

THE IMPLEMENTATION OF JIGSAW TECHNIQUE TO IMPROVE STUDENTS' PARTICIPATION IN LEARNING ENGLISH SPEAKING

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Abstract

The purpose of this research is to improve the students' participation in learning English speaking through the use of Jigsaw technique. The method used is Classroom Action Research which consisted of 2 cycles. To collect the data, the writer used observation checklist, field notes and the table of participation grade to reflect the students' improvement in participation of each cycle. The subject of this research was the tenth grade students of SMAN 5 Pontianak. The writer provided the students' mean score from the table of participation grade and the result of observation checklist, and field notes at the end of lesson. From the result of the observation checklist and field notes, it was found that in the first cycle most of students showed less participation, on the other hand in the second cycle most of students showed a good participation in learning English speaking through the use of Jigsaw technique. It can also be concluded from the result of the table of participation grade, it was found that in the first cycle, the mean score was 53 points which was classified into poor to average. And in the second cycle, the mean score was 74 which was classified into average to good. In conclusion, the students' participation of the tenth grade students of SMAN 5 Pontianak has improved through the use of Jigsaw technique.

Key words: Jigsaw, Speaking, Participation

INTRODUCTION

In a non-English speaking country like Indonesia, English for many students are considered as a difficult lesson. English becomes difficult because they have kept in their mind it is difficult to pronounce, read, write, listen, and even understand the language. That is why every time they learn English they feel reluctant and lower their participation to

learn English. The students of "X IPS 3" of SMAN 5 Pontianak as the subject of this research have those problems. It is because the students in this class are really rare doing practice together with their friend and when they worked as a team.

The examples of their low participation are: (1) they are very shame to do the conversation when studying, (2)

they are very rare to ask questions, (3) and they are afraid of making mistakes. Those problems happened because the students lack of vocabulary, and are not interested to study English. The writer got that information by directly looking at the students' activities when she did her teaching practice at that school. That is why the writer tries to solve those problems using Classroom Action Research by implementing Jigsaw technique to the class.

Regarding to those problems mentioned before, the writer trying to solve the problems using Classroom Action Research. Classroom action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the research. Classroom action research is aimed to improve what happens in the classroom as the solution for the problem that appears and faced by the students and also the teacher (Ferrance, 2000).

This research discussed about the implementation of Jigsaw technique to improve students' participation in learning English speaking. In speaking class, the students should be taught how to speak. As we know, Schools still use traditional methods in teaching speaking. The teachers just give the material and explain it, give example and give exercises. The teachers, therefore, are challenged to develop various activities. The variety of activities will help learners to get higher participation to learn English especially speaking (Richard & Renandya, 2002). Having interesting materials and various activities such as games can help them learn English well. One of the various activities is a cooperative learning. Cooperative learning is a learning strategy with several students as members of a small group who have a different level of ability. There are several models of

cooperative learning they are, Student Teams Achievement Division (STAD), Jigsaw, Think Pair Share and Number Head Together. One of them is Jigsaw.

The jigsaw technique focuses on group working that is able to build the students' bravery and communication ability with other people or friends because by using this technique the students can share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion. So, the students can express their idea and ability and not shy to ask a question if there is difficulty to their friends who are clever. The technique can motivate the students to study and increase teaching-learning process.

Based on the previous research which was conducted by Hersulastuti (2010) with the title: *Implementing Jigsaw Technique in Speaking Class of Describing Someone*. In her research the atmosphere of learning was much better because the students found another interesting way in speaking class. In the previous study above, the researcher only focuses on the students' speaking class. On the other hand, this research focuses on the students' participation through the implementation of Jigsaw technique.

It is hoped that after the implementation of this technique, the students do not feel shame to ask each other when studying English. Also it is hoped that Jigsaw can be the way to improve students' participation in learning English speaking skill because these games practice the two different areas of skill in the foreign language:

"Firstly, the students have to understand the bits of information they are given and describe them to the rest of the group. Secondly, the students have to organize

the process of finding the solution and a lot of interactional languages are needed.” (Wright, Betteridge & Buckby, 2006, p. 120).

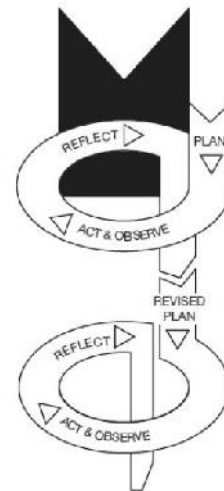
METHOD

The design of this research is Classroom Action Research. Classroom action research occurs within a specific classroom situation. It is usually conducted by the teacher as classroom participants and aims to develop the situations. It means that the purpose of classroom action research is to improve the new skill in solving the real problems using direct actions.

Classroom action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the research. Classroom action research is aimed to improve what happens in the classroom as the solution for the problem that appears and faced by the students and also the teacher (Ferrance, 2000). In this research, the problem came from the lower participation when learning English speaking by the students.

In conducting the classroom action research, the writer used collaborative action research. The writer and the teacher elaborate and work together to study a problem. The teacher is Mrs. Yeti Suyasti, the English teacher of SMAN 5 Pontianak and the collaborator is the writer of the research.

Classroom action research typically involves four phases in a cycle. They are planning, acting, observing, and reflecting. Each cycle involves the four steps (Koshy, 2005) as follows:



Scheme 1. The Design of CAR

- Planning: How to make a better activity
- Acting: The action of the plan in a real treatment.
- Observing: To see the process of the treatment.
- Reflecting: Reflect what the teacher had been done and its effect on students' improvement.

The writer as collaborator observed the process and the treatment. At the end of the meeting, the writer and the teacher discussed the process of the treatment to get the feedback of the process.

The subject of this research is the “X IPS 3” students of SMAN 5 Pontianak in academic year 2017/2018. The number of students is thirty-seven students.

The techniques that applied in this research were observation technique and measurement technique. The observation technique was applied to know the teaching learning process by implementing the use of Jigsaw technique to teach speaking. The measurement technique was applied to collect the data from the table of participation grade.

The tools used in this research were observation checklist, field note, and table

of participation grade. Observation checklist was used by the writer to observe how the Jigsaw technique had been implemented to support the students' participation in learning English speaking skill.

The field note is used to record anything happens in the classroom when

using Jigsaw technique. The note contained planning, acting, observing, and reflecting. The table of participation grade can be seen below:

Table 1. Table of Participation Grade

Grade	Criteria
0	Absent
1	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in the discussion.
2	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows the case or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to the discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement.
3	<ul style="list-style-type: none"> • Demonstrates good preparation: knows the case or reading facts well, has thought through implications for them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: response to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement.
4	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing very active involvement.

(Adopted From Grading Class Participation. Martha L. Maznevski, Assistant Professor, McIntire School of

Commerce, University of Virginia, 1996)

Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria below. The criteria adapted

from Martha L. Maznevski, of McIntire School of Commerce. The writer expected

the average level of participation to satisfy the criteria for a “3”.

The writer analyzed the data which is taken from the observation checklist, field note, and the table of participation grade in teaching learning activity. The writer here used Qualitative data and Quantitative data. Observation checklist and field note are made to produce a qualitative data. On the other hand, table of participation grade was made to produce a quantitative data. The writer graded the students’ participation from the table of participation grade using the formula as follow:

$$X = \frac{\text{obtained score}}{\text{maximum score}} \times 100 \text{ (1)}$$

The writer uses mean formula to know the average of students’ score and to check students’ participation improvement during the implementation of Jigsaw technique. The formula is as follow:

$$M = \frac{\sum x}{N} \text{ (2)}$$

M = the average of students’ score

x = total score

N = the number of students

(Adopted from Heaton, 1975)

To classify the data, the writer provides the following measurement score:

Table 2. Table of Measurement Score

Classification	Score
Good to Excellent	80-100
Average to Good	60-79
Poor to Average	50-59
Poor	0-49

(Adopted from Heaton, 1988)

If more than 50% students get 60-79, the writer considers that the students’ participation in speaking using Jigsaw is improved.

FINDING AND DISCUSSION

Finding

In the first cycle it showed that the students did not get the good result for their participation of the progress and the result after the implementation of Jigsaw technique. From the result of the observation checklist and field note, it was found that in first meeting most of students showed less motivation. They looked confuse about what they were asking to do. When the teacher asked them to form a group, they did not really understand about the instruction. Most of the students were busy asking to their friends. From the result of the table of participation grade only 4 students out of 37 who got the ‘3’ score from the table of Participation Grade.

The mean score of students’ participation was 53 which is categorized as poor to average. At the first time, the writer expected every student could have a better participation using Jigsaw technique. In fact, the students still had problem in speaking, especially they do not try to interpret or analyze the material and does not offer to contribute to the discussion.

Most of students still had problems in speaking because they are not sure about the words used to express their ideas, they might not have the idea itself or they might know both of them, but they had less self-confidence. They felt afraid of making mistake and get mocked from their friends. They also just silent and did not answer the questions given by the teacher. The result of students’ score in participation also showed low level of achievement that was from 37 students about 90% (33 students) had poor

classification in participation, and 10% (4 students) had average to good in participation.

In the second cycle the behavior of the students changed. From the result of the observation checklist and field note, it was found that in this meeting most of students showed a good participation in learning English speaking through the Jigsaw technique. Most of them pay attention to the teacher's explanation. They tend to be more confident about what they say, they did not look confused anymore. They also looked so enthusiastic in learning speaking and follow the teacher instructions. The students raised their hand to ask the questions they did not understand. The other students also help their friends to explain the material with their own opinion.

It can be concluded that, the behavior of the students changed and showed the progress of this cycle. The students' improvement of participation in learning English speaking can be seen in the table of Participation Grade. Most of the students got the '3' score from the table of Participation Grade.

It can also be seen from the result of students' participation that showed the mean score of students' participation in this cycle was 74 point which is categorized as average to good. The students had great participation improvement in learning English speaking.

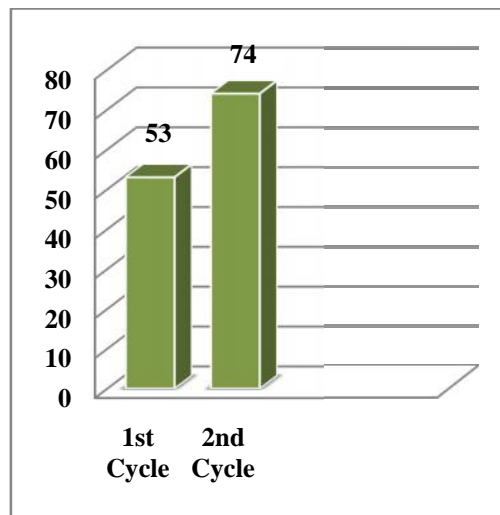
The result of the students' individual score and the mean score fulfilled the indicator of success. It showed that from 37 students about 5% (2 students) had poor to average classification in participation, and 94% (35 students) had average to good classification in participation.

Discussion

From the research findings, it could be seen that the students' participation improved from cycle to cycle. In the first cycle, the mean score was 53, and in the second cycle it was 74.

On the first cycle, from 37 students about 90% (33 students) had poor to average classification in participation, and 10% (4 students) had average to good classification in participation. In the second cycle, about 5% (2 students) had poor to average classification in participation, and 94% (35 students) had average to good classification in participation.

In this research, not only the students' score was improved, but also the process of their English speaking. Also the problems stated in the background of this research were solved. From the first cycle, only some of them improved their participation in learning English speaking, but in the second cycle most of students showed a moderate improvement in their participation. To see the students' mean score in each cycle, it could be described in the diagram below:



Graph 1. The Improvement of Students' Mean Score in Each cycle

Thus, in the second cycle by changing the media of teaching the students showed a moderate improvement in their participation when learning English speaking. In the first cycle the teacher used a picture of local story to deliver the material, while in the second cycle she used an envelope that contained a local story that had been cut to deliver the material. From these differences media of teaching, it showed that each student tried to improve their participation in learning English speaking through the use of Jigsaw technique from cycle to cycle.

It could be seen from the percentage on the first cycle until the last cycle where the score of students' participation in learning English speaking through the use of Jigsaw technique the students' participation improved well.

CONCLUSION AND SUGGESTION

Conclusion

Based on the use of Jigsaw technique, the students' participation in learning English speaking from the first cycle to the last cycle improved. This technique could minimize students' problem at the same time, it provided opportunity for students to work in group to practice their speaking ability. Jigsaw technique can be applied for all genres of texts with different topic in speaking class because the main purpose of this technique is to build the students' bravery and communication ability. It also changed the situation, in which the students gave full attention in the teaching learning process, showed their enthusiastic in practice their speaking, and the most important point was they increased their participation when they were asked to speak.

Suggestion

The writer recommends the English teacher to apply Jigsaw technique in increasing the students' participation in learning English because it can support the students to work in group. By working in group it can help them raise their motivation to learn because they feel comfortable to do a task together with their friends. It also recommended to the students to use Jigsaw technique because by using this technique the students can share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion. It recommended to the other researchers to apply Jigsaw technique for their research in different area. This technique can give a positive contribution to all researchers to overcome the students' shame and difficulty in learning English. So, they can express their ideas and ability when studying with their friends.

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