increase students' understanding of comparison degree material in one of SMA Muhammadiyah in Sidoarjo

II.METHOD

This research was conducted using qualitative research, qualitative research is descriptive and analytical research [8]. This research involves data collection through observation which is used to observe the learning activities carried out by students and one teacher at SMA Muhammadiyah 2 Sidoarjo. Observation techniques are used to observe the behavior and activities of participants of this research [8]. The subjects in this study were all students of class X-5 which amounted to 17 people and a English teacher who taught in the class. The object of this study is effective learning steps by applying the jigsaw learning method to improve students' ability to understand the learning material presented by the teacher. For data collection techniques, researchers used observation. Observations were made during English learning in the classroom. The researchers used non-participant observation because they only sat in the classroom without being involved in activities between students and teachers. To avoid bias during observations, the researchers wrote down all incidents in field notes and recorded classroom activities with the teacher's permission. The data collected were analyzed then descriptively and analytically to know steps do teachers take in using the jigsaw type cooperative learning model to increase students' understanding of comparative degree material.

III.FINDING AND DISCUSSION

In this part, the researchers explore research findings of the steps used by the English teacher in implementing the jigsaw type cooperative learning model to increase students' understanding of

comparison degree material in one of SMA Muhammadiyah in Sidoarjo. The steps of applying the jigsaw type cooperative learning model to improve students ability to understands comparison degree materia consist of: assigning tasks, grouping, presenting the material, giving comments, and repeating the material trough discussion.

In the assignments stage, the teacher first explains the learning material to the students and explains each aspect of the topic being studied carefully so that students can understands the basic concept needed. After giving an in-depth explanation of the learning material, the teacher instruct the students to conduct interviews. Each student is asked to ask each other about certain information relevant to the learning material. This interview processs aims to apply the theory that has been learned into real practice. By conducting interviews, students not only learn to collect and analyze data, but also practice active listening and asking clear question.



picture 1. The Teacher Explains The Material To The Students

Furthermore, at the student grouping stage, the teacher groups students based on gender in learning groups to work on the group assignments given. Each groups of the students of the same gender, with the aim of creating a more comfortable and supportive environment for students to interact and work together. This grouping is expected to reduce tension and increase focus on the assigned task. The learning atmosphere can look more active because students feel safer, not embarrassed because there is no opposite sex, suppress lust for the opposite sex, more concentration, can take care of themselves and have higher faith suppress sexual harassment, and increase learning achievement [9]. In this way, the teacher seeks to ensure that each student can actively participate and make maximum contributions in completing the group task. This method is also expected to help students develop better social and teamwork skills in a more homogeneous environment.



picture 2. The Teacher Monitors The Results Of Group Work

At the material presentation and commenting stage, each group will present the result of their assignment. After the presentation is complete, the teacher will provide constructive comments and feedback on the group's work. The teacher, will evaluate various aspects of the presented task, such as clarity of delivery, depth of analysis, creativity, and cooperation between group members. The teacher's comments aim to provide feedback that can help students understand the strenghts and

weaknesses of their work, and encourage them to continue to improve their ability to complete subsequent tasks. In addition, the teacher also repeats the material through discussion. The teacher repeats the material by discussing with the students to ensure their understanding of the learning that has been delivered.

Through this discussion, the teacher can identify the extent to which students have understood the concept taught and provide opportunities for them to ask questions and resolve any confusion that may arise. This approach also allows the teacher to provide additional clarification and reinforce students' understanding, making the learning process more effective and interactive.

The research investigates the implementation of the jigsaw type cooperative learning model by an English teacher to improve students' understanding of comparison degree material at SMA Muhammadiyah in Sidoarjo. The findings highlight several novel aspects and their respective impacts. Notably, the study introduces a unique approach by integrating interviews into the jigsaw learning model. This step enhances students' practical application of theoretical knowledge, active listening, and questioning skills, which are not commonly emphasized in traditional jigsaw applications. Additionally, the research explores gender-based grouping to create a comfortable and focused learning environment, addressing social dynamics and potential distractions that can affect student performance and participation. Furthermore, the model includes a comprehensive feedback loop where the teacher provides constructive criticism on various aspects of group presentations, aiming to improve clarity, analysis depth, creativity, and teamwork, thus extending the traditional jigsaw method.

Therefore, by implementing this model, teachers can potentially improve students' grasp of complex grammatical concepts like comparison degrees, ensuring engagement with the material in multiple ways and reinforcing understanding. The gender-based grouping and interview steps help students develop essential social and teamwork skills, creating a supportive environment that reduces anxiety and distractions while fostering interpersonal communication skills. The emphasis on discussion and feedback creates a more interactive and engaging classroom atmosphere, encouraging active participation and continuous improvement. This structured approach can lead to significant improvements in students' academic performance, demonstrating how a well-implemented cooperative learning model can boost understanding and retention of complex material. The study provides a practical framework for educators and contributes meaningfully to the field of educational research by introducing innovative elements like gender-based grouping and interview integration, opening new avenues for optimizing cooperative learning strategies.

IV. CONCLUSION

The implementation of the jigsaw cooperative learning model by the English teacher demonstrates several strategic steps aimed at improving students' understanding of comparison degree material. Through task assignment, gender-based grouping, material presentation, feedback provision, and material repetition through discussion, the teacher can create a more supportive, interactive, and effective learning environment. This approach not only helps students to understand the material more deeply but also develops important social and teamwork skills for everyday life.

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