

**THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN ENGLISH
SPEAKING CLASS AT THE SECOND GRADE STUDENTS
OF SMAN 2 BANDAR LAMPUNG**

Oleh

Desti Mulya Sari S. Bambang Setiyadi, Hartati Hasan

FKIP Universitas Lampung

Email: ms.desti@gmail.com

Abstract: The objectives of this research are to improve (1) students' speaking ability (2) students' speaking activity and (3) the quality of teacher's performance. The subject of this research is the second grade students of SMAN 2 Bandar Lampung, class XI IPS 1. The research was conducted from September 1st until 16th 2012. An action research was carried out in order to improve students' speaking ability by using Jigsaw Technique in English speaking class.

The result of the research shows that Jigsaw Tehnique improves the students' speaking ability. There were two indicators that were used in this research, i.e. learning product and learning process. In term of learning product, in cycle 1, students' average speaking score was 61,8 and in cycle 2, it was 67,05. Meanwhile, it was also found that there were some students who could not comprehend the text because the students lacked of vocabulary in the first cycle. Moreover, some students did not focuss and they looked so nervous. This was due to the condition during the class. In the second cycle, all of the students could comprehend the text well and focuss on the activities. They became more active in speaking class because the students were given different style of Jigsaw Technique in the second cycle. In this cycle, the students were given a fun moving activity which helped the students enjoy the learning process.

In this research, the researcher took her role as the teacher. In cycle 1 the researcher could not emphasize the use of English and coordinated learning process. In the second cycle, the researcher used simple vocabulary and made fun moving activities. Thus, the students could catch what the text and discussion meant. It meant that the teacher could emphasize the use of English and coordinated learning process well.

Key words: Jigsaw technique, improvement. speaking

Implementasi Teknik Jigsaw Dalam Kelas Bicara Bahasa Inggris pada Siswa Kelas 2 SMAN 2 Bandar Lampung

Oleh

Desti Mulya Sari S. Bambang Setiyadi, Hartati Hasan

FKIP Universitas Lampung

Email: ms.desti@gmail.com

Abstrak: tujuan penelitian ini adalah untuk meningkatkan (1) kemampuan bicara siswa (2) aktivitas bicara siswa dan (3) kualitas performa guru. Penelitian ini dilakukan pada siswa-siswi kelas 2 IPS 1 SMAN 2 Bandar Lampung. Penelitian pada tanggal 1-16 September 2012. Penelitian tindak kelas digunakan sebagai metode untuk meningkatkan kemampuan bicara siswa melalui teknik Jigsaw dalam kelas bicara bahasa Inggris.

Hasil dari penelitian ini menyatakan bahwa ada kenaikan pada kemampuan bicara siswa. Terdapat dua indikator yang digunakan pada penelitian ini, yaitu produk pembelajaran dan proses pembelajaran. Pada produk pembelajaran di siklus pertama, skor rata-rata siswa adalah 61,8 dan di siklus ke-dua adalah 67,05. Sementara itu, juga ditemukan bahwa ada beberapa siswa yang tidak dapat memahami teks dikarenakan rendahnya pembendaharaan kosakata yang dimiliki. Lebih dari itu, beberapa siswa tidak dapat fokus dan mereka terlihat begitu gugup. Hal ini disebabkan oleh kondisi yang ada di dalam kelas. Di siklus ke-dua, semua siswa dapat memahami isi teks dengan baik dan fokus pada kegiatan mereka. Mereka menjadi lebih aktif dalam kelas bicara karena siswa diberikan teknik Jigsaw dengan style yang berbeda di siklus ke-dua. Pada siklus ini siswa diberikan kegiatan yang bersifat aktif dan menyenangkan yang membantu siswa menikmati proses pembelajaran.

Pada penelitian ini, peneliti berperan sebagai guru. Pada siklus pertama, peneliti tidak dapat menekankan penggunaan bahasa Inggris dan mengkoordinasi proses pembelajaran. Pada siklus ke-dua, peneliti menggunakan kosakata yang lebih sederhana dan merekayasa kegiatan yang aktif dan menyenangkan. Karena hal inilah para siswa dapat memahami isi teks dan isi diskusi. Ini berarti bahwa guru dapat menekankan penggunaan bahasa Inggris dan pengkoordinasian proses pembelajaran dengan baik.

Kata kunci: jigsaw teknik, peningkatan, bicara

INTRODUCTION

Being able to speak English in recent years become a vital need. Many English Courses offers conversation class for either adults or children. Starting from Elementary School, Junior High School, Senior High School, until university. Considering the importance of speaking skill in learning English, Renandya (1999:230) says that Speaking is one of the central elements of communication.

In Indonesian English has been positioned as a compulsory subject in the national curriculum for students in Junior and Senior High School (ages 12-18). In fact, even the students have learned it for twelve years or more, still many of them could not speak English properly. There are many Senior High School students who could not speak fluently, and they also speak slowly. As it was found in SMAN 2 Bandar Lampung, they seemed difficult to speak English. During the researcher's observation in SMAN 2 Bandar Lampung, it was found that there were some factors which made the students unable to speak English, first teacher's limited English proficiency, second, uninteresting technique, and third, students' low motivation in the learning process.

Therefore, the researcher would like to focuss on the technique that can influence the other problems. The researcher is interested in conducting the Jigsaw technique in teaching speaking process in order to improve the speaking activity. The researcher think that by using an appropriate technique the teacher limited English proficiency and the students' low motivation will be more managable as

Alexander (1998) states that the teaching qualities, particularly the techniques used in teaching process are important.

The jigsaw strategy is a cooperative learning technique appropriate for students from 3rd to 12th grade. It is also used extensively in adult English Second Language (or ESL) classes. The strategy is an efficient teaching method that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. Both individual and group accountability are built into the process.

As a group work, of course Jigsaw will be very effective in improving students' learning activity and students' speaking ability latter. Each member of the group indirectly will be forced to speak up base on the topic of discussion. Harmer (2004: 117) states that groups work has some advantages, one of them is that promotes learners autonomy by allowing them to make their own decision in the group without being told what to do by the teacher.

In this research the researcher will conduct Classroom Action Research in SMAN 2 Bandar Lampung. There will be two or more cycles in implementing jigsaw technique during the process, which the next cycle will be improved to make the quality of teaching learning process be better.

METHOD

In this research, the researcher used a classroom action research. Action research is characterized by problems and actions done by using cycle to solve the

problems. In doing the research, the researcher (acted as the teacher) collaborated with the English teacher of that school (collaborator) to improve the students' speaking skill through Jigsaw technique. The researcher and the collaborator had also carried out reflection after knowing the result of the analysis. The function of the collaborator in this action research is as a resource to find the problem in order that the researcher could see the improvement when doing this technique and also, as the second observer to get the data.

In this research the data was taken from primary data, they were classroom activities, classroom observation, students' utterances and performance, and speaking test. The researcher used three kinds of instruments in collecting the data, they are pre observation, speaking test, and observation.

1. Pre Observation

The researcher conducted pre observation in order to know the object of the research exactly the students' basic speaking ability. In conducting the tests the researcher provided a topic. Each group has to make some issues, arguments for, arguments against, and conclusion about the main generic structure of discussion text related to the picture. This way was determined to decide the first cycle.

2. Speaking Test

The researcher held speaking test. In conducting the tests the researcher provided a topic. As the same with the pre test, each group has to make some issues, arguments for, arguments against, and conclusion about the main generic structure

of discussion text related to the picture. In the test the researcher used inter rater, the researcher herself and the English teacher of the class.

3. Observation

The learning process drawing conclusion of whatever that was happened in learning process was observed by implementing Jigsaw technique. Observation sheet covering teacher's performance and students activities were used by the researcher.

The test of speaking was measured based on two principles, reliability and validity.

Reliability

The form of the test is subjective test since there is no exact answer. In this test the researcher used inter – rater to assess students' performance. The raters were herself and their English teacher. The rater gave the score by listening to each student speaking performance individually .

Validity

Validity refers to the extent to which the test measures what it was intended to measure. This means that it relates directly to the purpose of the test. There are some kinds of validity such as Content validity and Construct validity. Content validity, the test is a good reflection of what has been taught and the knowledge which the teacher wants his students to know. Content validity can best be examined by the table of specification (Shoamy, 1957:74). Construct validity concerns on whether

or not the test is actually in line with the theory of what it means to the language that is being measured.

The researcher compared the test with table of specification to know whether the test was good reflection of what had been taught and the knowledge by the teacher wanted the students to know. It is presented as follows:

Aspect	Theories
1. Pronunciation	It refers to the ability to procedure easily comprehensible articulation. (Syakur, 1987). Pronunciation refers to the intonation patterns (Harris, 1974:81)
2. Vocabulary	Vocabulary means the appropriate diction which is used in communication (Syakur, 1987)
3. Fluency	Fluency refers to the ease and speed of the flow of the speech (Harris, 1974:81)
4. Comprehension	It defines that comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. (Syakur, 1987)
5. Grammar	It is students' ability to manipulate and to distinguish appropriate grammatical form in appropriate ones. (Heaton, 1978:5)

The researcher only adopted three components of speaking that were analyzed, those are fluency, vocabulary, and comprehension. This was due to the reality of the fact that showing that the students' speaking ability were still low. Many of students the students could only speak with very low corrected grammar. In addition, they have to work hard in producing correct pronunciation.

In this step the researcher interpreted the written form of data and tried to find the problems during learning process using jigsaw.

1) Students' Learning Activities

In analyzing the data gained by observing the students' learning activities, the researcher analyzed the problem that was faced in the cycle.

2) Teacher's Teaching Performance

Meanwhile, in analyzing the data got from observing the teacher's performance, the researcher did the following steps:

2.2.1 Counting the total score

2.2.2 Making a description from the data that have been analyzed.

This research was done in two cycles. The first cycle was conducted in line with the problem found in the pre-observation. The result of students' speaking interaction during the process was analysed to see whether it has fulfilled the indicator of the research. The cycle focus on the weaknesses found in the first cycle. Each cycle of the research consist of some stages, they are: 1). Planning, 2). Action, 3). Observation and interpretation, and 4). Analysis and Reflection (Wiriaatmadja, 2008:66).

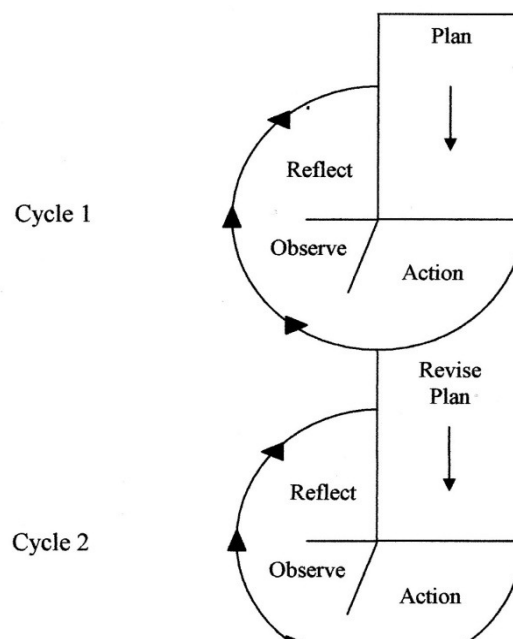


Figure1. The cycle of the classroom action research
Adopted from Kemmis and Taggart (in Wiriaatmadja, 2008:66)

The following are further explanation about stages in this research.

1) Planning

In this stage, the problem causes are identified so the focus of the problem can be formulated. Then, the appropriate technique is chosen. After deciding the technique, the planning is about the materials, teaching aids and the type of tests in the form of lesson plan.

2) Action

Action is the stage where the teacher does the treatment, by implementing Jigsaw technique in teaching speaking based on the lesson plan. The students were asked to make a plot from the story of the text. The teacher facilitates the students so that they can make a good speaking interaction.

3) Observation and Interpretation

The researcher observes the activities in the teaching learning process and writes the result of the observation in the observation sheets.

4) Analysis and Reflection

In this stage, the researcher and the teacher analyze the result of speaking in activities of the students as the learning product. In analyzing, they make reflection to find out the strength and the weakness of implementing Jigsaw technique to decide the next step.

In order to see whether Jigsaw technique can be used to improve students' speaking ability, the researcher will determine the indicator dealing with the learning process and product.

1). *Learning Process*

Observation was done to observe the teacher and the students in the teaching learning process by observing the activities occurred in the class and by filling in the observation sheets. Furthermore, the observation was done to find out the teacher performance and students' activity in the learning process included in the pre-activity, while activity, and post-activity. The target was the students interaction in speaking activity and teacher performance could be better than that before the treatments. So, with this process, it was found whether and how the Jigsaw technique could improve the quality of teacher's teaching performance.

2) *Learning Product*

In order to get the learning product, the researcher used one instrument, it was a speaking test. Researcher held speaking test in two times. The first test was done before the 1st cycle, and the last test was done after the second

cycle. This way was determined to find out whether there is an improvement in students' speaking ability, or not. The target was the students' interaction in speaking activity and students' speaking ability could be better.

RESULT AND DISCUSSION

This action research was conducted in two cycles. The researcher decided to hold it in two cycles since the indicators of the research had already been achieved at the second cycle. Each cycle of this action research comprised of some steps, such as, planning, implementing, observing, interpreting, and reflecting.

The following table explain about the comparison of students' activities in cycle one and cycle two:

No	Cycle one	Solution	Cycle two
1	Some of the students did not comprehend what should they do with the text. They were lack of vocabulary.	The researcher gave a clearer guided question and guided speaking before giving the text to the students. Each students also brought a dictionary.	The students are interested in following the class. They could get the main point from the text easily and respond the topic enthusiastically.
2	Some students did not focus when the researcher explain the topic to discuss and when they did the discussion.	Before giving the text, the researcher explained the clear rules.	The students could think twice what they should do whether they should focus or not. They have realized what they have done and best for themselves.

3	Many of the students speak with very limited sentences and very low sound. They looked so nervous.	Researcher made the students feel comfort by create fun moving Jigsaw group and feel motivated by motivating them deeply.	The students could discuss and share the text good enaough. They are no longer nervous.
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The following table explain about the comparison of teacher's performance in cycle one and cycle two:

No	Cycle one	Solution	Cycle two
1	The researcher could not emphasize on using English in the teaching and learning process	the researcher used simple vocabulary in order that the students could catch what the researcher meant	The researcher could emphasize on using English in the teaching and learning process
2	The researcher could not do a good coordinated teaching and learning process.	the researcher gived clearer rules to the students	The researcher could coordinate the teaching and learning process well

The following table shows the frequency of students with the speaking ability scores they achieved:

Table 5 Students' Speaking Score in cycle 1 and Cycle 2 in sharing the text

No.	Score	Cycle 1	Cycle 2
		Frequency	Frequency
1.	86 – 100	-	-
2.	70 – 85	4	13
3.	56 – 69	19	17
4.	40 – 55	7	-
Total		30	30

Considering all data gathered from action research, the researcher has drawn up some conclusion. They were as follow:

1. Jigsaw technique can be implemented to improve students' speaking ability. In the first cycle, standard Jigsaw technique is implemented, then in the second it is changed into different style of Jigsaw technique. It is proved that different style of Jigsaw technique can improve the students' speaking ability. The students can do the task happily and easily. As a result, they can share the text well.
2. Being given the implementation of standard and different style of Jigsaw technique, the students become more active. In standard Jigsaw technique, they work in a group. In different style of Jigsaw technique, the students are seated in fun moving group. They discuss about the text in their group work happily. It is deeply shown in the students' observation sheets that there are no more problems found during speaking class.

3. Jigsaw technique contributes a positive effect toward teacher's teaching performance. It is showed while the researcher created a fun moving activity. The researcher activated students' enjoy feeling.
4. By modifying Jigsaw technique into different style of Jigsaw technique with fun moving activity, the students could learn better because they were no longer nervous. With no longer nervous feeling, students could enjoy and easily comprehending, discussing, and sharing the material during the class.

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