IMPROVING THE SPEAKING SKILLS OF GRADE X STUDENTS OF SMAN 2 SLEMAN YOGYAKARTA THROUGH THE USE OF JIGSAW TECHNIQUE

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Abstract

The objective of this research was to improve the speaking skills of grade X students of SMAN 2 Sleman through the use of jigsaw technique in the academic year of 2017/2018. It was conducted based on some problems identified in the process of teaching and learning speaking in class the jigsaw technique as the solution of the problems.

This research was categorized as action research. It was conducted in two cycles. This research involved 32 students of class X MIA 2 of SMAN 2 Sleman Yogyakarta in the academic year of 2017/2018 as the subject. The data were qualitative and quantitative. The qualitative data were obtained through observation, interviews, documentation, and discussion with the collaborators about the process of the teaching and learning of speaking. Meanwhile, the quantitative data were collected from the pre-test score, speaking tasks, and post-test score. The validity of the data was measured by applying the democratic validity, dialogic validity, catalytic validity, process validity, and outcome validity.

The findings showed that Jigsaw technique was effective in improving students' speaking skills. This technique within the supplementary actions also improved the teaching and learning process in class. It provided much opportunity for the students to practice speaking in order to speak fluently and confidently. The findings also revealed that the mean score of the students' speaking performance increased from 49 in the pre-test to 62 in the post-test with the gain score 13. From five targets of the speaking aspects, the significant improvement was on the vocabulary mastery and comprehension. The result of the test also showed better improvement on students' fluency and grammar. However, the improvement on the students' pronunciation was did not increased significantly.

Keywords: Jigsaw technique, speaking skill

MENINGKATKAN KETRAMPILAN BERBICARA SISWA MELALUI PENGGUNAAN TEKNIK JIGSAW PADA SISWA KELAS X DI SMAN 2 SLEMAN YOGYAKARTA

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Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan ketrampilan berbicara siswa kelas X di SMAN 2 Sleman tahun ajaran 2017/2018 dengan menggunakan teknik Jigsaw. Penelitian ini dilakukan berdasarkan identifikasi masalah pada proses belajar-mengajar bericara di kelas. Jigsaw merupakan teknik yang dipilih sebagai solusi.

Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Siklus pertama dilakukan dalam dua pertemuan karena keterbatasan waktu. Akan tetapi, dikarenakan siklus pertama tidak membawa hasil yang signifikan, maka siklus kedua dilakukan untuk mendapatkan hasil yang lebih baik. Penelitian ini melibatkan 32 murid di kelas X MIA 2 SMAN 2 Sleman Yogyakarta tahun ajaran 2017/2018 sebagai peserta. Data yang ada merupakan data kualitatif dan kuantitatif. Data kualitatif diperoleh melalui pengamatan, wawancara, dokumentasi, dan diskusi dengan kolaborator mengenai pembelajaran berbicara. Sedangkan data kualitatif diperoleh melalui pre-test dan post-test. Keabsahan data diperoleh melalui validitas demokratik, validitas hasil, validitas proses, validitas katalitik, dan validitas dialog.

Penemuan pada penelitian menunjukkan bahwa teknik Jigsaw terbukti meningkatkan ketrampilan berbicara siswa secara efektif. Teknik ini, beserta tindakan-tindakan tambahan lainnya juga telah meningkatkan proses belajar-mengajar di kelas. Teknik ini menyediakan banyak kesempatan bagi para siswa untuk praktik berbicara agar lancar dan penuh percaya diri. Penemuan pada penelitian ini juga menungkapkan bahwa nilai rata-rata ketrampilan berbicara siswa naik dari 49 pada pre-test menjadi 62 pada post-test dengan selisih 13. Dari lima target aspek berbicara, peningkatan yang signifikan terjadi pada kosa kata dan pemahaman. Hasil dari tes juga menunjukkan bahwa peningkatan yang lebih baik terjadi pada aspek kelancaran dan tata bahasa. Akan tetapi, ketrampilan pengucapan siswa tidak meningkat secara signifikan.

Kata kunci: kemampuan berbicara, Teknik Jigsaw

INTRODUCTION

Speaking is categorized as a productive skill in language learning and acquisition. It includes oral activities or speech to express meaning from a speaker to interlocutors in direct communication. Skills in speaking are important to be taught to students for it helps them speak English fluently and accurately.

However, many students who learned English as a foreign language experienced some difficulties in their speaking performances as the researcher observed at SMAN 2 Sleman. Problems of low ability in speaking performance came up in the teaching and learning process such as students' lack of vocabulary, tendency to speak in their mother tongue, mispronunciation, and classroom activities.

The researcher identified some problems influencing the teaching and learning process of speaking in the classroom. They comprised students, teachers, media and materials, and learning tasks and activities. However, in this research, she focused on the students' speaking skills.

Students' speaking skills could be improved through many ways, but in this research, the researcher tried to employ the Jigsaw technique to overcome the problems of low speaking ability of the students of SMAN 2 Sleman. This technique was used to improve students' speaking competence including pronunciation and grammar accuracy, fluency, vocabulary, and comprehension through the use of cooperative and independent learning.

THEORETICAL REVIEW

The Nature of Speaking

There are many definitions of speaking according to experts. Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. The statement is supported by Spratt and Friends (2005:34) who state that speaking is a productive skill that involves the use of speech to express meaning to others.

For people who learn a new language, speaking in the target language in the beginning will be difficult. That is why, speaking is considered as the hardest language skill. According to Bailey in Nunan (2005), there are two reasons why speaking is considered as the most difficult skill. The first is that speaking happens in real time and the second is people cannot edit or revise what they have said. Moreover, there are requisites when someone is going to speak. To speak, people should have known the vocabulary items and the linguistic features of the target language so that they can put their thoughts into words correctly and make other people understand their intention. Clark and Clark (1997:223) make it clearer by stating that the purpose of speaking is to have effect on the listener. People speak to ask, request, bet, promise, warn, or exclaim. It is very important to be communicative in using language.

There are also many things to be considered when speaking as Richard and Renandya (2002:201)

state that different purpose of conversation needs different skills. Canale and and Swain (1980) state that the speaking activity theoretically requires many elements to create a good speaking ability. It involves communicative competence which includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence.

Considering the speaking micro and micro skills, the researcher tried to bring the focus on some of the skills for the students' improvement in this research. The micro skills include using an adequate number of words to accomplish purpose, producing fluent speech, using grammatical word classes and patterns, and producing speech in appropriate phrases and sentences. Meanwhile, the macro skills include accomplishing communicative functions appropriately, using appropriate linguistic features in face-to-face conversations, and conveying links and connections between events, and communicating main ideas.

Teaching and Learning Speaking

In teaching speaking, a teacher has to consider factors that influence the process of teaching and learning itself, such as the orientation (curiculum), students' characteristics, principles in teaching speaking, classroom speaking activities, roles of teacher and students in class, and how to assess speaking. The orientation in this research was Curriculum 2013 which develops the scientific approach in teaching and learning processes by observing,

questioning, experimenting, associating, and communicating. Meanwhile the consideration of the teaching and learning process is based on some theories as follows.

Brown (2001:275) already explains some principles for designing speaking technique such as (1) technique which covers learners' need, (2) motivating techniques which are provided intrinsically, (3) teachers' encouragement to the use of authentic language in meaningful context, (4) appropriate feedback and correction, (5) teachers' capitalization on the natural link between speaking and listening, (6) more opportunities to initiate oral communication, and (7) encouragement for the development of speaking strategies.

For the speaking activities in class, Harmer (2007:348-352) states there are a number of widely used categories of speaking activities. This research addressed the activity on discussion. Harmer (2007:108) also gives an explanation about the roles of a teacher in a classroom. A teacher is not merely a facilitator, but she or he is also a controller, prompter, participant, feedback provider, resource, and tutor. Meanwhile, Nunan (2013:69) completes it by describing that students' roles in class are actively using language they are learning, developing strategies to become better language learner, working cooperatively in groups, developing skills in self-assessment and self-evaluation, and learning how to use language features to express different communicative meanings.

To assess speaking, Luoma (2004:27) states that there are three

elements to be considered in assessing speaking. They are 1) the special features of speaking, 2) the task design, and 3) the rating criteria.

Jigsaw Technique to Teach Speaking

There are three common methods that are widely used in cooperative learning (Slavin 1995 in Huda 2011): 1) Students Team Learning method, 2) Supported Cooperative Learning method, and 3) Informal method. From those three common methods, the researcher chooses students team learning method where the jigsaw technique is part of it. As the part of cooperative learning, the Jigsaw technique also has the element of interdependence that will encourage the students to take an active part in their learning.

Using the Jigsaw technique in teaching speaking brings advantages such as (1) that students figure out the effective communication in a small-group problem solving; (2) that it encourages students to speak up in a small group and give them chance to share their opinion, knowledge and argument; (3) that the student will be able to practice peer teaching, which requires in-depth understanding of the material; (4) that students train themselves to be more fluent in English as they have to explain the material to their peers.

Although the Jigsaw technique is expected to be beneficial to helping students learn effectively through discussion and developing idea, it also has shortcomings in the implementation. Discussion will involve the oral activity as the purpose is to activate students' speaking ability. This situation may cause the crowded and noisy class so that teacher has to do more efforts and attention to the students' activity. More than that, the students' focus may be distracted by other groups' activity.

RESEACH METHOD

This research is categorized as action research. It was conducted at SMAN 2 Sleman which is located in Brayut, Pandowoharjo, Sleman, Special Region of Yogyakarta from September 11th 2017 to October 30th 2017.

This research involved some participants who worked collaboratively. They were the researcher who applied the action, a collaborator, the English teacher as the collaborator 2. and the students of class X MIA 2 of SMAN 2 Sleman Yogyakarta in the academic year of 2017/2018 as the subject.

The researcher used both qualitative and quantitative data in this research. The qualitative data were obtained through observation, interviews, and documentation related to the teaching and learning process of speaking in the classroom. Meanwhile, the quantitative data were gained through the pre-test and post-test. Since there were two types of data in this research, the researcher used the qualitative and quantitative descriptive analysis to analyse the data. The researcher

followed Burns (2010: 104-105) to use some useful steps to get an overall framework for the analysis: 1) assembling the data and rereading them, 2) coding the data into more specific patterns or categories, 3) comparing the data to see whether patterns or categories are repeated across different data collecting technique, 4) building meanings and interpretation, and 5) reporting the outcomes. The quantitative data were presented in the form of tables and mean scores and the students' performances were assessed in a speaking rubric.

To get the validity of the data, Anderson et al. (1994) in Burns (1999) proposes five criteria of validity. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Meanwhile, the reliability of the data was measured by employhing time and investigator triangulation.

The researcher followed a model of action research procedure suggested by Kemmis and McTaggart (1988) in Madya (2006:67) which includes reconnaissance, plan, action and observation, and reflection.

RESEARCH FINDING AND DISCUSSION

The implementation of jigsaw technique and the supplementary actions to improve students' speaking skills were successfully accomplished and the objective of the research was achieved.

The result of the pre-test showed that the students' final mean

score was 49, while the mean score of the post-test was 62. If it is compared to the KKM whose value is 66, most of the students did not gain the expected scores yet. However, the scores were increased significantly by the gained score of 2.6 or equals to 13 after the accumulation.

The table below shows the comparison between the students' mean scores in the pre-test and post-test. The gained data from both tests are also presented.

Students' Mean Scores in Speaking Aspects

	Pre-test	Post-test	Gained score
Pronunciation	1.7	2	0.3
Grammar	2.1	2.6	0.5
Vocabulary	2.2	2.8	0.6
Fluency	2	2.5	0.5
Comprehension	1.8	2.5	0.7
Gained score (in decimal)	9.8	12.4	2.6
Final mean score	49	62	

This implementation of the actions refers to the seven principles in designing speaking technique stated by Brown (2001), they are covering learners' need, motivating, encouraging, providing appropriate feedback and correction, capitalizing the natural link between listening and speaking, giving opportunities, and encouraging the development strategies. The researcher also used Nunan's principle (1999:241) which states that the most important thing of learning speaking is to give students opportunity to do practice in meaningful contextual situation. Both of the experts' principles were

combined in one in the jigsaw technique implementation to improve the student's speaking skills.

The students' improvement in communicative competence and group working was noted. The most significant improvement happened on the aspect of grammar, comprehension, and fluency, while pronunciation increased insignificantly. This result reflected the effect of forcing students to use English in the discussions and presentation during the use of the jigsaw technique.

More than the ability to use grammatical aspect, the students were also able to figure out new things. They autonomously observed the videos or audios presented and processed information to be discussed. The rule to speak English in class seemed good to build their habit. Although they still made mistakes in the speaking aspects, they got more confident each day to speak English. They began producing fluent speech in appropriate phrases and sentences when speaking, accomplishing appropriate communicative functions and linguistic features, and saying main idea in their communication.

Next, the teaching and learning process was more alive. In the actions, the use of jigsaw provides more chances to the students to explore their ability and critical thinking. Students were able to speak up their idea and interpretation of the materials. In this action, the role of teacher was supervising and managing the class activities.

The students improvement in each aspect is presented in the figure below.
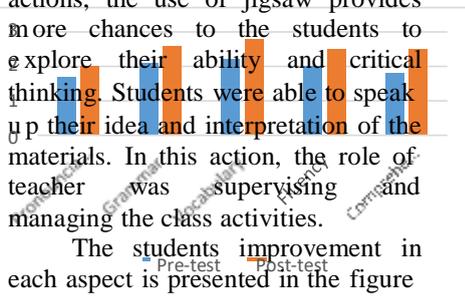
CONCLUSION, IMPLICATION, AND SUGGESTION

Conclusion

The use of the Jigsaw technique successfully improved the students' speaking skills. At once, this technique within the supplementary actions also improved the teaching and learning process in class. The qualitative result was proved by the interactive communication that was built in the meetings, students' participation, and students' learning motivation. Meanwhile, the quantitative result was proved by the students' pre-test and post-test score. The mean score was gained 13 from 49 in the pre-test to 62 in the post test. The difficulties arising in the process of improving students' speaking skills were influenced by so many factors that the solutions could not be done in a short period of time. That is why, learning speaking needs much time.

Implication
1. To teach speaking, a teacher should provide appropriate time and technique.
2. Skills in speaking are related to the skills in listening. That is why, it would be better if listening inputs are involved in teaching speaking.

3. Giving feedback is essential in improving the students' performances.
4. In teaching speaking with the Jigsaw technique, a teacher is not the center of the class activity (teacher-centered), but she/he is the one who is supposed to be the controller of the class.

Suggestion

1. To the English teachers
   English teachers should be able to give the reasonable portion for teaching the speaking skills to their students.

2. To other researchers
   Related to the focus of the study, it is advisable that the results of the study can be used as one of the references for other researchers who conduct the similar studies related to the development of the students' speaking skills.

3. To the students
   Students as the subject and object in a learning process should be cooperative in class. As the one who needs knowledge, students have to explore their ability actively and bravely by expressing the idea they have.

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