EFFECTIVENESS OF JIGSAW LEARNING IN ENGLISH SUBJECT

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ABSTRACT

Educational methodology is much significant part of teaching learning process. The world of education is moving from teacher centred education method and to student centred education method. This study explores a self learning technique Jigsaw in which educator acts as facilitator only. The technique employs groups to work on small problems they collate into a final product. More specifically, an in-class assignment topic is divided into sub topics. Students are then split into groups of four or eight members, typically corresponding to the number of topics in the assignment. Each student is assigned to represent a single topic within his or her group. Working individually, the students learn more about their topic that they present to their initial group for discussion and questions. Next, students change groups to speak with members from different groups who only represent the same topic. In same-topic groups, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each group member. The final presentations provide all group members with an understanding of their own material, as well as the final findings that have emerged from topic-specific group discussion.

KEYWORDS: Jigsaw, educator, facilitator.

INTRODUCTION

Teaching learning is very important aspect of Education. According to many researches and educationalists, Education system is a problematic field of Education. The main purpose of modern education system is to make the student creative and lead to the solution of any problem. It is important to grow up a feeling of cooperation among the students and they can study on their own in this manner cooperative Education becomes more important. There are many systems for cooperative Education. Among them 'Jigsaw' system is one basically it is a puzzle game. This project based on Social Psychological game. Under this project, student distributes in groups and they learn particular contexts among them. And there are many researches made their researches on them. But In India, the ratio of research based on Jigsaw education system is very low.

OBJECTIVES
1) To prepare Jigsaw education project for students in English.
2) To check out an effectiveness of Jigsaw education project upon the students of rural primary school.
3) To check out an effectiveness of Jigsaw education project upon the students of urban primary school.

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HYPOTHESIS

1) There is no difference of getting marks' average among experimental group and controlled group of rural area school.
2) There is no difference of getting marks' average among experimental group and controlled group of urban area school.

METHOD

Researcher chooses a research system with keeping the thing in mind of research. According to M. J. Munro, to check out an effect of Independent Variable on dependent variable.

EXPERIMEANTAL RESEARCH PLANNING

To experimental research, experiment project is an important aspect. There are many types of projects in existence. Experiment projects have three types:

1) Pre Experiment planning.
2) Complete Experiment planning.
3) Partial Experiment planning.

To keep validity, except Independent Variable which effects on dependent variable. Other variables also should be controlled. To check an effect of Independent variable on dependent variable's different Grades, for comparison. In school, the choice of class was done randomly. After that, from each school; higher, medium and lower the three stages of students were selected with the help of marks obtained in before test.

First, they were divided in two groups of 64-64. Experimenter made an experiment by Jigsaw method with one group and took test for experiment to the students. And to the other group he taught with traditional teaching system. And from their obtained marks they checked out their achievements. This Jigsaw learning experiment held with Jigsaw learning and traditional learning.

HIGHLIGHTS OF LEARNING

Stage – 1

First, students were divided in to a group of 8-8.

I	II	III	IV
1	9	17	25
2	10	18	26
3	11	19	27
4	12	20	28
5	13	21	29
6	14	22	30
7	15	23	31
8	16	24	32

Classification of students

33	41	49	57
34	42	50	58
35	43	51	59
36	44	52	60
37	45	53	61
38	46	54	62

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| 39 | 47 | 55 | 63 |
| 40 | 48 | 56 | 64 |

After that eight group get subject.

Stage – 2

After that students gathered with other who have the same subject but different topic. They were discussing about their topics.

Stage – 3

Students of same topics gathered here and criticized so group known as Expert group.

Stage – 4

Now, students will go in their main group and will argue about the topic and teach the other students the thing what he learned.

RESULTS

By Researcher, to checkout an effect of Jigsaw learning, he made two groups. Controlled group and experimental group. For the checking of the hypothesis average, standard deviation and T- Value were used.

1) Rural area's student's average comparison.

Group	Number	Average
Controlled group	64	42.71
Experimental Group	64	54.45

The average of Rural area's experimental group's students is more than controlled groups students they got more marks than controlled groups students. Thus, Jigsaw system was very effective.

2) Urban area's student's average comparison.

Group	Number	Average
Controlled group	64	42.97
Experimental Group	64	56.31

Urban area Experimental group's student's average obtained marks were higher than controller group students. Thus, Jigsaw system was very effective here too.

CONCLUSION

We can see the difference between two systems. Comparison of experimental and controller group's answer test's obtained marks were based on hypothesis of research can conclude that The learning work done by traditional system was effective and the learning work done by Jigsaw technique was effective too. But In comparison of traditional system, Jigsaw system was proved very effective. The aspects or skills of

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teaching like Problem-solving strategies, Project management skills, Self-management skills, Visual skills, Cognitive skills, Character development skills and traits, Tactile skills, Social skills and Collaborative skills found to be improved. Which may lead to high level growth of learner and that is the true education.

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