

CASE-BASED LEARNING THROUGH JIGSAW ACTIVITIES TO TEACH 'GIVING SUGGESTION'

Kuzairi¹

¹English Language Education Study Program, STKIP PGRI Banjarmasin
kuzairi@stkipbjm.ac.id

ABSTRACT

Jigsaw is a teaching technique that provides students to work on one learning task then they work collaboratively with other students to combine or complete the task. The task is divided into some parts in which the students will get different part that will be completed in a group. Case-based learning (CBL) facilitates students to think critically and creatively. In this study, it deals with how students think and deliver ideas, solution relating to the given cases through jigsaw activities. This paper presents and focuses on how to teach 'giving suggestion' materials by implementing case-based learning through jigsaw activities. It also discusses on what benefits obtained from this teaching and learning procedure. This descriptive study was conducted through observation in teaching and learning classroom for English Department students and non-English Department Students. The results show the procedures or steps in applying CBL by using jigsaw in teaching 'giving suggestion'. It also presents some reflective benefits relating to the CBL and jigsaw teaching and learning activities in terms of integrating English skills and students' critical thinking as well as the development of character and values from this collaborative learning.

Key Words: Case-Based Learning, Jigsaw, Giving Suggestion

INTRODUCTION

The development of teaching techniques facilitates teacher to deliver materials in various ways. The use of various teaching techniques is expected to make the students learn effectively, comfortably and efficiently. Another significance of using different way of teaching is to encourage students in terms of fun or attractive learning atmosphere, it is intended to make the students can feel at home and enjoyable in the classroom. One of the techniques that is commonly used in teaching and learning process is Jigsaw. This teaching strategy provides students to work on one learning task then they work collaboratively with other students to combine or complete the task. The task is divided into some parts in which the students will get different part that will be completed in a group.

According to Brown (2007), jigsaw deals with a special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective. As one of teaching techniques which encourages students to have cooperative learning activities, jigsaw provides students a lot of advantages. It can improve creative and logical thinking of students and help them solve their problems. It also requires students to diversify learning sources, encourages team reaction and exchange of their experiences and ideas.

Jigsaw technique proposes several significances especially for language teaching and learning. It enhances the communicative approach in language teaching, since it offers a highly interactive learning experience and activities. It also requires students to develop their cognitive skills of analysis, comparison, evaluation, and synthesis of information. Furthermore, it provides opportunities for students to develop their presentation and questioning technique as a result of a strong motivation to ensure that everyone in the group gets all the information in order to complete the task or activities.

Due to the significances of jigsaw in language teaching above, it is recommended to implement this technique in delivering the materials since it is applicable activity to maintain the students comprehension, communication and cooperation. This article presents the implementation of Case-Based learning through jigsaw activities to teach giving suggestion materials. Case-based learning provides students opportunity to learn the real-word situation or scenarios. It enhances students to think and share ideas toward the case. They are required to give solution about the case as well as give decision on the implication of the solution for further due.

The materials of giving suggestion and advice are relevant to help and lead students' understanding on how to express ideas, opinion and give suggestion or advice relating to the case. In this session, the materials cover some linguistic features such as the use of 'should' or 'shouldn't'. besides, it also facilitates students to apply the polite expression by using "I think.." or "I don't think..." before expressing or giving their suggestion. Another language focus related to this topic is the use of modal such as can, will, may, and must. These linguistic aspects are delivered as the input for students to build framework and comprehension in making or giving suggestion.

The problem of this study focuses on how to apply case-based learning by using jigsaw activities to teach giving suggestion materials. It deals with "what are the steps and stages in implementing CBL through jigsaw activities to teach giving suggestion?" Furthermore, it also generates the question on "what are the advantages of integrating jigsaw activities into case-based learning to teach giving suggestion?"

METHODS

Descriptive study on how to implement Case-based learning through jigsaw activities in teaching giving suggestion was applied to get the steps and stages as well as the significances of this classroom activities. In this case, students were given cases and they are divided into home groups and expert groups as the jigsaw play the role. The home group consisted of 3 students because there were three different cases. Observation dealing with students' activities during group discussion were monitored to make sure that activities run well.

The cases or materials of this jigsaw activities were about giving suggestion in which students in one group got different case. It was adapted from General English, an English language course for adults and post-10 learners, Pre intermediate level, Students' Book, Module 9-12 by the Curriculum Project (www.curriculumproject.org). The cases were modified by replacing the name of person and place to get closer sense in students' real-life situation and those cases reading text were followed by comprehension question. The cases were presented as the following pictures.

1

Hi, My name is Sandy. I'm a 18 years old. I'm studying Biology at 8th semester of a National University. I'm in love with Angel. I wrote her a letter to tell her about this, played her a song on the guitar and also wrote lots of poems about her. But she doesn't talk to me, or look at me. If I try to sit with her, she walks away. My friends told me that she has a boyfriend in another town. What can I do?

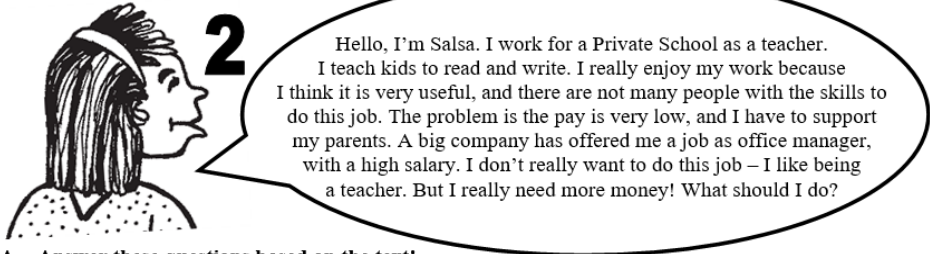
A. Answer these questions based on the text!

1. How old is Sandy?
2. Where does he study now?
3. What is his problem?

B. Write the possible solution of the problem!

- 1.
- 2.
- 3.

Picture 1. Case 1



2

Hello, I'm Salsa. I work for a Private School as a teacher. I teach kids to read and write. I really enjoy my work because I think it is very useful, and there are not many people with the skills to do this job. The problem is the pay is very low, and I have to support my parents. A big company has offered me a job as office manager, with a high salary. I don't really want to do this job – I like being a teacher. But I really need more money! What should I do?

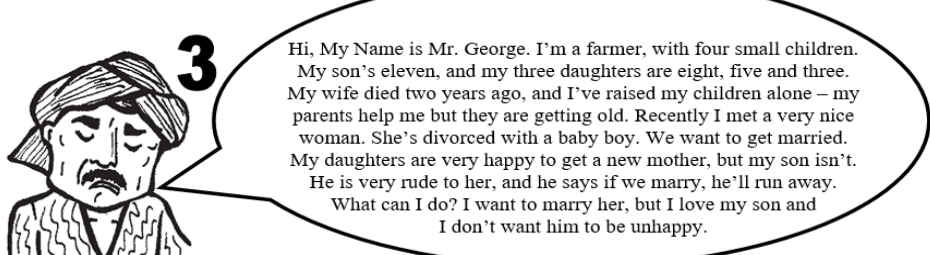
A. Answer these questions based on the text!

1. What is Salsa?
2. Why does she like her work?
3. What is her problem?

B. Write the possible solution of the problem!

- 1.
- 2.
- 3.

Picture 2. Case 2



3

Hi, My Name is Mr. George. I'm a farmer, with four small children. My son's eleven, and my three daughters are eight, five and three. My wife died two years ago, and I've raised my children alone – my parents help me but they are getting old. Recently I met a very nice woman. She's divorced with a baby boy. We want to get married. My daughters are very happy to get a new mother, but my son isn't. He is very rude to her, and he says if we marry, he'll run away. What can I do? I want to marry her, but I love my son and I don't want him to be unhappy.

A. Answer these questions based on the text!

1. What is Mr. George?
2. How many daughters does he have? And how old are they?
3. What is his problem?

B. Write the possible solution of the problem!

- 1.
- 2.
- 3.

Picture 3. Case 3

FINDINGS AND DISCUSSION

Steps and Stages

The classroom learning activities indicated the steps and stages of case-based implementation by using jigsaw to teach giving suggestion materials as follow:

1. Introducing the activities and materials

In this stage, teacher introduced objectives, the materials, and activities that students would do. It deals with explaining the topic which was about giving suggestion. It was also

described the jigsaw rules and activities in which students were told about what they had to do during the activities both in group or individual responsibilities.

2. Dividing the students into “Home Group”

After, the students got the points of the activities, then they were divided into Home Group which consisted of 3 students on each group. At this home group, each member was given different case as shown before. The home group can be illustrated as follow.

Home Group A	Home Group B	Home Group C	Home Group D	Home Group E
Case 1	Case 1	Case 1	Case 1	Case 1
Case 2	Case 2	Case 2	Case 2	Case 2
Case 3	Case 3	Case 3	Case 3	Case 3



Picture 4. The Home Group

3. Gathering the students into “Expert Group” based on the Case and having discussion with other students of the same case.

When the students were completely divided into home group and they were given a case, then they were asked to gather and discuss the case in the group which was called expert group. At this stage, they discussed and shared their ideas about the text give about a case. They were also guide by comprehension question to get the understanding about the case. After comprehending the case, then they discussed to give solution dealing with the case, at last, this expert group decided the same solution to be brought and presented in the home group. The expert group can be figured as follow.

Expert Group Case 1	Expert Group Case 2	Expert Group Case 3
Member A1	Member A2	Member A3
Member B1	Member B2	Member B3
Member C1	Member C2	Member C3
Member D1	Member D2	Member D3
Member E1	Member E2	Member E3



Picture 5. The Expert Group

4. Going back to the Home Group and presenting the results of discussion in Expert Group to other members

After having discussion and decision on the solution of the case in the expert group, the students returned into their home groups. They presented the results of the discussion to other members. They told about the case about and the decision of the solution. They did it in turn which required all members to speak and present about the case and solution. At this stage, all of the members were given question about the cases that they didn't get to check their comprehension. Students with Case 1 were questioned about Case 2 and or Case 3, students with Case 2 were given question about Case 1 and or Case 3, and students with Case 3 were asked about Case 1 and Case 2.

5. Summarizing the cases

When the home group presentation and checking comprehension were completely done, then the next activity was summarizing all of the cases. This written activity was conducted individually. The results of the students' summary were collected as assessment and evaluation of the materials. They were required to write a summary in their own words about the cases that they already gained both in home group and they were discussed in expert group.

6. Presenting the cases in front of the class

The following step was presenting the summary in front of the class. At this stage, not all the students presented their summary in case of the time. Some of them were randomly invited to present about the cases. They presented the summary without reading it but they elaborated by themselves and the teacher compared with the written summary.

7. Having Clarification and Reflection

The final step of this learning activities were clarification and reflection. At this session, teacher gave some clarification dealing with the materials given and highlighted on the

linguistic features of the meeting which was about Giving Suggestion. At this stage, teacher also asked the students on what they already learned from the activities as well as the reflection on what students got from the cases such as values, character, and other implicit meaningful lesson.

Significances and Advantages

Regarding the implementation of case-based learning through jigsaw activities in teaching giving suggestion materials, it showed that the classroom activities facilitated students to discuss and express their ideas among other students both in home group and expert group. These activities also indicated a student-centered instruction in which students learned more actively and took big role in the teaching and learning process. This is in line with Meng (2010) and Aronson (2014) who argue that jigsaw cooperative learning fosters the students' interest of study, improves their motivation, and improves their reading ability. It also embodies a learner-centered, teacher-facilitated, positive interdependent communication. It promotes better learning atmosphere as well as increases enjoyment of the learning experience.

Several significances and advantages regarding this learning activity are drawn as follow.

1. Fostering students' creative and critical thinking

Having discussion during students were in home and expert group provided students opportunity to share and express their ideas more confidently. It fostered students' creative and critical thinking toward the cases learned. Different arguments and solution about the given cases raised during the discussion, in this situation they are also trained to give another and further ideas as well as deciding the final recommendation dealing with the case.

2. Integrating the four English skills

Regarding the English instructional activities, it showed that the jigsaw activities integrated the four English skills. Students were reading the text of case which was followed by comprehension question. They were listening to the other students' ideas and opinion in expert group as well as paying attention to other members presentation in home group. The writing activity was practiced when they were making summary. While the speaking activities were when they spoke up during discussion and when they presented the results of discussion in home group as well as presenting the summary in spoken before the class.

3. Learning implicit moral or character values

Another advantage was implicit learning about values, character relating to the case. The first case was about Sandy's love story which might reflect students' real-life situation on what and how to do when falling in love to someone, but she or he loves someone else. The second case was about Salsa who worked as a teacher with low salary and she got opportunity to work in a big company but she did not like it. This situation reflects students on how to be good and wise decision maker in everything they experience in their lives especially about job, salary and passion. The story was about Mr. George who wanted to marry again but her daughters were not happy about it. This situation leads students on how to negotiate and pursue other who do not agree with our opinion and decision. It also showed other hidden character learning in these activities such as teamwork management, respect for other students' opinion and responsibilities on what to do, to present in the group. This is in line with Herreid (2007) as cited in Nae (2019) who said that Cases are stories with a message. They are not simply narratives for entertainment. They are stories to educate.

CONCLUSSION AND SUGGESTION

The implementation of case-based learning through jigsaw activities to teach Giving suggestion materials provides students to learn collaboratively. The steps in applying the instruction are introducing the materials and jigsaw activities, dividing students into home group, gathering students into expert group, going back to home group and presenting the results of discussion, writing summary, presenting the summary and having clarification or reflection. This learning activity also facilitates students to foster their creative and critical thinking as well as to have practices the four English skills. Besides, it also enhances students' affective domain in terms of implicit learning about values, character form the discussed cases.

Despite of the advantages of the implementation of case-based learning through jigsaw, it is also necessary to think about the time allocation of this activity. Time management on every single step of this learning activity might be another consideration in applying all of the steps. Furthermore, it needs more control to monitor the students' conversation and discussion in order to make the activities run well and smoothly. So, the students can achieve the objectives and target of the learning materials.

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