

# **IMPROVING STUDENTS' ACTIVENESS IN SPEAKING USING JIGSAW II OF SMAN 1 KENDAWANGAN**

**A RESEARCH ARTICLE**

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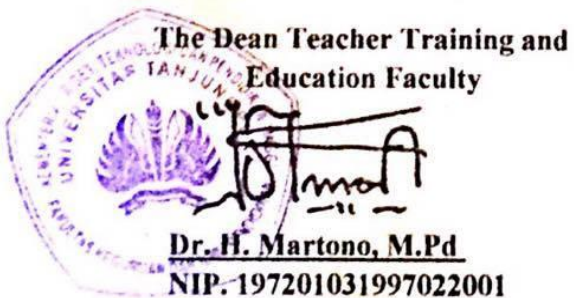
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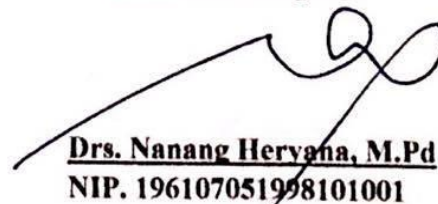
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# IMPROVING STUDENTS' ACTIVENESS IN SPEAKING USING JIGSAW II OF SMAN 1 KENDAWANGAN

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## **Abstract**

This research was aimed to improve students' activeness in speaking using Jigsaw II to class XI IPA 1 of SMAN 1 Kendawangan in academic 2016/2017. In this research, the researcher implemented Jigsaw II as the technique. The actions were designed in order to improve students' activeness in speaking by discussing and presenting the material. The subject of this research were the students from class XI IPA 1 of SMAN 1 Kendawangan in academic year 2016/2017. The method of this research was a classroom action research. The researcher observed the improvement of students' activeness in speaking by collecting the data through observation and measurement technique. The data were in the form of observation checklist, and field notes. The data were collected by analyzing field notes and observation guidelines during the research and by measuring the students' mean score. This research was done in three cycles. The result of this research showed that Jigsaw II was effective to improve students' activeness in speaking. The students' mean score improved from 2.1 in the first cycle, 3 in the second cycle to 3.3 in the third cycle. It can be concluded that students' activeness in speaking taught by Jigsaw II was improved. In other words, this technique can help the students to speak actively.

**Keywords:** *Jigsaw II, Activeness in Speaking, Classroom Action Research*

## **Abstrak**

Penelitian ini bertujuan untuk meningkatkan keaktifan siswa dalam berbicara menggunakan Jigsaw II pada kelas XI IPA 1 SMAN 1 Kendawangan tahun ajaran 2016/2017. Dalam penelitian ini, peneliti mengimplementasikan Jigsaw II sebagai teknik mengajar. Penerapan dibuat dengan tujuan untuk meningkatkan keaktifan berbicara siswa melalui diskusi dan presentasi. Subyek dari penelitian ini adalah siswa kelas XI IPA 1 SMAN 1 Kendawangan tahun ajaran 2016/2017. Metode yang digunakan adalah penelitian tindakan kelas. Peneliti menyelidiki peningkatan keaktifan berbicara siswa dengan mengumpulkan data dari observasi dan catatan lapangan. Data diolah dengan menganalisis hasil observasi dan catatan lapangan selama penelitian dan menghitung nilai rata-rata siswa. Penelitian ini selesai dalam tiga siklus. Hasil menunjukkan bahwa Jigsaw II efektif untuk meningkatkan kemampuan berbicara siswa. Nilai rata-rata siswa meningkat dari 2,1 pada siklus pertama, 3 pada siklus kedua, 3,3 pada siklus ketiga. Dapat disimpulkan bahwa keaktifan berbicara siswa diajar menggunakan Jigsaw II meningkat. Dengan kata lain, teknik ini dapat membantu siswa berbicara dengan aktif.

**Kata Kunci:** *Jigsaw II, Keaktifan Berbicara, Penelitian Tindakan Kelas*

Speaking is an important skill because one of the keys in English communication is speaking ability. People must be able to speak to communicate effectively in expressing their feelings, ideas and thoughts, especially, in the countries where English is taught as a foreign language. Communication in English is really needed because English is an International language. English speaking is taught in all Senior High Schools in Indonesia. The students should master to speak English especially in daily conversation because conversation is the foundation to communicate well with others. But in fact, there are still a lot of students of Senior High School not able to do so.

On the other hand, as a productive skill the teacher must focus to the speaking activity on how to help the students to use and to communicate in English actively. In fact, the aim of teaching English is not merely to help them to pass national examination, but also to be able to use English in real life communication. To achieve that the teacher should implement teaching method that can engage the students in a more active learning especially in speaking English.

In reality after conducting an observation in SMA N 1 Kendawangan especially class XI IPA 1, it was found that many students were passive in speaking. They could not talk actively in the classroom. They were also low engagement in the learning process. They tended to be silent, only a few of them were actively engaged in the teaching learning process. It can be seen when the teacher asked them the questions, they did not answer and kept silent. Moreover, they looked shy to express their ideas.

In addition, the students were anxious to make mistakes. They had problems in English pronunciation. Some of them prefer to use Indonesian to communicate rather than English. They also had no good model how to pronounce the words correctly because the teacher often speaks in Indonesia rather than English. It made the students less of confidence to speak and chooses to be silent.

Furthermore, the technique used by the teacher is not attractive to stimulate the students to be active in speaking. The teacher still used the traditional method without any activity that can involve all the students to interact each other such as lecturing, translating, and answering questions from the book. It also made the students feel sleepy during the teaching learning process. If the technique is not suitable in teaching and learning process, it will make the students feel bored during the lesson and keep them silent. The technique is needed to stimulate the students in teaching learning activities.

Being active in the classroom is the most important thing in teaching learning process. Because it means that the teaching learning process is successful. Based on the problems above, the researcher thinks that Jigsaw II is the suitable technique in improving students' activeness in speaking. Jigsaw II is a technique of organizing classroom activity that makes students dependent on each other to succeed. The technique splits classes into mixed groups to work on small problems. They have to master the problem given by the teacher because they have a responsibility to share the information they got to their friends in their group. It will make the students speak actively.

In relation to the topic, there have been several related studies on Jigsaw applied to improve students' speaking skill. Some of them are as follow: first research was conducted by Evi Dyna (2013) from State University of Yogyakarta, in this research she aimed in using jigsaw technique to improve speaking skill for the science students, action research was used. The study concluded that Jigsaw helped students some skills in speaking, especially for science students grade XI-1 of SMA N 2 Yogyakarta. Second research was observed by Sri Rahayu (2012) from Sebelas Maret University. She was doing her research entitle "improving students' speaking English competence using Jigsaw". The research showed that Jigsaw improved students' speaking skill and motivation in learning English.

According to the discussion above, the researcher is interested to conduct a Classroom Action Research to improve students' activeness in speaking using Jigsaw II to class XI IPA 1 of SMA N 1 Kendawangan.

#### Research Problem

Based on the research background above, the general problem of this research is "How does Jigsaw II improve students' activeness in speaking?" While the specific research problems are (1) How does discussion improve students' activeness in speaking?. (2) How does presentation improve students' activeness in speaking?. (3) Does Jigsaw II improve students' activeness in speaking?.

The general purpose of this research is to improve students' activeness in speaking using Jigsaw II. Whereas the specific problems of this research are (1) to improve students' activeness in speaking by discussing. (2) To improve students' activeness in speaking by presenting.

Speaking is an important skill to communicate with others. As Richard (2008, p. 19) stated that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. According to Ur (1999, p. 120), "speaking seems intuitively the most important: people who know a language are referred to as speaker of that language". It is an activity to express what is in mind in order to demand the information or service. Celce-Murcia (2001, p. 103) stated that "the ability to speak a language is synonymous with knowing that language since speech is the most basic of human communication". In other words, the fundamental language mastery must be through speech since it is the primary form of communication.

Speaking is one of the basic skills to communicate effectively. Bygate in (Nunan, 1989, p. 30) stated that learners need to develop skills in the management of interaction involves such things as knowing when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep

a conversation going, when and how to terminate the conversation and so on. That is why in teaching and learning speaking, the activity should encourage students to actively speak in target language.

Active learning is a process where the students engage in activities during the teaching learning process. According to Bell and Kahrhoff (2006, p. 1), "Active learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process". It means that learning occurs when students become engaged in an activity that utilizes the content and skill they are learning.

Active learning let the students to work and dependent with their friends in case learning English especially in speaking. Paust (2010, p. 2) stated "Active learning is, in short, any learning activity engaged in by students in a classroom other than listening passively to an instructor's lecture". The students will be said active if they are not keeping listening to the teacher. But they will think critically what the teacher said.

Active learning is one of the processes in speaking fluently. As the teacher, we have to know what the characteristics of active learning are. According to Bonnell and Eison (1991), there are some characteristics of students' active learning. (1) Students are involved in more than listening. They will talk active during the teaching learning process. (2) Less emphasis is placed on transmitting information and more on extending students' skills and ideas. They will share the information that they know each other. (3) Students are involved in higher-order thinking (analysis, synthesis, evaluation). They will think critically how to solve the problems. (4) Students are engaged in activities (e.g., reading, discussion, and writing). They do not keep silent but participate in the activities. (5) Greater emphasis is placed on students' exploration of their own attitudes, values, and prior

experiences. Students have the role center in the classroom.

Jigsaw is one of the most flexible of the Student Team Learning methods. Jigsaw was originally designed by Elliot Aronson and his colleagues. Elliot Aronson and his associates were the first to apply the Jigsaw concept to the classroom. Working in a desegregated school, in an attempt to improve ethnic relations, they created racially integrated teams and then rewrote the curriculum so each student on the team had access to only one part of the curriculum, but each would be tested on the whole. The students had to cooperate to be successful (Spencer & Miguel, 2009, p. 17.2).

Although the original Jigsaw worked, it was not practical. Robert Slavin and his associates to create Jigsaw II. According to Slavin (1991, p. 47) Jigsaw II can be used whenever the material to be studied is in written narrative form. It is most appropriate in such subjects as social studies, literature, some parts of science, and related areas in which concepts rather than skills are the learning goals. The instructional raw material for Jigsaw II should usually be a chapter, a story, a biography, or similar narrative or descriptive material.

In Jigsaw II, students work in heterogeneous teams. Students are assigned chapter or other units to read and are given an Expert Sheet that contains different topics for each team member to focus on when reading. When everyone has finished reading, students from different teams with the same topic meet in an expert group to discuss and master their topic, and then returned to their team which is called by home group to report on their topic (Spencer & Miguel, 2009, p. 17.2). It is also stated in Dean (2000, p. 94). Thus, students are motivated to study the material well and to work hard in their expert groups so that they can help their team do well. The key of Jigsaw is interdependence. According to Spencer and Miguel (2009, p. 173), “teammates gain an enhanced sense of interdependence—none can succeed without the help of each of their teammates”. Hence, every student depends on teammates to

provide the information. Most importantly Jigsaw technique focuses on the communicative process of language learning.

There is a fundamental difference between jigsaw I and II. According to Slavin (1991, p. 55), in jigsaw I, students read individual sections entirely different from those read by their teammates. Initially, students only learn certain concepts that became their specialty while other concepts they get from their friends in the group. In Jigsaw II each student has the opportunity to learn the whole concept (scan read) which may make unified concepts easier to understand.

There are many researches showing the benefit of Jigsaw. The advantages of Jigsaw according to Aronson (2000) are: (1) It gives students the opportunity to teach themselves about the material. So, the students will learn by themselves. (2) Students are able to practice peer teaching, which requires in-depth understanding about the material. (3) Students become more fluent in English as they have to explain the material to their peers. (4) Each student has to be involved in meaningful discussion in small team. This is hard to achieve in large group discussion. (5) Each group is fostered in real discussion followed by question and answer session. (5) Students are less dependent on teachers compared to traditional classroom because they are not the main resource of knowledge. In Jigsaw teacher has a role of cognitive guide or facilitator.

## **RESEARCH METHODOLOGY**

The method of this research was a classroom action research. Tomal (2010, p. 10) stated “action research is a systematic process of solving educational problems and making improvements”. So, this method was applied to solve the problems that occur in the classroom and more concerned with the improvements. In addition, McNiff and Whitehead (2006, pp. 13-14) stated “we can use action research when we want to improve our understanding, develop our learning, and influence others’ learning”. Furthermore, Creswell (2012, p. 592) stated “the purpose

of action research is to improve the practice of education, with researchers studying their own problems or issues in a school or educational setting". Hence, classroom action research was useful to improve the teaching learning process.

In conducting this research, the researcher used the four steps within three cycles. Those are planning, acting, observing, and reflecting. First cycle accomplished to know how the implementation of using jigsaw II works out.

### **Planning**

In planning stage, there were several things that the researcher prepared. The first was communicating and discussing with the teacher about how the technique should be conducted and what is needed to implement the technique. Next, the researcher and the teacher made lesson plan to be used in the classroom. The lesson plan must be completed with the learning materials, learning media, and the assessment sheet. Besides of that, the researcher also prepared the tools for collecting the data such checklist observation sheet, tape recorder and field notes.

### **Acting**

In acting stage, the researcher's role was as the collaborator and the official teacher taught the students. The teacher implemented Jigsaw II while teaching in the classroom. Firstly the students were explained about the technique itself and what they should do based on the technique. The students were divided into six groups consists of three students in the home group. They were given a text which divided into three sections that is given to each member of the group. After reading all part of the text, they formed new group called as expert group which consist of others group members who got the same part of text and discussed the text together. When they finished discussing in their expert group, they returned to their home group and each of them presenting about their section to the other group members. While the students and teacher were doing their activities, the researcher recorded the process and made notes.

### **Observing**

In this phase, the researcher observed what happened during the activity, how the technique worked, how the students and teacher behaved, and whether or not the technique could solve the problem. All of the result wrote down in observation notes.

### **Reflecting**

In this last stage, the researcher analyzed the data collected from the acting and observing stage. Together with the teacher, the researcher analyzed the strength and the weakness of this technique. If the result of this analysis was not satisfaction, the other cycle would be conducted by giving some improvisation.

The subject of the research was the eleventh grade students of SMAN 1 Kendawangan in academic year 2016/2017, especially class XI IPA 1. The numbers of students were 27 students.

The technique of data collection that was applied in this research was observation and measurement technique. It is applied in order to see the students' activeness.

There were three tools that were used in this research. The tools of data collection in this research are: (1) Observation checklist to figure out things that become problem identifications. (2) Field notes was used by the researcher to record anything happened in the classroom when Jigsaw II is applied. It contained of planning, action, observation and reflection. It was used to give additional information which could not be gathered from observation checklist table. (3) Handy camera to record the students' speaking discussion and presentation when applying Jigsaw II to indicate their activeness.

After collecting the data, the researcher needed to analyze the data. Firstly, the researcher analyzed qualitative data which were taken from the field notes and observation checklist. Secondly, the researcher used quantitative data which were taken from the students' activeness in speaking to see their improvement. Therefore, the student's individual score was counted using this formula:

$$X (\text{value}) = \frac{\text{Obtain score}}{\text{Maximum score}} \dots\dots\dots(1)$$

The average of students' activeness in speaking was counted by the following formula:

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

Notes:

M = the average of students' activeness in speaking

$\sum x$  = the sum of students' responses

N = the number of students being observed

The results of students' mean score were classified based on the following criteria:

**Table 1**  
**The Criteria of Students' Mean Score**

Score	Category
4	Very active
3	Active
2	Sometimes active
1	Inactive

*Modified from Heaton (1975, p. 97)*

**RESEARCH FINDINGS AND DISCUSSION**

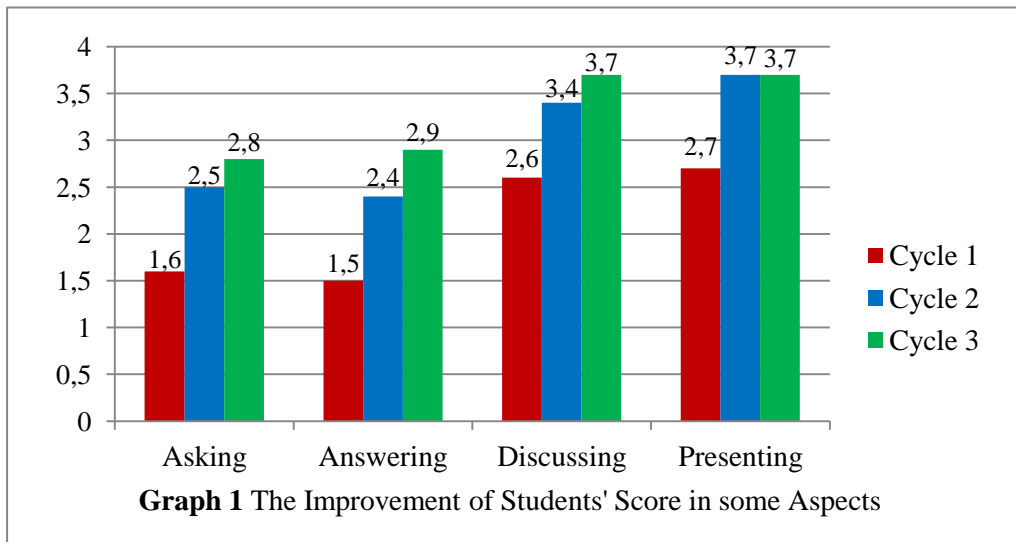
**Research Findings**

The purpose of this research was to improve students' activeness in speaking, especially in discussing and presenting the material using Jigsaw II to class XI IPA 1 of SMAN 1 Kendawangan with students' number was 27 students.

Based on the analysis of the observation and the result of students'

activeness in speaking especially, the use of Jigsaw II could improve students' activeness in speaking especially in discussing and presenting the material.

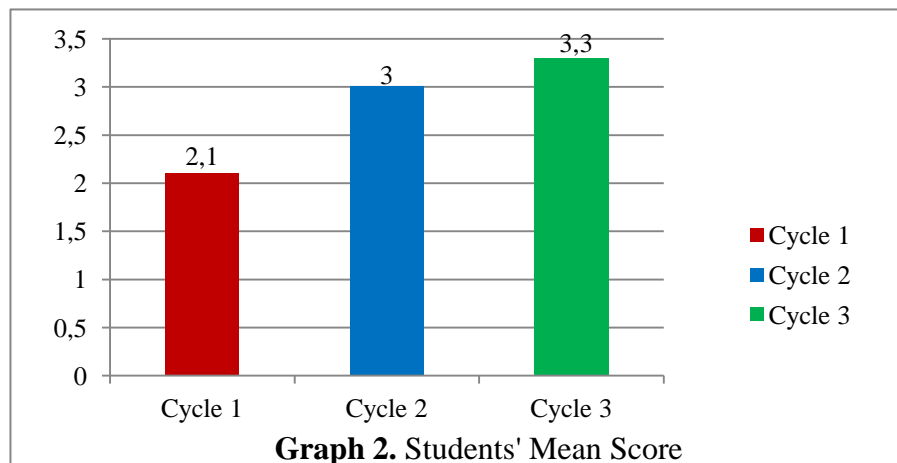
Through every cycle, some aspects of students' activeness which were significantly improved were the students' discussion and presentation. The students' improvement in some aspects can be seen clearly in chart 1.



Based on the chart above, we can see that the students' activeness in some aspects from the first cycle to the third cycle was improved. They were significantly improved in discussing and presenting the material. The

scores in the third cycle showed that they were excellent. The improvement also can be seen from the students' mean score in every cycle that can be seen as below:





Based on the chart above, it showed that the students' mean score was increased from the first cycle to the third cycle. Moreover, the observation checklist and field notes also showed the improvement in teaching learning process. The students were more active in discussing and presenting the material.

This research was conducted in three cycles with one general purpose that is to improve students' activeness in speaking using Jigsaw II, especially their activeness in discussing and presenting the material. Each cycle consisted of planning, acting, observing and reflecting. In doing this research, the official teacher teach the students and the researcher acted as the collaborator. While doing the teaching learning process, the collaborator collected the data to see the students' activeness in speaking when applying Jigsaw II. The data were in the form of observation checklist, field notes and video recording. From the research finding, it can be seen that students' activeness in speaking improved from the first cycle to the third cycle.

There were some improvement on students' activeness in speaking, especially in discussing and presenting the material. It was also supported by the teacher. The teacher had led, motivated, facilitated, and also guided the students during the teaching learning process. The role of the teacher is important in helping the students' learning.

In this part, the researcher tried to answer the research problems based on the data that was obtained. The research problems are; (1) How does Jigsaw II improve students' activeness in speaking? (2) How does discussion improve students' activeness in speaking? (3) How does presentation improve students' activeness in speaking? (4) Does Jigsaw II improve students' activeness in speaking?

The first question can be answered through discussing and presenting the material. The students divided into small groups. Every student in each group got different reading texts. The students who have the same text were asked to meet in the new groups to discuss the text. They discussed the text in a small group. After that, they presented what they have got in their group discussion. Working in small groups helped the students to speak actively. They have opportunities to speak. They also felt more comfortable and relax to speak with their friends. Hence, Jigsaw II improved students' activeness in speaking.

The second question can be answered by asking the students to discuss the material. The students discussed the text in small groups. They shared their ideas with their friends. Discussing in small groups helped the students to speak actively. They also have a responsibility to share the information they got in their discussion group. Based on the research findings, there were the improvement of students' activeness in

speaking from cycle one to cycle three after using discussing.

The third question by asking the students to present the information they got. In presenting the material, the students shared the information they have discussed to their friends. They presented the material one by one in small groups. Then, they have the chance to deliver what in their mind in the teams of four to improve their activeness in speaking.

The last question can be answered by seeing the students' mean score from the first cycle to the third cycle. In the first cycle, the students' mean score was unsatisfying. They got 53.5 (poor). In the second cycle, the students got 75.04 (good). In the third cycle, they got 83.83 (very good). The mean score showed the improvement in each cycle. It can be concluded that, Jigsaw II improved students' activeness in speaking.

The first stage of this research was planning stage. In this stage, the teacher and the researcher prepared everything needed in teaching and learning process. It included observation checklist, field note, handy camera, designing the lesson plan to apply the technique offered and providing the teaching media such as reading texts. Reading texts given to the students should familiar to their life. If it was not familiar to them, they would need more time to understand the texts. After all the preparations were ready, the teacher and the researcher did the next stage that was acting stage.

After the teaching learning process was applied by the teacher, the data was obtained from observation checklist, field notes, and the students' mean score. They were analyzed by the teacher and the researcher. Based on the data, it was found some problems in applying Jigsaw II as the technique.

In the first cycle, it showed that there were some problems occurred during the teaching learning process. One of them; there were some students did not give their participation in discussing and presenting the material. From this condition, the teacher and

the researcher agreed to do the next cycle in order to achieve the goals of this research. In the second cycle, the teacher and the researcher made some improvements to overcome the problems in the first cycle but, there were still found some problems. One of them were the texts given to the students were not familiar to them. Then, the teacher and the researcher decided to do the next cycle (cycle 3) with some improvements to achieve the goal of this research that was to improve students' activeness in speaking. By doing some improvements, the students became more active in discussing and presenting the material. Based on the observation checklist and field notes, it showed that every step of Jigsaw II applied well.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of the research to Class XI IPA 1 at Senior High School 1 Kendawangan, the researcher makes some conclusions. By doing this research, in the first cycle the students got difficulties in applying the technique. Not all of the students give their participation in discussing and presenting the material. The students' mean score in the first cycle also did not show their improvement in speaking. In the second cycle, the teacher and the researcher made some improvements in order to achieve the learning goals of this research. The students' mean score in the second cycle showed the improvement of students' activeness in speaking. But based on the observation that written in field notes, there were still found some problems in teaching learning process. One of them was the students' difficulty in understanding the texts. Because the texts given to the students was not familiar to them. In the third cycle, the teacher and the researcher could handle the problems occurred in the second cycle. The students' mean score also showed their improvement. So, the teacher and the researcher convinced to stop the cycle.

### Suggestion

Based on the conclusion above, the researcher would like to give some suggestions: (1) It is suggested to the teacher to apply Jigsaw II to improve students' activeness in speaking especially in discussing and presenting the material because the students will feel comfortable and confident to speak when they are speaking with their friends in their group. (2) Discussion is recommended for the teacher to improve students' activeness in speaking. In discussion activity, the students work collaboratively in group. They share their ideas with their friends in the group and think critically. They will feel more confident to speak actively with their friends in their home group and expert group. (3) The teacher is recommended to ask the students to do the presentation. In presentation activity, the students have a responsibility to share the information they get to their friends in their group. Each student in the groups has the opportunity to speak. It can help the students to become more active and more confident in speaking.

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