EFFECTIVENESS OF JIGSAW ON STUDENTS' SPEAKING SKILL IN MAJALENGKA UNIVERSITY

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Abstract

The research is entitled "The effectiveness of Jigsaw on students' Speaking skill. The purposes of this research are (1) the levels of the speaking skill of the students (2) to find out the effectiveness of jigsaw in students speaking skill, (3) the factors that influence the effectiveness of using Jigsaw in improving the speaking skill. This research belongs to experimental research and quasi experimental design. It describes about a study that cast about the effect of giving treatment of using Jigsaw in students speaking skill to an experimental group. The test result of posttest in experimental class showed that the students' average is 72.06. It can be seen in proficiency level of speaking, majority of the students who got mark in the level of 3. The result of this study showed that the students in the experiment group got better development in the average scores than the control group in speaking test. The difference of the development of the average scores is statistically significant at the (0.5) alpha level of significance. It was found that there was significant difference for those who were taught using Jigsaw and those without it. The difference is shown by the development of the average scores. The group that used Jigsaw as medium in Jigsaw got better improvement in the average scores (15.39) than those without Jigsaw (0.684)

Keywords – jigsaw, students speaking skill

Introduction

Language is used to express feeling, to reflect appreciation of something and to provide information. In social community, communication is needed to interact with other people.

According to Ramelan, man speaks a language. He uses language as a means of communication with other people, as a tool to express his ideas and wishes (1985:3). Without language it is hard to imagine how people can interact and get along with other people. It means that language is medium of communication between two people or more to share their idea.

According to Richard (2008:1), speaking skills have a prominent place in language programs around the world today. It means that if we master speaking ability, we can be said to be successful in language mastery.. Ever growing needs for fluency in English around the world because of the role of English as the world's international language has given priority to find more effective ways to teach English.

In communication, speaking is the most important skill. Speaking is an interactive process of constructing meaning that involves producing and receiving information. It is important for people to know some factors that make speaking run well. The factors are pronunciation, stress and rhythmic, correct form of word, proper vocabulary, and register.

Based on the above elaboration, the researcher means to explore the answers for the following research questions (1) What are the levels of the speaking skill of the students?(2) How is the effectiveness of using the Jigsaw in the speaking skill of the students? (3)

What are the factors that influence the effectiveness of using Jigsaw in improving the speaking skill?

Methodology
This research used quantitative method. According to Mc Kay (2006:6), quantitative research method is a research that is used to analyze population or sample. Quantitative method begins with a research question or hypothesis. In this research, the researcher used random sampling and the aim of this research was to analyze the hypothesis.

This research was aimed to find out the improvement of the students' ability in speaking skill by using Jigsaw games. Therefore this research used experimental method. Cohen (2005:228) states that in experimental research investigators deliberately control and manipulate the conditions which determine the events in which they are interested.

In this research the researcher used quasi experiment. It is usually used to the group whose numbers are naturally collected like the students in the classroom.

Based on the method design above, the researcher used non equivalent control group design because there were two groups and each group was given pre-test and post-test but there was only a group which was given a treatment

According to Mc Kay (2006:14), population is generally quite limited and the number of control exerted by the researcher is minimal, statistical measure cannot be used to achieve generability. The population of this study was five semester Majalengka University students.

In collecting the data, this research used oral test as the instrument. This oral test was in the form of oral interview. The oral interview can provide a genuine sense of communication because there is constant interaction of the interviewer and the student. The researcher gave five to ten minutes per student on an interview. Test

To get the data for the research, the researcher used a test that consists of pre test and post test. The researcher used the test to know the level of the students' speaking ability of both experimental group and control group. Before gave the test to the students, the reseracher did the try out of the test. The researcher gave the test in the try out first to find out the validity and reliability the test. In this research, the researcher used two kinds of test.

According to Marshall in Sugiyono (2008:310), through observation, the researcher can learn about behavior and the meaning attached to those behaviors. The researcher observed what students did, what students said and took a part in the students' activities. Therefore, the researcher got more complete and specific data.

Questionnaire is technique of collecting data by giving a set of question or written expression to respondent and answers it (Sugiyono, 2008:119). The researcher used this instrument to get information about students' opinion toward the effectiveness of using Jigsaw games to improve speaking skill. It was also intended to know the problem faced by the students considering with the technique application.

Finding and Discussion
There were three phases of research activity. First, a pre-test was given and it way followed by a series of treatment on the use of Jigsaw. This was meant to improve the students's speaking ability. And the last was post-test. It meants to know as to weather the treatment had a ceratin effect or not for the subject.

In collecting the data, the researcher used the test as the instrument. A test is a method for collecting data by using questions that must be answered by the informant. Before the test was given for the students, the researcher gave the the test in the try out times. In this test, there was an English Speaking, that consist of 6 numbers of

questions. Each questions consisted of five point of proficiency level of speaking. There were fluency, grammar, vocabulary, pronounciation and comprehension. The reseracher used Pearson Product Moment formula to calculated the validity and Split Half Spearman formula to calculated the reliability.

In the research, validity and reliability is an essential criterion for evaluating the quality and acceptability of research. Before the researcher do the test, the test must be valid and reliable. Anderson in Arikunto (1998:162) states that a test is valid if it measures what is intended to measure. Validity can be measured by seeing the content and construct test. If a piece of research is invalid then it is worthless. The test also must be reliable. Reliability is used to measure the test as continuously to get consistent results (Sugiyono, 175: 2008).

The criterion is that if r-count value is higher than r-table value, so the item is reliable or if r-count value is less than r-table value, so the item is not reliable.

$$df = N-1$$
$$= 40-1$$
$$= 39$$

The significance level df 39 of 0.05 is 0.364. From the formula result, it can be seen that r-count value (0.914) was higher than r-table value (0.364). It concluded that the test is valid.

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As stated in the previous chapter, before conducting this treatment, the writer gave a pre-test. The purpose was to know how far the students could speak English by answering the questions relating to the material given. Both groups were given the same test items and they were asked to do the test individually in 5 minutes. The test consisted of six questions and it was in an interview form. The result of the pretest as follows.

Reviewing the data, the mean of experimental class is 56.67 and the mean of control class 59.79. It can be concluded that students' speaking ability both of the group is not too different. After conducting the pretest, the researcher conducted the experimental treatment. The researcher taught six times for experimental group by using Jigsaw method as an alternative way of teaching speaking. On the other hand, the control group was taught by their own English teacher without using this method.

After the experiment was conducted, the researcher gave the posttest. The researcher and the teacher administered the experiment and control group together. In this last activity, the students did a post test. The activities could run well. The students came forward one by one and got the turn in performing the dialogue. The students performed the dialogue according themes in the learning activities before and filled up the questionnaire. The researcher also noted the students' scores for each indicator of assessment.

It can be seen the mean of pre test result of experimental group was 56.67 and the mean of post test was 72.06. On the other hand, the mean of pre test result of control class was 59.79 and the mean of post test was 60.66. It means that most of the students of experimental group, that learnt speaking using Jigsaw, got higher scores after getting the treatment. Jigsaw had an effect for the students at the experimental group.

To check whether or not the difference between two means of the experiment group and the control group is statistically significant, the obtained t value should be consulted with the critical value in the t-table. Before the experiment was conducted, the level of significance should have been decided first so the decision making would not be influenced by the result of the experiment. In the result above, calculated t (2.430) was more extreme than the critical value (0.684). It is concluded that there was significant difference between teaching speaking using Jigsaw method and without

it. It can be seen in the hypothesis of this research as follows :

a. The Null Hypothesis (H0): there will be no significant effect on the use of Jigsaw in students' English speaking ability is rejected.

b. The Alternative Hypothesis (H1): there will be significant effect on the use of Jigsaw in students' English speaking ability is accepted.

The table showed that in pre test there was 7 students in 3rd grade of proficiency level. It means that 7 students have basic skill in able to speak using appropriate grammar and vocabulary both in formal and non formal conversation, in practical, social and professional case. 18 students in 2nd + grade in proficiency level. It means that 18 students have basic skill in able to speak having limitedness. They sometimes didn't used suitable vocabulary and they still hard to understand pronunciation. On the other hand, they didn't shame to told their idea. 15 students in 2nd grade of proficiency level. It means that 15 students have basic skill in able to speak having limitedness. They spoke without used grammar rule and they hard to spoke with the right pronunciation. While in post test there was 6 students in 4th + grade of proficiency level. It means that their skill increased after the treatment was done. The students able to used language smoothly and frequently without any grooving likes the native speaker. It because in times while treatment was given, they can shared their idea without hesitant, they had discussion with their friend, and they can shared the information about language proficiency with their friend. 6 students in 4th grade of proficiency level. It means that 6 students' skill increase to used language smoothly and frequently, but sometimes they still shame to spoke in front of their friend. And 28 students in 3rd grade of proficiency level. It means that 28 was able to speak using appropriate grammar and vocabulary both in formal and no formal conversation. It can be seen from the table that students achievement of proficiency level in speaking was extremely increased.

Before the treatment, 15 and 18 students in 2nd and 2nd + grade. In case, they still spoke by having limitedness. Furthermore, after the treatment no students at all in 2nd grade. Lower grade in experimental class after the treatment was 3rd grade. It concluded that after the treatment students have good knowledge in using appropriate grammar and vocabulary. It can be proved that Jigsaw as the treatment in speaking is work. While Jigsaw was used in experiment class, students more had enthusiastic to follow the learning process. In Jigsaw, the students worked with their friend in group. They didn't shy to asked something with their friend. They more confidence to spoke in front of their friends. Based on result above, Jigsaw can be a media for students to improve their speaking ability.

Conclusions

The test result of posttest in experimental class showed that the students' average is 72.06. It can be seen in proficiency level of speaking, majority of the students who got mark in the level of 3. So, it can be summarized up that the students were able to speak using appropriate grammar and vocabulary both in formal and non formal conversation, in practical, social and professional case.

The effectiveness of Jigsaw method can be seen through the students' progress during the teaching and learning activity. The result of this study showed that the students in the experiment group got better development in the average scores than the control group in speaking test. The difference of the development of the average scores is statistically significant at the (0.5) alpha level of significance. It was found that there was significant difference for those who were taught using Jigsaw and those without it. The difference is shown by the development of the average scores. The group that used Jigsaw as medium in Jigsaw got better improvement in the average scores (15.39) than those without Jigsaw (0.684).

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The t-test also showed that t-count > t-table = 2.4 > 0.684. Most of the students said that the activities in teaching and learning process using this method could help them in increasing their English speaking skill. So the null hypothesis is rejected and the alternative hypothesis is accepted. It is concluded that there was significant difference between teaching speaking using Jigsaw method and without it.

The main factors affecting this success are

the students' interest in the teaching and

learning activities given using Jigsaw.

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