IMPROVING STUDENTS' ENGLISH SPEAKING ABILITY THROUGH JIGSAW

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ABSTRACT

The aim of this research is to find out the improvement of students' speaking ability through Jigsaw method of the Management Study Program students of the second semester in the academic year 2018/2019 at a private university taught by and without using Jigsaw. The data of the current study were gathered at multiple points of time before and after the end of the experiment to determine the improvement of student's speaking ability through Jigsaw speaking skills. In practical terms, the sample's speaking ability was first examined through an English oral test prior to and after some Jigsaw instructional activities were provided. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, paired sample t-test, and effect size. The findings showed a remarkable development in the students' speaking skills through Jigsaw method. The writer holds an experimental research to apply Jigsaw in teaching English speaking. The population is the second semester students of a private university in the academic year 2018/2019 and the sample are two groups of students placed in experiment and control groups. Using oral test as the instrument, the writer collected the data of the students' speaking ability. The report of the research concludes that Jigsaw improved the English speaking ability of the second semester students in the academic year 2018/2019. By doing small discussion of Jigsaw method it can motivate to develop the student's braveries to use their knowledge and their experience to solve a problem without other's opinion. There may be different of view so the students can give different opinion. Beside that the students are also able to give real opinion orally.

Keywords: *Jigsaw, Students' Speaking Ability, Teaching Method*

Sari

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kemampuan berbicara siswa melalui metode Jigsaw mahasiswa Program Studi Manajemen semester dua tahun akademik 2018/2019 di sebuah universitas swasta yang diajarkan oleh dan tanpa menggunakan Jigsaw. Data penelitian saat ini dikumpulkan di beberapa poin waktu sebelum dan setelah akhir percobaan untuk menentukan peningkatan kemampuan speking mahasiswa melalui keterampilan berbicara dengan metode Jigsaw. Dalam prakteknya, keterampilan berbicara sampel pertama kali diperiksa melalui tes lisan bahasa Inggris sebelum dan setelah beberapa kegiatan pembelajaran Jigsaw diberikan. Data dianalisis menggunakan metode statistik dasar dan inferensial termasuk skor rata-rata, standar deviasi, paired sample t-test, dan ukuran efek. Temuan menunjukkan perkembangan luar biasa dalam keterampilan berbicara siswa melalui metode Jigsaw.

Penulis mengadakan penelitian eksperimental untuk menerapkan Jigsaw dalam mengajar berbicara bahasa Inggris. Populasi adalah mahasiswa semester dua pada sebuah universitas swasta pada tahun akademik 2018/2019 dan sampelnya adalah dua kelompok siswa yang ditempatkan dalam kelompok eksperimen dan kontrol. Menggunakan tes lisan sebagai instrumen, penulis mengumpulkan data kemampuan berbicara siswa. Laporan penelitian menyimpulkan bahwa Jigsaw meningkatkan kemampuan berbahasa Inggris siswa semester kedua di tahun akademik 2018/2019. Dengan melakukan diskusi kecil melaui metode Jigsaw dapat memotivasi untuk mengembangkan keberanian mahasiswa untuk menggunakan pengetahuan dan pengalaman mereka untuk memecahkan masalah tanpa pendapat orang lain. Mungkin ada perbedaan pandangan sehingga mahasiswa dapat memberikan pendapat yang berbeda. Selain itu mahasiswa juga dapat memberikan pendapat secara lisan.

Kata kunci: *Metode mengajar, Kemampuan berbicara Bahasa Inggris, Jigsaw*

Introduction

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning. Enabling the learner to learn, setting the conditions for learning. Teacher's understanding of how the learner learns will determine his or her philosophy of education, teaching style, approach, methods, and classroom techniques. Theory of teaching will spell out governing principles for choosing certain methods and techniques, a theory of teaching, in harmony with the teacher integrated understanding of the learner and the subject matter to be learned, will pint the way with successful procedure on a given day for given learners under variant constraints of particular context of learning. In other words the teacher's theory of teaching is the teacher's theory of learning.

English speaking ability is one of the most important skills to be developed and enhanced in language learners, particularly in an academic setting (Morozova, 2013). A lot of students faced difficulties in carrying out a conversation and expressing their ideas (Romlah, 2018). Generally, students are intended to be better in four skills matter as well as their critical thinking along learning process in the classroom (Gilang&Nadia, 2019, p.31). Speaking is the verbal use of language and a medium through which human beings communicate with each other (Fulcher, 2003). It is the most demanding skill that people need to communicate in everyday situations. Generally, speaking is the ability to

express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this study, the term "speaking" is to one of the four skills related to language teaching and learning. Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools and universities due to different reasons like emphasis on grammar and unfavorable teacher-student proportions (Nasser & Rais, 2014).

According to Harmer states that there are three main reasons for getting students to speak in the classroom. Those are chances to practice real-life speaking in the safety of the classroom, trying to use any or all of the language they know, and having opportunities to activate the various elements of language. Badroeni (2018). Leong & Seyedah (2017, p.38) state that there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

The First is inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. According to Rivers thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the

speaking class, some learners dominate the whole class while others talk very little or never speak.

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). There are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. Those four problems happend to the student of Indonesia, especially the students of the research site university majoring Management of the second semester.

In teaching and learning process, the teacher is able to make the students active in discussion the material effectively, be able to understand what they are learning in the class learning process, and also be able to express their own English orally, the most important thing here to carry out the English teaching was that the teacher is able to use the appropriate approach, design, and procedures to manage and create the class lively. Jigsaw method is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

Jigsaw is one of the cooperative learning techniques, is based on group dynamics and social interactions (Sahin, 2010). First, teacher divides the students into small groups. Each group consists of three to five students. These groups are called jigsaw group. Teacher gives a Topic consists of some segments of the material to all students in

jigsaw group. Second, each student in Jigsaw groups is assigned to choose a section or portion of the material. After that, students who choose the same section gather and make a new group called expert group. In this step, the researcher gives time to these " Expert Group" to discuss the mai n point of their segment. They may share ideas, opinions, and comprehension about the material and try to solve their problem. After that, they return to their jigsaw groups and explain the material to each other, until all of them in jigsaw groups comprehend the material.

Finally, give a quiz based on the material to find out students' achievement (Yohanes & Hesti, 2018). Jigsaw has first introduced and experimented by Elliot Aronson and colleagues in Texas University then have been adopted by Slavin and colleagues in John Hopkins University (Arends, 2001). Besides, Jigsaw is very important in communicative language teaching because it gives the students an opportunity to practice communicating and interacting in different social context and different social roles. Therefore, communicative language learning (CLT) approach is very appropriate to support the problem above because this approach is learners-centered, where in doing their activity they use their own language resources to communicate meaningfully and to take part in the communication (Richard, 2003: 17). The main purpose of this study is to know the use of using jigsaw method to improve students' English speaking ability.

Methods

This study belongs to pre experimental method with the One Group Pretest - Posttest design. This study was conducted in one class which was given the treatment. The treatment of this study is teaching and learning process by using jigsaw method. Procedures before the start of the experiment, oral performance test were administered to the students in the control and the experimental groups. After that, the actual experiment began. Students in the control group were taught through the traditional method of teaching speaking skill, while the students in the experimental group were taught through using Jigsaw.

The writer conducted this study in a private university. This study was conducted on March 2018 in the academic year 2018/2019. The population of this study was second

semester students of English study program of a private university in academic year 2018 / 2019. The total members of second semester students were 124 who were divided into 5 classes. Every class consisted of 40 students. The writers used purposive sampling technique to take the data. The writer determined one class because she assumed that students had sufficient knowledge of English in this class. Therefore, the sample of this study was 40 students. They were all homogeneous with regard to age, sex, ethnicity, mother tongue, exposure to English and educational and cultural background.

Students in the experimental group were divided into six groups each consists of 5 students. However, the students were given a choice to select their group members to work with on alternate weeks during study duration, i.e. three months. Throughout the group work, each member had to present a topic. Then each group discussed a chosen topic, exchanged the ideas, helped each other and shared knowledge. Each group member was assigned a role and responsibility that must be fulfilled if the group is to function. Those roles were assigned to ensure interdependence. At the end of the study, post-tests of oral performance and students' ability towards Jigsaw were given to the students.

Three approaches were used in order to analyze the data of the study. To find out the effect of Jigsaw on speaking Ability, descriptive statistics including mean scores, standard deviations of the pre- and post-tests were used. Inferential analysis was used to find out if any significant differences were found between the control group and experimental group in both the pre- and post-tests. However, statistical significance does not tell us the most important thing about the size of the effect. One way to overcome this confusion is to report the effect size which is simply a way of quantifying the size of the difference between two groups (Thalheimer&Cook 2002).

Results

The data obtained from the pre-/post-test were analyzed and interpreted using the Statistical Package for the Social Sciences (SPSS). The main results are presented and displayed based on the questions of the study to what extent does Jigsaw Improved

speaking skills among university students. The overall average mean score of the experimental group on the pre-test was 63.37 with a standard deviation of 10.17, while that of the control group was 63.63 with a standard deviation of 9.55. As shown in Table 1, the speaking performance mean scores of the experimental group were all similar to the scores of the control group. Relative to each other, both the control and the experimental groups were similar in their speaking skills before carrying out the experiment.

Table 4.1

Overall average mean-scores and standard deviations of the experimental and control group in the pre-test of speaking performance

Group	N	Mean	Std Deviation
Experimental Group pr-test	40	63.37	10.17
Control Group Pr-test	40	63.63	9.55

However, the mean score of the experimental group on the post-test was 69.00 with a standard deviation of 9.98, while that of the control group on the post-test was 63.63 with a standard deviation of 9.77. Table 2 presents the speaking competence mean scores of the experimental group in the post-test which were all higher than the scores of the control group. This result provides confirmatory evidence of a noticeable increase in the post-test mean score of speaking ability of the experimental group.

Table 4.2

Overall averages mean scores and standard deviations of the experimental and control group in the post-test of speaking performance

Group	N	Mean	Std Deviation
Experimental Group pr-test	40	69.00	9.99
Control Group Pr-test	40	63.63	9.77

To determine if there is any significant statistical difference between the students who were taught speaking skill using traditional instruction and those who had been exposed to Jigsaw, a paired sample t-test was conducted. The writer demonstrate a lack of any significant statistical difference at the confidence level of $\alpha=0.05$ between the students in the control and experimental groups before the experiment. The t- value -779>0.05 reveals that there is no significant difference between the mean scores of the two groups

on the pre-test (α=0.05). Thus, it is evident that the two groups had the same level of English speaking competence before the experiment in table 3 below.

Table 4.3
Paired samples t-test of the experimental and the control groups in the speaking performance test prior to experimentation

		Paired Differences						
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	g.(2-tailed)
				Lower	Upper			
Pair 1 Pre-test	.26667	1.87420	.34218	-.96651	.43317	-.779	29	.442

To ensure if the difference between mean score of the control and experimental groups in the post-test is statistically significant, a paired sample t- test was run. Table 4 shows that there is a statistically significant difference in the post-test between the experimental and control groups. The experimental group with t- value =8.781, p= .000 < 0.05.

Table 4.4
Paired samples t-test of the experimental and the control groups in post-test of the speaking Ability

			Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post-test	3666	3475	1117	4.1167	6.6166	8.781	29	.000

To further compare differences between the experimental group and control group and to find out the Improvement of students' speaking Ability by Jigsaw, the overall post-test scores of the two groups were compared. The result revealed an effect size of 0.55 which is interpreted as a medium Improvement of the independent variable (Jigsaw) on the dependent variable (speaking Ability).

After Analyzing the data, the writer can describe the data as the result of the study from the data of the students' speaking ability of the second semester students of Muhadi

Setiabudi University in taught by using Jigsaw. The writer then put them into the table of frequency distribution as follows:

Table 4.5
The Frequency Distribution of the Speaking Ability of the Student Taught by Using Jigsaw

No.	Score	requency	Precentage %
1	5-87	12	30
2	6-77	16	40
3	7-69	7	17,5
4	8-60	3	7,2
5	9-51	1	2,5
6	0-42	1	5,2
	TOTAL	40	100

From the data listed of the table 4.5 The writer found that the highest score is 90 and the lowest score is 45. The average score (Mean) is 80 and the Standard of Deviation (SD) is 5.80 Based on those data findings, the writer concludes that the speaking ability of the second semester students taught by using Jigsaw can be categorized as excellent.

The writer also described the data as the result of the study from The Speaking Ability of the Second Semester Students of the University in the Academic Year 2019/2020 Taught without Using Jigsaw. The writer found that the highest score is 81 and the lowest score is 44. The data can be drawn in the table of frequency distribution as follows.

Table 4.6
Frequency Distribution of the Speaking ability Taught without Using Jigsaw

No.	Score	requency	Precentage %
1	95-87	5	12,5
2	86-77	10	25
3	77-69	9	22,5
4	68-60	11	27,5
5	59-51	3	7,5
6	50-42	2	0,5
	TOTAL	40	100

From the data listed on the table 4.6 above, The Writer found that the conclusion the mean is 64.3 and the Standard of Deviation (SD) is 7.74. It means that the speaking ability of the second semester students taught without using Jigsaw can be categorized as sufficient. The data can be described that based on the calculation of ttest, with the

level of significance 5 %, the research hypothesis is confirmed. And the achievement of English speaking of the second semester students of the university taught by using Jigsaw is higher than the achievement of English speaking of the second semester students taught without using Jigsaw. It means that Jigsaw method improved the Students' English speaking ability.

Finding and Discussion

Carried out a study on the factors increasing the development of learners' speaking skill. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners. Boonkit (2010). In the classroom discussion, the students have more motivation to use English in communication with their friends they can practice how to express their ideas or opinions, they can also appreciate the other opinions of other students, and they can practice how to solve the problems together. Discussion involves all students in learning process, and it can increase the student"s participation individually (Afrizal, 2015).

The effect of jigsaw method to improve students' vocabulary ability in mastering prepositional phrasal verb, it can be concluded that the effect of jigsaw method can improve students' vocabulary ability. It can be seen by students' achievement in vocabulary test. The result of this study showed that the students' vocabulary ability improved efficiently and effectively after following the teaching and learning process by using jigsaw method. Moreover, the effect of jigsaw method can improve the students' interaction with the teacher and other students. Based on explanation above, the writers conclude that the effect of jigsaw method can improve second semester students' vocabulary achievement of English study program of Timor University in academic year 2017 / 2018 (Yohanes & Hesni, 2018).

Related to the some previous study and after analyzing the data shown in the result terms. Jigsaw method the students were more active in learning process, they can freely express and share their ideas and opinion about the problems that has been faced.

Beside that they can work together with their friends to solve the problems. The teacher or the lecturer serves only as the motivator and facilitator and also monitors in doing the discussion. Based on the result above, it is concluded that Jigsaw was a model of Cooperative Learning works well in improving the ability of English skills of the second semester students of the university in academic year 2019/2020.

By doing small discussion of Jigsaw method it can motivate to develop the student's braveries to use their knowledge and their experience to solve a problem without other's opinion. There may be different of view so the students can give different opinion. Beside that the students are also able to give real opinion orally. In this case they need to practice their democratic life. Thus, the students can practice to give opinion about a problem. And at last the discussion gives possibility for students to learn to participate by asking to solve a problem together. In the lesson which is doing by Jigsaw method, the students have more motivation to use English in communication with their friends they can practice how to express their ideas or opinions, they can also appreciate the other opinions of other students, and they can practice how to solve the problems together. Jigsaw involves all students in learning process, and it can increase the student's participation individually of the second semester students of the university in academic year 2018/2019.

Conclusion

The result of the research shows that activities through Jigsaw technique improved the English speaking for the second semester students of the university in the academic year 2018/2019. The writer suggests that the teacher can use the Jigsaw as one of the models of Cooperative Learning to apply in teaching English, especially to improve students' ability in speaking.

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Biography

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