

THE USE OF JIGSAW TECHNIQUE IN TEACHING HORTATORY EXPOSITION TEXT IN IMPROVING STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMAN 1 SUMBEREJO

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Abstrak: Tujuan penelitian ini adalah untuk melihat apakah kemampuan berbicara siswa meningkat setelah belajar berbicara melalui teknik *Jigsaw*. Pendekatan penelitian ini menggunakan pendekatan kuantitatif. Sample penelitian ini mencakup 30 siswa kelas XI Bahasa dan Budaya di SMA Negeri 1 Sumberejo Tahun Akademik 2018/2019. Tes berbicara yang mencakup pretest dan posttest digunakan sebagai alat untuk mengumpulkan data. Tes tersebut digunakan untuk melihat sejauh mana peningkatan kemampuan berbicara siswa setelah diadakan perlakuan. Data yang diperoleh dianalisis menggunakan *t-test* dengan tingkat signifikan level $p < 0.05$ menggunakan SPSS versi 16.0. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat secara signifikan setelah diajarkan menulis menggunakan teknik *Jigsaw*. Hasil ini menunjukkan bahwa menggunakan teknik *Jigsaw* dalam pembelajaran teks hortatory exposition dapat diterapkan untuk meningkatkan kemampuan siswa dalam berbicara.

Abstract: The objective of this research was to find out whether students' speaking improved after they have been taught by using Jigsaw technique. The approach of the research was quantitative. The subjects of the research were 30 students of XI Language and Culture class at SMA Negeri 1 Sumberejo in academic year 2018/2019. The speaking skill tests consisted of pretest and posttest to collect the data. The tests were given to see how far the students improve their speaking skill after the treatment. The data were analyzed by using T-test with the significant level $p < 0.05$ through SPSS 16.0. The result showed that there is a significant improvement of the students' speaking skill after they had been taught by using Jigsaw technique. This suggests that teaching speaking by using Jigsaw technique in teaching hortatory exposition can be used to improve the students' skill in speaking.

Keywords: *hortatory exposition text, jigsaw technique, speaking skill*

INTRODUCTION

English is very important language to learn because the need of the wider communication in the world. There are four skills in learning language, they are listening, speaking, reading and writing. Mastering speaking for a foreign language learner is one of the most important and applicable skill in learning a language because basically learning a language is learning communication skill. In this case, speaking is used for a direct communication that can be practiced in daily life, so speaking skill should be mastered by the learners who want to be able to speak English actively. According to Harris (1975), in learning speaking, there are five aspects that can be measured, they are: pronunciation, vocabulary, fluency, grammar and comprehension. For being a successful speaking learner, a learner should master all the aspects of speaking because all aspects are related one another.

But, in fact, a learner usually gets problems in learning speaking. Based on the researchers' interview to an English teacher in SMAN 1 Sumberejo, the first problem is the learners do not have correct pronunciation, so they can not produce an understandable communication. The second problem is the learners do not have enough vocabulary in English, so they get difficulties to explain their idea. The last problem is about the learners' self-confidence. Self-confidence becomes a crucial problem in learning speaking because it needs a special and intensive way of learning. Based on the previous research, in example Grubber (2010) stated that self-confidence is an attitude that persons hold about themselves that allows them to move forward and achieve the goals. While Meshua in Nurlaila (2008) stated that some students might have good pronunciation and a high proficiency level but they still preferred to be reticent because the lack of courage, do not have a lot of confidence/courage will make a learner preferred to be quite rather than speak English. In the other words, the lower confidence of the learners the lower speaking skill will be improved.

In this case, the fact that happen now is in learning teaching process, most teacher do not have a good technique in teaching speaking. Thus, there is no improvement in student's speaking skill. In this case, it becomes a chance to create a different technique that more creative and more effective to teach speaking. In a speaking class, the students might need a cooperative learning strategy to increase their speaking skill. There are so many techniques that deals with cooperative learning, such as Jigsaw, Think-pair-share, Three-step interview, Round robin brain storming, Three-minute review, Numbered heads, Team pair solo, Circle the sage, Partners, etc. One effective way that can be used to help students build up their ideas is through Jigsaw technique.

Jigsaw technique is a technique which organizes the classroom and make the student able to learn by themselves without only receiving information but more than it. It creates a self-learning in a conscious way by doing a task together in a group. In Jigsaw technique the students have the bigger responsibility in receiving knowledge. The purpose of jigsaw itself is to increase the students' teamwork and cooperative learning where every student has different capabilities in receiving knowledge. The procedures are the students study in small group which consists of 5-6 students and every student has his or her own responsibility to learn a particular case from the materials given and deliver those materials to others students. Each group consists of 5-6 students from various abilities. Each member of the original group unites in expert group to study material which is assigned to each students in the group. After the discussion, they go back into their original group and explain the whole topic to their original group members.

Defined broadly, Jigsaw is a grouping strategy in which the students of the class are organized into "jigsaw" groups. The students are then reorganized into "expert" groups containing one member from each Jigsaw group. The members of the expert group work together to learn the same material and solve the problem, then return to their "Jigsaw" groups to share their discussion result. In this way, the work of the expert groups are quickly shared throughout the class. In this class activity, every student has responsibility for sharing a piece of the information or topic.

According to Aronson (2000), Jigsaw is an efficient way for students to become engaged in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and increase their self-learning. Jigsaw maximizes interaction and establishes the atmosphere of cooperation and respects other students. Teachers who listen to the discussion of the jigsaw groups can quickly hear what each of the original groups has been doing. Hersulastuti (2010) stated that during her research, she found out that the atmosphere of learning through Jigsaw technique was much better because the students found the other interesting ways in speaking class.

Based on facts above, researcher is interested to do a research about teaching technique that suitable to teach speaking and increase the learners confidence. Actually, there are some techniques that can be used to teach speaking such as : Role Play, Gallery walk and Jigsaw. In this research, Jigsaw is the main focus of the discussion. By using jigsaw technique, there will be one of speaking aspects that improves the most based on the researcher's hypothesis. The first aspect that will improve the most is vocabulary because the learners try to find out many vocabularies related to the topic. The second aspect is pronunciation because the learners tried to pronounce the words to other groups to explain about their topic. Based on this discussion, Jigsaw technique can increase speaking skill of the learners and the aspects that improve the most are vocabulary and pronunciation of the learners.

METHODS

The approach of the research was quantitative. This study applied *one-group pretest-posttest design of experimental design* (Setiyadi: 2013). In this research, the students were given pretest before treatment to find out the students' basic skill in speaking hortatory exposition text and were given posttest after the treatment to see the students' improvement in speaking hortatory exposition text. This research was conducted in five meetings. Each meeting took two lesson hours (2x45 minutes). The first meeting was pre-test session, then the next day was the treatment for the students which was conducted three times and the last day was post-test session.

According to Shohamy (1985: 213) there are two basic types of validity; they are content validity and construct validity. The test was considered valid since the test was tested about speaking and also the material was chosen based on 2013 English curriculum and the syllabus for the second grade of senior high school students in SMAN 1 Sumberejo. In this research, the researcher asked students to speak about hortatory exposition with newest issues as the topic to measure their speaking skill. The researcher classified the score using scoring rubric for speaking by Harris (1975). The scoring technique was based on five aspects of speaking, namely vocabulary, pronunciation, grammar, comprehension, and fluency. Moreover, to make sure that the instruments in collecting the data were reliable, the researcher used *inter-rater reliability*. The students' scores from pretest and posttest were analyzed by using t-test of SPSS 16.0 program. The gained data were analyzed using repeated measure T-test.

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of pretest and posttest as follows:

In order to see whether the objectives of the research can be achieved or not, the researcher analyzed the test result of pretest and posttest which is displayed in the following table.

Table 1. The Differences of Students' Speaking Score in the Pretest and Posttest

Statistics

	Pretest	Posttest
N Valid	30	30
Mean	47.26	53.66
Minimum	32	42
Maximum	66	68

Table 2. The differences of Students' Speaking Score in the Pretest and Posttest

No.	Score	Fi-Pretest	Percentage	Fi-Posttest	Percentage
1.	32-37	8	26.6	0	0
2.	38-43	5	16.6	2	6.6
3.	44-49	5	16.6	5	16.6
4.	50-55	7	23.3	10	33.3
5.	56-61	3	10	8	26.6
6.	62-67	2	6.6	3	10
7.	68-73	0	0	2	6.6
	Total	30	100	30	100

Table 1 shows that there is an improvement of students' speaking score after the implementation of jigsaw technique. It can be seen in Table 2 that the students' speaking skill is improved after they have been taught by using Jigsaw technique.

It can be concluded that in pretest there are eight students (26.6%) who get score 32-37. It means that students still have low ability to speak their idea in understanding their speaking partner in a communication. While in the posttest there is no student (0%) who get score 32-37. Then, there are two students (6.6%) who get score 38-43 in the posttest, while in the pretest there are five students (16.6%) who get score 38-43. In the third stages, there are five students (16.6%) who get score 44-49 in the pretest while in the posttest there is also five student (16.6%) who get score 44-49. There are seven students (23.3%) who get score 50-55 in the pretest while in the posttest there are ten students (33.3%) who get score 50-55. Then, there are two students (6.6%) who get score 56-61 in the pretest while in the posttest there are eight students (26.6%) who get score 56-61. There are two students (6.6%) in the pretest who get score 62-67 while in the posttest

there are three students (10%) who get score 62-67. In the last stages, there is no student (0%) who get score 68-73 in the pretest while in the posttest there are two students (6.6%) get score 68-73.

Table 3. T-test Results and Hypothesis Analysis

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	53.6667	30	7.70281	1.40633
pretest	47.2667	30	10.51086	1.91901

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posttest - pretest	6.40000	5.10308	.93169	8.30552	4.49448	6.869	29	.000

The table shows that the result of the computation of the value of significance is 0.000. It means that H_1 is accepted since $0.00 < 0.05$. It proves that there is an improvement of students' speaking skill from pretest to posttest after being taught by using *Jigsaw* technique for speaking hortatory exposition text. Then, if t-value (6.869) compares with t-table (1.688), it can be seen that the students' speaking is increase since $t\text{-value} > t\text{-table}$. It can be concluded that there is a significant improvement of students' speaking hortatory exposition text after they have been taught by using *Jigsaw* technique for the second grade students of SMAN 1 Sumberejo.

The researcher scored the students' speaking based on the speaking aspect and scoring criteria from Harris (1975). The differences of students' achievements in aspects of speaking are presented as follows:

Table 4. The Increase of Students Achievement of Each Aspect of Speaking

No	Aspects	Pretest	Posttest	Improvement	Percentage
1	Vocabulary	10.60	12.33	1.73	28.59%
2	Comprehension	9.26	10.66	1.40	23.14%
3	Pronunciation	10.93	12.06	1.13	18.60%
4	Fluency	6.93	8.06	1.13	18.60%
5	Grammar	9.60	10.26	0.66	10.90%

Total	47.26	53.66	6.40	100%
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It can be seen in the table 4. There is an improvement in all aspects of speaking including vocabulary, comprehension, pronunciation, fluency and grammar after the use of jigsaw technique for three times. Based on this result, the highest improvement is on the vocabulary aspect.

Finally, according to the results above, it is concluded that the implementation of Jigsaw technique can improve students' speaking skill in hortatory exposition text. In other words, the result proves that jigsaw technique makes improvement on the students' speaking especially in terms of vocabulary.

DISCUSSION

In the pretest, the researcher found out the basic ability of the students. They still lack in English speaking. In this pretest, it was found that students made mistakes even in saying simple sentences. Most of students were confused to start speaking. They did not have a good idea and felt unconfident in explaining their ideas orally. Those were line with like Grubber (2010) who stated that self-confidence is an attitude that persons hold about themselves that allows them to move forward and achieve the goals. While Meshua in Nurlaila (2008) stated some students might have good pronunciation and a high proficiency level but they still preferred to be raticent because the lack of courage, do not have a lot of confidence/courage will make a learner prefers to be quite rather than speak English.

After the students were taught by using Jigsaw technique, the finding of this research showed that the use of Jigsaw technique improved the students' speaking skill in a hortatory exposition text. The factor which was supported this finding was that Jigsaw technique made the student able to learn by themselves without only receiving information but also sharing it to other students. It created a self-learning in expressing their ideas by doing a task together in a group. In jigsaw technique the students have the bigger responsibility in receiving knowledge. This might be related to Aronson (2000). He stated that Jigsaw is an efficient way for students to become engaged in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and increase their self-learning. Jigsaw maximizes interaction and establishes the atmosphere of cooperation and respects other students. Teachers who listen to the discussion of the jigsaw groups can quickly hear what each of the original groups has been doing.

Besides analyzing the students' speaking ability after being taught by Jigsaw technique, this study also analyzed the improvement of each aspect of speaking; they were vocabulary (28.59%), comprehension (23.14%), pronunciation (18.60%), fluency (18.60%) and grammar (10.90%). By comparing the mean score of the pretest and the posttest in each aspect, it could be stated that aspect with the highest increase was vocabulary. This happened because in the pretest there were many students still low in vocabulary mastery. During the implementation of Jigsaw technique the researcher gave the students three main topics consisted of five subtopics of each main topic. The topic was in form of hortatory exposition text that has been divided based on the Jigsaw technique. After that, the teacher organized the classroom by grouping the students with various ability and gave them topic to discuss. In this activity, the students would be able to learn by themselves without only receiving information but also explaining it orally to the other students. The procedures were the students studied in small groups which consisted of 5-6 students and every student had his or her own responsibility in learning

particular cases of the materials given, finding more information about the topic and explaining those materials to other students. Each group consisted of 5-6 students from various abilities. Each of the original group member united in expert group to study the same material which was assigned to each group member. After the discussion, they went back into their original group and explained the whole topic to their original group members.

The finding of this research was supported by the previous study that also used Jigsaw technique in teaching speaking which was conducted by Hersulastuti (2010). In her research finding, the researcher found out that the atmosphere of learning through Jigsaw technique is much better because the students find the other interesting ways in speaking class. Then, Sulaeman (2010) stated that through the cooperative learning type Jigsaw in learning process can enhance the students speaking skill. He added that through his study showed that the students' activities and the students speaking enhanced after learning process. According to Bafile (2008) in Mengduo and Xiaoling (2010). He stated that students are eager participants in the learning process and they are responsible for their work and their achievement while being held accountable by their peers; students have more chance to appreciate differences and shared experiences through individual participation and instruction, the Jigsaw classroom stimulates students' motivation and increases enjoyment of the learning experience and promotes a great deal of negotiation for meaning. The jigsaw classroom reduces students' reluctance and anxiety to participate in the classroom activities while increasing self-esteem and self-confidence. Finally, jigsaw is an effective strategy to integrate various language skills in English speaking class with the teacher no longer serve provider of knowledge.

According to the findings of the previous research above and the result of this research, it is concluded that the students gained much improvement after the implementation of Jigsaw technique for their speaking. Interestingly, the improvement of students' scores happened in other skills as it had been tested in the previous studies.

From the explanation above, it approves that jigsaw technique is an effective technique to improve students' speaking especially in terms of vocabulary.

CONCLUSION AND SUGGESTIONS

Referring to the discussion of the research findings on the previous chapter, the researcher comes to these following conclusions. First, the implementation of Jigsaw technique could improve the students' speaking skill in hortatory exposition text. It happened because Jigsaw technique can motivate and force the students to speak up, elaborate the ideas and processing the information in their brain before they speak about their topic. It makes students' speaking in hortatory exposition text increased significantly. Second, the implementation of Jigsaw technique also improved the students' skill in five aspects of speaking namely, grammar, comprehension, vocabulary, fluency, and pronunciation. The highest aspect that improves the most was vocabulary aspect because during the implementation of Jigsaw technique the researcher gave every single students chance to explain and asked them about their topic. After that, the teacher asked the students to find out new vocabularies according to their topic.

Based on the research findings, several implications for English teachers are proposed. First, the English teachers are suggested to use jigsaw technique as a technique that can be used to improve students' speaking skill in hortatory exposition text because the researcher found that through jigsaw technique, students become more active and

autonomous in learning process. Second, since Jigsaw technique can develop students' speaking skill, the teachers should not limit the students in elaborating their ideas.

There are several suggestions for further researchers. This study was conducted in senior high school level. Therefore, the further researchers can try to find out the effect of using Jigsaw technique in different level of school. In this study, hortatory exposition text was employed as the media to measure the improvement of students' speaking skill after the implementation of Jigsaw technique. In this case, the researcher suggests other researchers to discover more about the effective way to teach speaking in term of grammar since grammar was the lowest aspect that improved after the implementation of jigsaw technique in this research.

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