

## PalArch's Journal of Archaeology of Egypt / Egyptology

### ENHANCING STUDENTS' SPEAKING ABILITY THROUGH JIGSAW AS ONE OF COOPERATIVE LEARNING TECHNIQUES

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**Hendar. Enhancing Students' Speaking Ability Through Jigsaw As One Of Cooperative Learning Techniques-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(10), 2781-2791. ISSN 1567-214x**

**Keywords: English Mastery, Speaking Ability, Cooperative Learning, Learning Techniques.**

#### **ABSTRACT**

For more than seventy years of Indonesian independence day, the teaching of English in Indonesia has still been far from being satisfactory as proven that some fresh graduate students from senior high schools have still been lack of English mastery especially their speaking ability even though based on competency standard of English teaching in senior high schools. They are expectedly able to reveal various meanings (interpersonal, ideational and textual) in various spoken texts. This research investigates the role of the students in their learning activities by implementing Jigsaw learning technique in Speaking English class and finds out the students' attitude towards Jigsaw learning technique applied in their class. To get the data needed in this action research, both researcher and English teachers collaborate, observe, and work together to know how Jigsaw learning technique is applied in speaking class. Besides the researcher also gives 42 English students a questionnaire so-called Jigsaw Opinion Scale (JOS) to find out the students' attitude towards the implementation of Jigsaw learning technique in their English Speaking Class at the end of the study. The results of this research show that Jigsaw learning technique makes English students talk much as they become the centre of their learning activities, and the students (73,8%) have positive attitude towards the implementation of Jigsaw English learning technique in English Speaking class.

#### **INTRODUCTION**

In the era of globalization and the advance of information and technology, mastering English as one of International languages and the formal language used in United Nations is undoubtedly important as English is used in 53 countries and 10 international organizations. They use English as their formal

language besides almost all countries all over the world use English as their second and foreign language including Indonesia. In Indonesia English language teaching has been taught since the implementation of the decree of ministry of culture and education no. 096/1967. It was used as the first foreign language and taught in junior and senior high schools (Omi, 1998). Since then along with the development of learning theories, some teaching techniques, methods and approaches starting from Grammar Translation Method, Total Physical Response (TRP), Silent Way, Audiolingual approach to Communicative Approach or from teacher centered approach to student centered approach have been introduced or applied in teaching in English in the classroom.

Nowadays in Indonesia the trend of English teaching approaches has been gradually changing from teacher to student centered approach as the main focus of teaching learning process is on student not teacher even though in Indonesia the old way of designing courses based on teacher centered approach (TCA) is still implemented. According to Garrett (2008), in TCA, teacher decided on the teaching material they wanted to teach, scheduled how to teach this material and reviewed the material. This approach is mainly based on the feedback of the teacher and on evaluation of how well the material taught was learned or reproduced by students. Course descriptions referred mainly to the content of the course that would be covered in lectures. Different from TCA, Garret (2008) further explains that the focus of the Student Centred Approach (SCA) is mainly on what the students at the end of the course are supposed to be able to do. In other words, this approach is particularly referred to as an outcome-based approach. Learning outcomes refer to what the students at the end of learning period should be able to do.

This paper elaborates the use of Jigsaw technique which is commonly used in cooperative learning technique based on Student Centred Approach (SCA). It was applied to English Students of Widyatama University who took English Speaking. The main objective of the research is to find out whether or not both lecturers and students of Speaking-English Class have good perception on Jigsaw learning technique in enhancing the students' speaking ability.

## **METHOD**

This research uses action research based on the Kemmis and McTaggart model (1988); therefore, in doing this research, the researcher and the English teachers especially English speaking lecturers, collaborate and work together in collecting the data dealing with the barriers and difficulties of the English teacher in teaching speaking class, identify some problem faced by either teacher or students, formulate the plan of some actions to solve the problems, implement the action and reflect on the outcome of the actions. Besides, to get the data needed in terms of the effectiveness of Jigsaw learning technique applied in speaking class, the researcher uses a questionnaire so-called Jigsaw Opinion Scale (JOS). This scale consists of two open-ended questions to know whether or not the students have positive opinion towards the implemented Jigsaw learning

technique at the end of the study. The questionnaire is given to 42 English students of English department, Widyatama University. They are from 2 different speaking classes and taught by two different teachers, but from the same fourth semester.

## **THEORETICAL REVIEW**

### ***Cooperative Learning***

Olsen and Kagan in Richards and Rodgers (2001) say that Cooperative learning refers to a group work activity in which all group members work together in their learning process to accomplish shared objectives. It is intentionally organized to establish exchange knowledge between learners in groups and in which each learner is kept for his or her own learning and is encouraged to increase the learning of others. The advantage of cooperative learning is to promote peer tutoring, to provide a range of experiences, to help students get to know each other and like others (Jacob & Hannah, 2004). According to Arends (2009), other advantages of cooperative learning are the increases of the students' academic achievement, acceptance and tolerance toward diversity, and the development of social skill; moreover, in cooperative learning, the teacher does not only teach students how to learn teaching materials more effectively, but also teaches them social or collaborative skills to work together more efficiently (Larsen et al., 2000).

### ***Jigsaw technique***

This model of learning is intended to enhance the sense of obligation of students for their own learning as well as the learning of others. Not only do students study the material provided, but they must also be ready to provide the community with and teach the material. Students need both their cognitive and social skills. This Jigsaw learning model is based on humanistic learning theory, because humanistic learning theory explains that essentially every human being is unique, has individual potential and an internal drive to develop and determine his behaviour. One of the learning techniques commonly used in cooperative learning is Jigsaw technique which was originally developed by a psychologist, Elliot Aronson in 1970 in Austin, Texas.

In the original model of Jigsaw, Aronson claims that different material was given to each member of the group and all learners who had the equal portion of materials gathered to shape an expert group afterwards. The students of this group discuss the same topic given until they master the material, after that the members of the expert group back to their previous group to inform the others about the materials discussed before as seen in the following 10 easy steps (<https://www.jigsaw.org>).

### ***Step one***

Divide students into jigsaw groups of 5 or 6 participants. Each group has to be miscellaneous dealing with race, gender, ability and ethnicity.

***Step two***

Choose the most mature student of each group to be the leader.

***Step three***

Divide the lesson of the day into 5-6 parts.

***Step four***

Assign one section to every student to understand, and each student only has direct access to his or her own section.

***Step five***

Offer every student at least twice the time to read his or her section to get acquainted with it. It is not necessary for them to memorize it.

***Step six***

Take one student from each group to get together with other students assigned to the same section to form temporary "expert group". In this expert groups, let them discuss the main points of their section and practice the presentations they have to make to their own group of Jigsaw.

***Step seven***

Return students from expert groups into their own groups of Jigsaw.

***Step eight***

Ask students to have presentation of their sections to the group. Stimulate other members of the same group to ask a few questions for clarity.

***Step nine***

Floating from one group to another, watching the implementation. Make an effective intervention if any group has difficulty (e.g., a member group is disruptive or dominating). Actually the leaders of each group can take care of this task as they may be taught before the leaders get the hang of it. by giving directions about how to interfere.

***Step ten***

Provide a quiz on the content at the end of the session. Students some come to understand that not only are these sessions fun and games, but they really count.

Basically a jigsaw type of cooperative learning model is developed to achieve at least three important learning objectives, namely achievement academics, tolerance and acceptance of diversity, and development social skills. To achieve success in the implementation of the process learning, the very important thing is to design or plan learning, therefore a teacher must make a design or plan learning before carrying out the learning process. Furthermore, to understand the learning events that take place inside someone needs to be analysed in order to find out what problems seen in learning activities. There are several abilities as a result learning acquisition that can be categorized as follows: 1) Information skills verbal, 2) intellectual skills, 3) cognitive strategies, 4) attitudes and 5) skills motor. (Sutini 2011). In the national education system, the formulation of educational goals, both curricular and educational objectives, uses Benjamin Bloom's classification of learning outcomes which describes them in three areas, namely the cognitive, affective and psychomotor domains (Sudjana 2014). The figure below shows the work order formed for Jigsaw method.

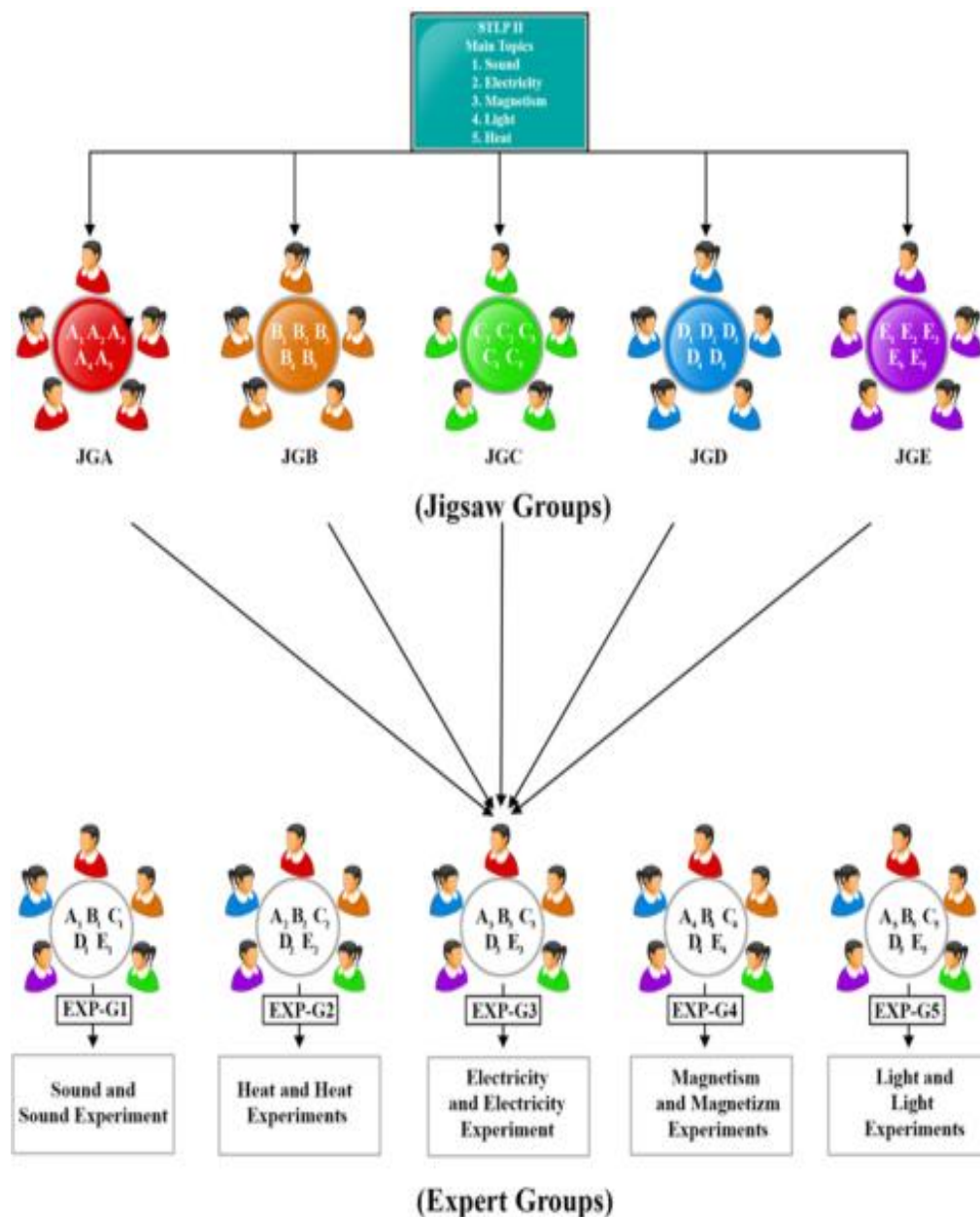


Figure 1. The work order formed for jigsaw method

Regarding the implementation of Jigsaw learning technique applied in English speaking class of the fourth semester students of English department, the topic given is taken from “The Autobiography of Eleanor Roosevelt” by Eleanor Roosevelt published by Harper Collin Publisher. By following the ten steps above, the students of English speaking class are divided into a few groups and the group consisting of 5 members discusses each segment of a short biography of hers into five segments, they are (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.

Every member of groups must know very well their own parts to share with other members from other group discussing the same topics. They group belong to expert group as they have to discuss each part in detail. And then they return to their own group to tell their own part in far more detail. At last each has to answer the lecturer's questions dealing with their own parts and the whole story of the short autobiography of Eleanor Roosevelt.

**RESULTS AND DISCUSSION**

Based on the method of the action research used, some steps conducted are identifying some problem faced by teacher or students, formulating the plan of some actions to solve the problems, implementing the action and reflecting on the outcome of the actions. The results of the research can be seen in the following table:

**Table 1** Steps of Solving the Problem in Speaking Class

No.	Steps	Teacher	Students
1	Problem Identification	The teacher has no idea on jigsaw as a learning technique commonly used in cooperative learning	The fast learner are active speaker, but the slow learner are passive speaker
2	Plan Formulation of Actions	She has a comprehensive information on the effective use of Jigsaw learning technique applied in speaking class	The students have comprehensive understanding on jigsaw as the new learning technique
3	Implementing Actions	Teacher has a role as supervisor and motivator of the students' learning activity	Both the fast and slow learners are active in speaking learning technique used in their English-speaking class
4	Reflecting Outcomes	Teacher is not the centre of students' learning activity in the class	The students are the centre of their learning activity in the class

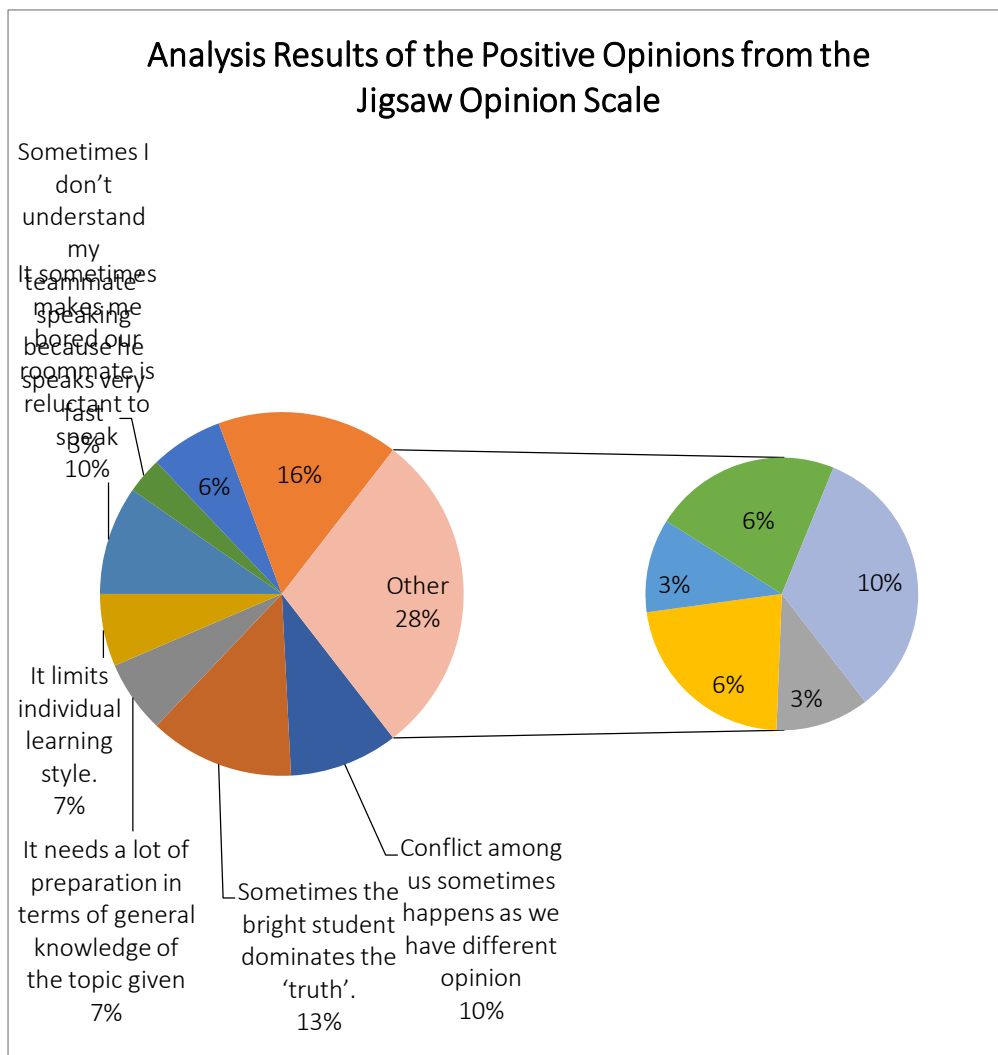
**Table 2** Analysis Results of the Positive Opinions from the Jigsaw Opinion Scale

No.	Positive Opinion	f	%
1	Each member of group shares their responsibility	3	9,68
2	Everyone gets their turn to speak	4	12,9
3	We are motivated not to be afraid of making	2	6,45

	grammatical mistakes while speaking English		
4	By cooperative learning we have better result	2	6,45
5	Everybody wants to give an alternative solution on teammate's problem	3	9,68
6	Jigsaw reduces formal situation in studying	1	3,23
7	Thanks to teammates who have patiently listened to my influent speaking	2	6,45
8	This leaning technique is fun	5	16,12
9	Learning hour goes very fast	1	3,23
10	When someone makes grammatical mistakes, s/he is immediately corrected by his/her teammate	2	6,45
11	The beginning was difficult to implement Jigsaw, but then it was fun	1	3,23
12	Our dependency on the teacher becomes lessened	2	6,45
13	Teacher talk less and students talk more	3	9,68
TOTAL		31	100

Each member of the group is responsible for learning one part of the problem that the group has to solve, then each member must teach the other members in the group. Group members from all groups who share the same problem gather to become a group of experts to jointly study and solve the problem. Then each returned to their original group and taught what they had learned to the expert group.





**Figure 2** Pie chart Results of the Positive Opinions from the Jigsaw Opinion Scale

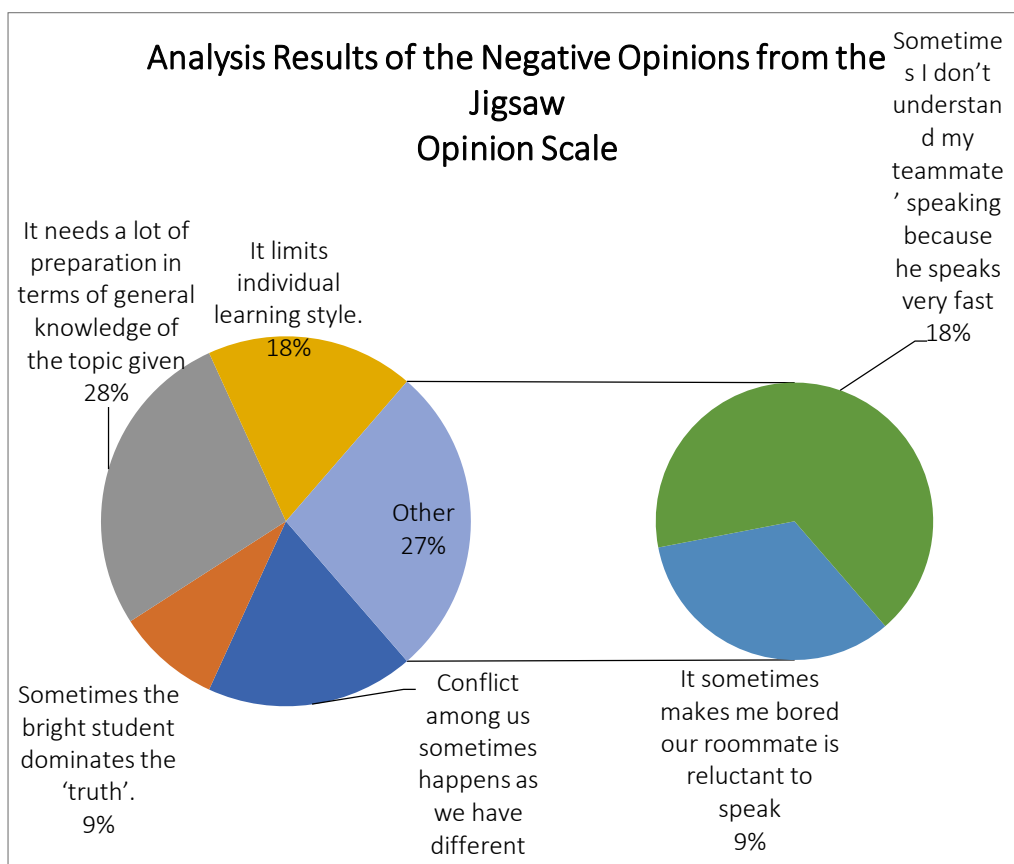
From the analysis results of the positive opinions as seen in the table 2 above, it can be summarized that most of the students (31 students/73,8%) have the positive opinions towards the implementation of Jigsaw learning technique applied in English speaking class as seen in the Jigsaw Opinion Scale (JOS) above.

**Table 3.**Analysis Results of the Negative Opinions from the Jigsaw Opinion Scale

No.	Negative Opinion	f	%
1	Conflict among us sometimes happens as we have different opinion	2	18,18
2	Sometimes the bright student dominates the 'truth'.	1	9,09
3	It needs a lot of preparation in terms of general knowledge of the topic given	3	27,28

4	It limits individual learning style.	2	18,18
5	It sometimes makes me bored our roommate is reluctant to speak	1	9,09
6	Sometimes I don't understand my teammate's speaking because he speaks very fast	2	18,18
TOTAL		11	100

Meanwhile, the rest of the students (11 students/ 26,2%) still has negative opinions. It might be due to the fact that Jigsaw learning technique is still new for them to practice.



**Figure 3** Pie chart Results of the Negative Opinions from the Jigsaw Opinion Scale

From the figure above, the result of the negative opinions can be summarized that most of the students (28%) need a lot of preparation in terms of general knowledge of the topic given. However, in fact, this jigsaw cooperative learning model allow students have many opportunities to express opinions, and manage the information obtained and improve communication skills, Besides, the group members are responsible for the success of their own group and the completeness of the part of the material being studied.

**CONCLUSION**

From the result and discussion above, the conclusion can be drawn as follows:

1. Jigsaw as learning technique used in English-speaking class makes every student talk more than their teachers. In other words, the students become the centre of their learning activities in the class; meanwhile, the teachers play as motivators and supervisors of the students' learning activities.
2. Most of English students (73,8%) who take English speaking class seems very happy and enthusiastic to implement Jigsaw learning technique as one of the cooperative learning techniques. Besides they have different but interesting teaching and learning atmosphere as a result, they have much time to use and practice their English because the lecturers do not dominate the class.
3. A few students who have negative opinion (26,2%) on the implementation of Jigsaw learning technique. Some of them think that applying this learning technique need some preparations dealing with general topic given.

Due to the fact that most of the students as well as lecturers have positive opinions and responses towards Jigsaw technique, it is suggested that this kind of learning technique is supposed to be implemented in other subject matters or other fields of study to make teaching and learning atmosphere alive and interesting.

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