IMPROVING STUDENTS' SPEAKING ABILITY THROUGH JIGSAW TASK

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada perubahan yang signifikan pada kemampuan berbicara siswa setelah diajar melalui *jigsaw task* dan untuk mengetahui respon siswa setelah diajari melalui jigsaw task. Populasi penelitian ini adalah siswa kelas IX b berjumlah 32 siswa*, t-test* pengukuran berulang digunakan untuk menganalisa data. Pada *pre-test*, nilai rata-rata adalah 61.41 dan pada post test menjadi 76.23. Jadi ada peningkatan sebesar 14.82. Nilai signifikan ($p=0.000$, $p<0.05$). Ini menunjukkan bahwa hipotesis diterima. Dengan demikian *jigsaw task* secara signifikan merubah kemampuan berbicara siswa. Hasil kuesioner juga menunjukkan bahwa siswa memberi respon positif terhadap implementasi pengajaran melalui jigsaw.

The objective of this research is to find out whether there is an significant improvement of students' speaking ability after being taught through jigsaw task and to identify the students' response after being taught through jigsaw task. The population of this research is the class IX b which consists of 32 students. In this research, repeated measure t-test was used to analyze the data. In pre test, the mean score is 61.41 and it becomes 76.23. in post test. Thus, there is an improvement of 14.82. The significant (2-tailed) value was ($p=0.000$, $p<0.05$). It showed that the hypothesis was accepted. Therefore, it can be concluded that jigsaw task can significantly improve students' speaking ability. The result of questioner also shows that students gave positive response toward the implementation of jigsaw task in teaching learning.

Key words: improving, jigsaw task, speaking ability, students' response.

INTRODUCTION

Speaking is one of the language skills which is essential for students to master. But the learners of English still have problems in speaking. Based on the researcher's experience when conducting Field Practice Program (PPL) in SMPN 2 Bukitkemuning, it can be reported that many students still have difficulties in expressing their ideas in English orally. Some students found difficulties in finding factual information that should be involved in speaking such as appropriate expression and context. The students also found difficulties in pronouncing some words since they where not given the same chance to practice speaking in the class because of time limitation. Besides, the lack of vocabulary is also as one of the problems that is faced by the students. Some students spend much time to pay full attention to express some words in English. Byrne (1977) points out that the students of senior high school often have difficulties in speaking although they have enough time to study English from junior high school. In the previous study that was done by Rahayu (2004) at senior high school of YP Unila, it was known that the students of senior high school still have difficulties in their speaking ability. Furthermore, one factor that may cause the problems is because the teachers often use traditional way of teaching. Therefore, in this research the researcher states that one of possible way to solve this problem is the use of appropriate technique in teaching speaking. There are many techniques of teaching speaking that can be used by the teacher such as, jigsaw task, think-pair-share, three-step interview, round robin brainstorming, three-minute review, numbered heads, team pair solo, circle the stage, partners, etc.

In this research, the researcher used jigsaw task to help the teacher solve those problems. The researcher expected that it will improve students' speaking ability by giving factual information that will be experienced by them and give a lot of speaking practices in group cooperatively to the students. Aronson et al (1978) explains that jigsaw teaching task is

Cooperative Learning technique. This technique can be used in teaching listening, speaking, reading, and writing. In this technique, the teacher pays attention to students' experience background and helps student activate their schemata so that the material becomes more meaningful. Besides, students work together with their friends in cooperative situation and have many opportunities to process the information and increase communication skill.

By considering the advantages, the writer assumes that jigsaw task is important for teaching in the class. It is because the jigsaw task ensures the participation of the students that have unique and essential information; it helps the students in learning the content of subject; it has a strong effect on attitude to learning and social relationship among students in group; and it enables the students to understand the text because while they are doing the activity they will try to know the meaning of words or sentences in order to get complete task. In this reserach the researcher tried to explore whether jigsaw technique could also be used in teaching speaking and whether there is a significant improvement of students' speaking ability score from pretest from posttest after being taught through jigsaw task.

Based on the background above, the researcher intended to find out whether jigsaw task can significantly improve the students' speaking ability score from pretest to posttest through research and students' response after being taught through jigsaw task is.

METHOD

The researcher was intended to find out whether there is significant improvement of students' speaking achievement after teaching using Jigsaw Task. What students' response after being taught through jigsaw task is. Experimental class was chosen to get treatments of giving jigsaw task. In this quantitative research, experimental design; *one group pre-test and post-test design* was applied.

The research design can be represented as follows:

T1 X T2

(Hatch and Farhady, 1982:20)

Note:

T1   : Pretest

X   : Treatmant

T2   : Posttest

The population of this research is class IX of SMPN 2 Bukitkemuning that consists of 7 classes and one class is taken as the sample as experimental group. The class consists of 40 students and the sample was selected using simple probability sampling trough lottery drawing.

Pre test and post test of listening test and questionnaire were adminestered in order to gain accurate data. The questioner was given to language learners in an attempt to get data about the students' respond toward jigsaw task as a technique. In this study, the questionnaire was only given after the treatment.

RESULT AND DISCUSSION

This section attempts to answers the two research questions put toward in the previous section. In order to answer the first research question the research use pre-test, treatment, postest.

The pre test was to know how far the competence of the students in speaking skill before the treatment. The test was speaking in the forms of interpersonal dialogue. Statistical Computation with *SPSS 12.0 for Windows* was used to analyze the scores on the pre-test. The

total score of post test was 2088 ; the mean of the pre-test was 61.41; the highest score is 68; and the lowest score is 56.

The post test was to know the progress of students' speaking ability after being given the treatment using jigsaw task.The total score of post test was 2592 ; the mean of the pre-test was 76.23; the highest score is 88; and the lowest score is 78. In other words, jigsaw task can be used to improve students' speaking ability. The improvement can be seen from the average score between the pretest and posttest. Jigsaw task refers to the existence of lack information among participants, each of whom possesses some piece of information not known to, but needed by all other participants to complete the given tasks. Therefore jigsaw task would decrease their anxiety an improve their speaking ability significantly. This task is suitable for the students. Students seemed to enjoy doing jigsaw task because they learnt how to study in group working in cooperative situation.

The result of pre-test showed that gained score of students' pronunciation from the pre-test and post-test was 68, from 448 to 516. The mean score of students' pronunciation in pre-test was 13.23: 24 students got 12 and 10 students got 16. The mean score of students' pronunciation in pre-test was 14.93 in post-test, 8 students got 12. 25 students got 16 and 1 student got 20. The improvement of the students' pronunciation was 2%. It happened because their pronunciation could be practiced by listening to the teacher first when the teacher told the students a short dialogue about the topic and then in their group they practiced the dialogue and gave response to replay their friend, if they didn't know how to pronounce a word they asked their friend or their teacher and there was a peer corrections in this case.

The gained score of the students' fluency from the pre-test and post-test was 116, from 408 to 524. The mean score of students' vocabulary was 12.64: 2 students got 12 and 12 students got 16. The mean score of students' fluency in post-test was 15.58: 24 students got 16 and 12 students got 20. The improvement of the students' pronunciation was 2.58%. it happened

because in jigsaw technique, there was more chance for students to practice their speaking not only in their expert group when they discussed about the topic. So it would practice and develop their fluency.

The gained score of the students' vocabulary from the pre-test and post-test was 116, from 408 to 524. The mean score of students' vocabulary was 12.64: 2 students got 8, 30 students got 12 and 2 students got 16. The mean score of students' vocabulary in post-test was 15.58: 7 students got 12, 25 students got 12, 25 students got 16 and 2 students' pronunciation was 3, 41%. It happened because in doing the activities the teacher gave some new vocabularies and the meaning related to the topic, when they discussed in their expert group, each member gave input and shared information about the topic and completed the given task. When they returned to their original group each member explained about their part since each member of group had different part so they got many new vocabularies and their vocabulary would increase.

The gained score of the students' comprehension from the pre-test and post-test was 100, from 408 to 508. The mean score of students' comprehension in pre-test was 12: 34 students got 12. The mean score of students' comprehension was 2.94%. It happened because in their group they learned in cooperative learning to complete their task since they had different part. It could make the students more and easily comprehend about the topic and in this case the teacher acted as advisor and the students were not afraid and shy to ask the teacher or their friends if there was difficulty related to the topic. So it would increase their comprehension about the topic.

In this research the highest improvement at the students' speaking ability was in grammar. The gained score of the students' grammar from the pre-test and post-test was 132, from 408 to 540. The mean of students' grammar in pre-test was 12.05: 3 students got 8, 28 students'

grammar in post-test was 15.76: 3 students got 12, 29 students 16 and 2 students got 20. The improvement of the students' grammar was 3.88%. It happened since they studied in cooperative situation. There was peer correction; the smarter students would help their friend and grammar and discussed in their group about some mistakes or ungrammatical sentence. If it was difficult enough they asked the teacher to help them. So in this technique their grammar would be better than before.

. **Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair1 pretest-posttest	-14.82353	4.32886	.726696	-16.30254	-16.34452	-20.391	33	.000

Based on the result of hypothesis testing above, *Repeated Measured T-Test* was used and also statistically tested by using statistical computerization (SPSS 12), in which the significance was determined by $p<0.05$. The T-test revealed that the result was significant (p=0.00). Thus, there was a significant improvement of the students' speaking ability through jigsaw task. In other word, H_0 was rejected and H_1 was accepted.

The writer conducted the treatment for three times. At the first treatment, the teacher told the students that they were going to learn about how to invite someone, accepting and refusing invitation. The teacher showed the picture of invitation and asked them" Did you know how to invite someone and accept and refuse an invitation? "What were the expressions that are commonly used to invitation?" the teacher gave a chance to students to give their opinion.

The teacher gave them example of a short dialogue related invitation. Teacher gave expressions that were commonly used with the meaning related to an invitation.

The teacher divided the class into 8 groups and each of which consisted of five students. The teacher gave some situations related to an invitation for each group and the teacher divided the material info five parts; the first student received the first part while the second student received the second part and so on. The first student concerned on how to invite someone to a party, the second student concerns on how to invite someone to study together in his or her house, the third student concern to how to accept an invitation, the fourth concerns on how to refuse an invitation and the fifth concerns on how to invite someone to have a dinner.

The teacher asked the students to make five expert groups consisting of the students who had the same part. The teacher asked them to discuss the important thing of their part and how to teach or explain the topic in their original groups. The teacher asked them to return to their original groups after adequate time had been given. The teacher asked them to teach each other and complete their task since each student had different information needed. The teacher asked them whether they had any difficulties related to the topic. The teacher gave a chance for the students to answer it only if needed. The teacher asked them' what they had learnt?" and asked some students to conclude the topic.

From the first treatment, the teacher found that the students had ever been taught through jigsaw technique. All of the students did their own part well and tried to do the best that they can, they gave the explanation about the topic and the example. Jigsaw task ensures the participants in need of getting other information. By applying the task, each learner has unique or essential information. In this case, the students share the information to bridge the gap.

When the teacher observed the students activities in their group, it seemed that the students understood well and they were able to explain to their member of the since the topic quite easy. At the first treatment some students were still shy when they had to give explanation in their group. But by giving the students encouragement that their friends would help, the students felt confident to explain about their own part and they became the representative of their group and came in front of the class.

During the activities the writer found some difficulties of using jigsaw task such as; some students did not work well this way. Shy students did not share answers, aggressive students tried to take over, bright students intended to act superior, since the role of the teacher was a manager of the classroom activities so the writer could solve this problem by giving explanation about the rule how to study in cooperative learning.

In this meeting some of the student still made some mistakes such as in grammar, pronunciation and vocabulary. For instance in grammar, some students said "Would you mind _come_ to my party?","Would you like to having a dinner with me?","Sorry, I (*am*) afraid"," I can't, I (*am*) busy", "*It sound good*" and etc.

In pronunciation, some students mispronounced some words instance, /interested/ instead of/ int rest d/, / great/instead of/greit/, /busy/ instead of/bizi/ , /would/ instead of/ w d/,/ afraid/ instead of/ 'fr id/,/ actually/ instead of/ 'æktʊli/,/ because/ instead of/bi'k z/, /go/ instead of/g /, /front/ instead of/ fr nt/ and etc.

In vocabulary, some of the students used some inappropriate words instance, "What's for you _go (come)_ here", "I'm not so _fine (good)_ today", "I want to _come (visit)_ to Aldo's house" and etc.

In doing the activities, the students studied in cooperative situation so if their friends made some mistakes, smarter students in their group would their group would help their friend to revise it. They discussed, for instance how should pronounced the words, change grammatical sentence to right one, and chose the correct vocabulary based on the context. There was a peer correction in this case, they actively and equally participated with each other and if it was difficult enough they asked their teacher.

In this activity, jigsaw task was proved increased students retention, enhanced student's satisfaction with their learning experience, helped students develop skill in oral communication.

In this second treatment, the material was expressing happiness, attention and sympathy. The students felt more confident to give explanation to the other group member. When they discussed the topic in their topic in their expert group and in their original group, the students were motivated to get involved in peer teaching process. The activity ran well, they felt shy if they did not give any contribution to their group. They tried to give the explanation clearly in order that their friend got better understanding about the topic.

In jigsaw task the teacher required sufficient time to prepare students to learn how to work in groups, required planning and structuring in order teaching to be successful. It also requires creative assessment by the teacher whose role was a facilitator to the students.

During the activity some students had some mistakes in grammar, vocabulary and pronunciation and their friends helped them to give correct grammar, vocabulary and pronunciation, if they did not understand they asked the teacher. For example some students said "It *(is)* bad news ", "I'm happy *(about)* knowing", "How pity you *(are)* ", "I'm sorry *(to)* hear" and etc.

In pronunciation, some students mispronounce some word for instance, /condolence/instead of/k n'd vl ns/, /passed away/ instead of/po: s ' w t/, /actually/ instead of/ækt uli/ and etc.

In vocabulary, some students produced un appropriate diction for instance, "Her father died *(passed away)* last night", " Send my *regard (condolence)* to him", "It's bad (*+news)"* and etc.

In this second meeting, they solved the problems together. In their group they discussed about some ungrammatical sentences, mispronounced some words and inappropriate vocabulary and gave the solution and they also finally asked their teacher to help them.

In this activity, jigsaw task could promote students learning and academic achievement and greater productivity of the students, promote student self esteem and develop students' speaking skill.

In the third treatment, the teacher gave the topic about meeting and parting, the students where still interested in working in their group. At the end of the class the teacher asked some of students about the topic and they could answer easily. The teacher also asked one student as representative of the class to conclude about the topic of that day.

In this meeting, they still made mistakes in grammar, pronunciation and vocabulary but few. They could solve these problems with their friends in their group and asked their teacher.
During and activities, the teacher acted as as advisor, answering the students' questions and monitoring their performance. In this meeting, it seemed that the students' speaking ability improvred, in other words the students' speaking ability was better than before. Their mistakes in the previous meetings were not repeated by them.

In jigsaw task, the teacher required sufficient time to make groups that each group has heterogeneity in their member ability, the teacher had to distribute the information and

arrange the seating, so that the students had easy access to their partner in formation. So, it would use (need) longer time and more attention, the teacher would see the students who worked individually since they did not want to ask question to their partner.

In this third meeting, the topic about meeting and parting was quite easy for students. Most students seemed to enjoyed discussing it in their groups. They had known the rule of jigsaw task and could follow it well. In this activity, jigsaw task had shown that among of the students was more scaring, supportive and committed relationship.

After three times meeting, the writer conducted posttest. In conducting the posttest the researcher provided some topics and let them make a short dialogue of group which each group consist of 2-3 students based on the topic provided. The test was done orally and directly, the teacher called the group one by one in front of the class to perform their dialogue. The writer asked the students to speak clearly since the students' voice will be recorded during the test. The material for pretest and posttest was taken the students' handbook. The form of the test was subjective test since there was no exact answer.

In order to answers the second research question, the reseacher distributed questioner. The data gained from questioner showed that in speaking ability, the students gave positive respond toward jigsaw task technique. It can be seen from their answer of the questionnaire. There were eight questions that represented their respond, out of eight question almost of the students get score between 24-32 it indicated that the students gave positive respond toward jigsaw task.

Distribution Frequency of the Students' Questionnaire

No.	Score Interval	Frequency	Percentage
1.	24-32	32	94.1%
2.	17-23	2	5.8%
3.	8-16	0	0%
Total		**34**	**100%**

From the table above, it can be concluded that 96.6% of all students give positive respond toward jigsaw task technique. The students' respond of the questioner is shown on the table below.

CONCLUSION AND SUGGESTION

Based on the result and the discussion of the findings, the writer draws the conclusions as follows:

1. Jigsaw task can improve students speaking achievement. It can be concluded that there is a significant improvement of students' speaking ability score from pretest to posttest after being taught using jigsaw task. It is proven by seeing the progress of their average score, which is from 61.41 to 76.23. The total score gain of the students' speaking ability from the pre-test and post-test was 504, from 2088 to 2592. Jigsaw task can improve the students speaking ability by 14.81 %. The hypothesis test shows the value of the two tail significant is $P = 0.000$ in which the significant improvement is determined by $p < 0.05$. In other words, H is approved if Sig < p. the result shows 0.00 significant levels.

Furthermore, in this research the lowest improvement of students' speaking ability compared the other aspects of speaking is in pronunciation. The main problem of students is difficult in remembering how to pronounce the words that has effect directly in fluency and comprehensibility. It can be solved if the students practice more often with their teacher and friends during teaching learning process in the classroom. By practicing often, unconsciously, their speaking skill such as pronunciation, fluency, and comprehension will improve too.

2. From the result of the questionnaire, it can be concluded that the students was interested to study speaking trough jigsaw task. However, the teachers need to prepare a good lesson plan and the materials which were suitable and well constructed to avoid monotonous activity in class. At the last activity, it would be better if the teachers could discuss the jigsaw task that had been made by students and gave reward for the most interesting one.

Considering the result of the research and the conclusion, the writer would lie to propose some suggestion as follows:

1. It is necessary to consider about the time in applying jigsaw task. The teacher should have more time for adapting jigsaw task or even make the available time as the efficient as possible. The teacher as motivator should always encourage students to express their ideas in better pronunciation by giving much oral activity practice.

2. The teacher should monitor the students' progress of pronunciation more intensively while they are being involved the activity. After this activity the teacher can discuss the students' work with their students.

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