2 Proceedings
The 2nd International Language and Language Teaching Conference
Friday-Saturday, 25-26 September 2015
at Sanata Dharma University, Yogyakarta, Indonesia

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The Application of Jigsaw Technique in Improving the Students’ Achievement in Speaking

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Abstract

The objective of this research was to find out if the students’ achievement in speaking would improve through the application of Jigsaw technique. The research design of this study was classroom action research (CAR) consisted of two cycles and conducted in 3 meetings for each cycle. The subject of the research was 25 students of class 14B of Business Administration Study Program of Polytechnic LP3I Medan. The instruments for collecting data were speaking test for quantitative data, questionnaire sheet, and interview sheet for qualitative data. The mean of the students’ score for pre-test was 58.5, for the post-test I was 67.5, and for post-test II was 79. Having been analyzed, the result of the research showed that the students’ achievement kept improving significantly. In conclusion, the application of Jigsaw technique can improve the students’ achievement in speaking.

Keywords: jigsaw, technique, action research, speaking

Introduction

In learning English, the students are required to master four aspects of language, namely listening, speaking, reading, and writing. Mastering language skills is aimed at guaranteeing that all students have a good working command of English as their working command of English may diverse due to their English learning experience. To be able to communicate in globalized era, the capability is speaking English is highly needed. Speaking skill is interpreted and measured as the ability of carrying conversation. In line with the statement, Burn and Joyce (1997, p. 54-55) state that one of the aims of the most language program is to develop spoken language skills and most program aim at integrating both spoken and written language skills.

Speaking in English is not easy. There are some aspects that should be paid attention. They are pronunciation, intonation, fluency, tone of voice, stress, vocabulary, grammatical structure, coherence, using of body language, and effectiveness of communication. Picollo (2010) on his article “Teaching Speaking to English Second Language Students” state that one of speaking problems faced by students occurred because they worried about making mistakes, or receiving criticism in front of the rest of the class.

Based on the writers’ observation in class 14B of Business Administration Study Program of Polytechnic LP3I Medan, there are some problems encountered by students in learning English especially in speaking ability. They have difficulties in using grammar, diction, and pronunciation. Second, some of students are afraid of being laughed or just silent if they are asked to speak in front of the class and they do not want to embarrass themselves. The third one is they are used to teach speaking by using text book, so they aren’t accustomed to communicating by using English in English lecture class because they don’t have much practice and can’t improve their skills. Meanwhile, at least they have to pass score 70 as the minimum grade of accomplishment. To settle the problem,
the writer tries to find out the suitable teaching technique to be applied in teaching speaking. Hutchinson and Waters (1987, p.3) state that English for specific purposes is based on designing courses to meet the learners’ needs. In teaching speaking, the students should be given opportunities to initiate oral communication and also to provide intrinsically motivating technique (Brown, 2001, p.275). The technique chosen was jigsaw technique.

In relation to the background of the research, it is prominent to formulate the the problem of the research as the following “Is the application of Jigsaw technique able to improve the students’ achievement in speaking?”

Talking about students’ achievement, according to Sanjaya in Yusuf (2014, p.7) claims that achievement is the result, the extent or ability in learning education experiences indicates the relationship to his/her education learning. Another expert, Smith and Hudgins in Siburian (2013, p.33) says that achievement is to do one’s best, to be successful to accomplish tasks requiring skill and effort and to be recognized by authority. So, it can be concluded that achievement is a thing done successfully by the students especially to their effort and skill.

Speaking is grouped as productive skills and naturally the combination of cognitive, linguistics, and psychomotor skill to use language in expressing opinion, ideas, perception, and feeling with the goal of speaking is to achieve an interactive communication between the speaker and the listener. Furthermore, Speaking is fundamentally an instrumental act (Clark and Clark, 1977). Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, bet, warn, and exclaim to affect them in still other ways.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge: (1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation, (2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building), (3) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Brown and Yule (1983) made a useful distinction between the interactional function of speaking (in which it serves to establish and maintain social relationship), and transactional function (which focus on the exchange of the information).

1. Talk as Interaction
   This refers to what we normally mean by “conversation” and describes interaction which serves a primary social function. Some of the skills involved in using talk as interaction are:
   1) opening and closing conversation
   2) choosing topics
   3) making small-talk
   4) recounting personal incidents and experiences

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5) turn-taking
6) using adjacency-pairs
7) interrupting
8) reacting to others

b. Talk as Transaction
This type of talk refers to situations where the focus is on what is said or done.
Some of the skills involved in using talk for transaction are:
1) Explaining a need or intention
2) Describing something
3) Asking questioning
4) Confirming information
5) Justifying an opinion
6) Making suggestion
7) Clarifying understanding
8) Making comparisons
9) Agreeing and disagreeing

c. Talk as Performance
The third type of talk which can usefully be distinguished has been called talk as performance.
Examples of talk as performance are:
1) Giving a class report about a school trip
2) Conducting a class debate
3) Giving a speech of welcome
4) Making a sales presentation

Giving lecture
Jigsaw technique is an excellent structure for combining learning partnership into groups or teams of four (Kagan in Walker, 1998, p.382). Jigsaw relies on highly structuring the interaction among students, both in their teams and in their expert groups, to create interdependence and intrinsic interesting learning tasks (Kagan, 1992, p. 17). It can be used in the development of cooperative learning. Jigsaw is said to be able to increase students' learning since a) it is less threatening for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher's dominance in the classroom (Mengduo, 2010, p.114).

According to Huda (2011, p.120), there are some steps that used in jigsaw technique.
1) divide the class into teams of five people
2) give each team information which examines one of topics from material that they are learning
3) from information is given, each member should learn different segment of the information
4) after they finish to learn the information in their group, each member who learn same segment discuss it together. This group is named “expert group”
5) each student discuss and look for the best way how to explain the information for their beginning group
6) after discussing finished, all students in expert group return to their beginning group, and each of them start to explain the information to their friends in their group

According to www.mwsu.edu/llrc/...jigsaw.doc (retrieved on 14th July 2015) the Jigsaw Technique has some advantages namely:
1) Students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth of understanding.
2) Each student has practice in self-teaching, which is the most valuable of all the skills we can help them learn.
3) Students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply asked to produce on an exam.
4) Students “talk about economic challenge” and become more fluent in use of economical terminology.
5) Each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large group discussion. Each student develops an expertise and has something important to contribute.
6) Asking each group to discuss a follow up question after individual presentations fosters real discussion.

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest, but in fact there are many students speak hesitantly, inactive, and even choose to be silent. So, teacher should use a new way to solve the problem in order that the students enjoy and understand the speaking teaching and learning activity. And of the alternatives that can be used is jigsaw technique.

Research Methodology

Classroom Action Research (CAR) was conducted in this research. CAR is a research in the context of a process in which teachers investigate teaching and learning focused efforts to improve the quality of teaching and learning in the classroom. It was aimed at improving students’ learning result and the outcomes of teaching process. Kemmis & Mc Taggart as quoted in Burns (2010, p.9) asserted that there are four stages of action research that are planning, action, observation and reflection. Another expert, Ferrance (2000) holds that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research which is used for various purposes: school based curriculum development, professional development, systems planning, school restructuring, and as an evaluative tool.

The research subject was class 14B of Business Administration Study Program of Polytechnic LP31 Medan academic year 2014/2015. It consists of 25 students. It is located in Jl. Sisingamangaraja No.25, Medan. The students were divided into five groups consists of 5 people for each group. This research was conducted on March 2015.

Qualitative and quantitative data were collected in this study. Wallace (1998, p.38) confirms quantitative is broadly used to describe what can be counted or measures and can be considered objective. Quantitative data was all about quantifying relationships between variables. Variables were things like weight, performance, time and treatment. You measured variables on a sample of subjects which can be tissues, cells, animals, or humans. (http://www.okstate.edu/agedc4h/academic/aged598a/5890/newpage21.htm retrieved on 14th July 2015). The quantitative data were taken from the mean of students' score in taking oral test. Students' speaking was assessed by calculating four component scales: accuracy, performance, content, and supporting aids (Insyirah, 2014).

Table 1. Rubrics of Scoring Speaking (Insyirah, 2014)

<table>
<thead>
<tr>
<th>No.</th>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Accuracy</td>
<td>25</td>
</tr>
<tr>
<td>2.</td>
<td>Performance</td>
<td>25</td>
</tr>
</tbody>
</table>

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After being assessed, score is then calculated and determined in what position the students are. Insyirah (2014) asserts that there are five levels in assessing speaking. The level of students speaking ability represented by score accumulation is converted into a certain criterion.

<table>
<thead>
<tr>
<th>No.</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>80-100</td>
<td>Very Good</td>
</tr>
<tr>
<td>2.</td>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>60-69</td>
<td>Average</td>
</tr>
<tr>
<td>4.</td>
<td>50-59</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-49</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

To find out class mean score in each cycle, the following formula will be applied:

$$X = \frac{\sum X \times N}{100\%}$$

Where, $X$ = the mean of students’ score
$
\sum X$ = The total score
$N$ = the number of the students

Next, to categorize the number of competent students in speaking, the following formula is applied:

$$P = \frac{RT \times 100\%}{100\%}$$

Where, $P$ = the percentage of those who get the points up to 70.
$R$ = the number of students who get the points up to 70
$T$ = the total number of the students

The qualitative data were taken from questionnaire and interview sheet will be used to describe the situation during the teaching and learning process. In classroom action research, qualitative data is sometimes called secondary data to support primary data (quantitative data).

**Findings and Discussion**

This study applied quantitative and qualitative data. The quantitative data were taken from the mean of students’ score in taking oral test. The students were asked to do oral test by giving their opinions about the topics they got. The qualitative data were taken from questionnaire and interview sheet. Thus, research was conducted in one class with 25 samples.

The research was accomplished in two cycles. Every cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle conducted in three meetings, so there were six meetings altogether. They were tested three times; namely test I in the first meeting of cycle I, test II in the third meeting of cycle I, and test III in the third meeting of cycle II. From the entire test and the teaching process conducted, it was found that the students’ score kept improving from the test I to the test II and III. The students’ score in the test I was lower than test II, the test II was lower than post-test III. Students’ speaking was scored by calculating four component scales: accuracy, performance, content, and supporting aids. The students were regarded accomplishing the test if they got score at least 70. The percentage of the students who got the points at least 70 can be seen in the table below.
Table 3. The percentage of students’ accomplishment in speaking test

<table>
<thead>
<tr>
<th>No.</th>
<th>Oral Test</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Test I</td>
<td>8%</td>
</tr>
<tr>
<td>2.</td>
<td>Test II</td>
<td>36%</td>
</tr>
<tr>
<td>3.</td>
<td>Test III</td>
<td>84%</td>
</tr>
</tbody>
</table>

In the Pre-Test I, there were 2 students who master the speaking well. In the test II, there were 9 students who got the scores up to 70. In the test III, there were 21 students who got the scores up to 70. The students’ achievement in the three tests had variation. In pre-test the lowest score was 52 and the highest one was 75. In test II, the lowest score was 58 and the highest one was 80. In test III, the lowest score was 67 and the highest one was 88. The comparison of the students’ score in speaking test can be seen in the table 4 below.

Table 4. Students’ score comparison based on 3 tests administered

<table>
<thead>
<tr>
<th></th>
<th>Test I</th>
<th>Test II</th>
<th>Test III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest Score</td>
<td>52</td>
<td>58</td>
<td>67</td>
</tr>
<tr>
<td>High Score</td>
<td>75</td>
<td>80</td>
<td>88</td>
</tr>
<tr>
<td>Mean (X)</td>
<td>58.5</td>
<td>67.5</td>
<td>79</td>
</tr>
<tr>
<td>Number of Participants (N)</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

The mean of students’ score in the last meeting showed that the highest scores were achieved by the students in the test III. Moreover, the students’ score have obtained the highest score after being taught by jigsaw technique in two cycles.

Related to the result of the research, it was found the students’ achievement kept improving significantly. Then, Jigsaw technique was able to improve the students’ achievement in speaking. By applying this technique, the students’ speaking achievement kept increasing from pre-test to post-test of cycle II. The process of gaining higher score was based on the activities designed to make the teaching process more excited, active, and enthusiastic to follow the teaching process by using jigsaw technique. The secondary data or qualitative data were taken from questionnaire sheet and interview sheet also showed that the students’ interest in speaking increase because they could share their knowledge and express their opinion each other in their team.

Conclusion

Having been analyzed, the result of the research showed that the students’ score kept increasing from the test I only 8% (2 students) passed the test up to test III which showed that 84% (21 students) passed the test. It means that there was an improvement on the students’ achievement in speaking through the application of Jigsaw technique. Furthermore, it also can be seen from questionnaire sheet and interview sheet indicating that there was an improvement in learning result after applying jigsaw technique in the class. Therefore, it can be concluded that the application of Jigsaw technique can improve the students’ achievement in speaking.

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