

The Implementation of Jigsaw Learning Model in Teaching Speaking for Senior High School Students

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Abstract

Speaking skill is one of the most important skills to acquire foreign or second language learning. This research aimed to describe the concept of speaking skills, the implementation of the jigsaw learning model in teaching speaking, the advantage and disadvantages of the jigsaw learning model, and the strategies to implement the jigsaw learning model in speaking class. The type of this research is descriptive qualitative. It used library research to collect the data. The approach was taken by examining some library materials, publications of research results, and opinions of world leaders, who studied the use of the jigsaw learning model in teaching speaking. Data is in the form of books, journals, encyclopedias, magazines, papers, and articles. The Internet site access method (Website) is applied by browsing websites/sites that provide various data and information related to research, various theories, and practices that the author was researching. The collected data was then checked for correctness, suitability, and reliability through content analysis, then described, and interpreted to conclude. The results of the study showed that the use of the jigsaw learning model was very useful and can improve students' speaking skills. The students become more active in the learning process and have good interaction and communication with other students in the class.

Keywords: Jigsaw, speaking skill, improvement

1. INTRODUCTION

Learning English is important regarding English is an international language. However, people who live in the non-English country may face many difficulties. Mostly, the difficulty that English learner face is speaking. Speaking is the verbal use of language and a medium through which human beings communicate with each other. (Al-Tamimi & Attamimi 2014:31). Besides that, according to Rao, (2019), speaking is the skill that the students will be judged upon most in real-life situations. It is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is seemed to be the most important skill in

learning a foreign or second language because there are several aspects to speaking such as accuracy, fluency, and appropriateness.

According to Rika (2017), fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast, because sometimes pausing is important. Accuracy, according to Rika (2017), is “the use of correct forms of grammar, vocabulary, and pronunciation”. However, it has to be noted that accuracy is relative. This can be seen in an example where children and adults have different accuracy levels. Language learners mostly are concerned with the accuracy in speaking and that they make the best use of their language ability to meet the communicative demands. Appropriateness according to Rika (2017), is “the use of the correct style of formality”. It is an important aspect of language learning yet it is also complex because it is not easy to decide how to say some things which depend on the context and the culture.

From the above explanation, we know that speaking is a way to communicate therefore it needs practice and implementation in our daily life. Those two activities are the most important way to master speaking. In a non-English country, finding a friend to practice with it is quite difficult. Most English students are too shy to speak English in their daily life. They are afraid to be judged while having errors in grammar or vocabulary pronunciation. This problem could hold them up to master speaking.

In this study, the researcher aims to discover the implementation of jigsaw learning in teaching speaking. Syukur, (2016) defined teaching as an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to so behave. What Schlechty meant by teaching as ‘an art’ is that the teacher must create situations to facilitate learning and then motivate learners to have an interest in what is being transmitted to them.

2. THEORETICAL REVIEW

The implementation of teaching techniques is considered to be an important part of the successful learning process. Agustina, (2019) stated an implementation concept is an important building aspect for the successful implementation of project materials. In particular, the sustained success of associated qualification measures, events, pilot projects, etc., depends crucially on the extent to which they are integrated into an overall strategic concept. An implementation concept must define the necessary framework conditions for making it possible to benchmark the products.

Therefore, the jigsaw learning model is expected could help student implement their English speaking skill. In a jigsaw, each student in a group of four to six members is given a specific piece of a problem based on a particular viewpoint that the whole group is studying. After the students have studied and become experts in that piece of the problem, they meet in expert groups with their counterparts from other groups to focus on the problem. Next, the students return to their original

groups and share with their teammates what they have learned previously. (Looi, Lin & Liu, 2008:158). With the jigsaw learning model, the students can get the opportunity to express and improve their speaking skills without fear of people's perspectives and without difficulty to find friends to practice with.

While Intan (2020) stated about the jigsaw learning model is a cooperative learning technique appropriate for students from 3rd to 12th grade. In education, the jigsaw is a teaching technique invented by social Psychologist Elliot Aronson in 1971. Students of an average-sized class (26 to 33 students) are divided into competency groups of four to six students to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their sub-category.

Some researchers have conducted a study on The Implementation of the Jigsaw Learning Technique in Teaching Speaking for senior high school Students. The first research was conducted by Nurhasanah & Suwartono (2018). The research aimed to find out the effectiveness of using the jigsaw technique in English skills. The result of this study showed that the students in the experiment group got better development in the average scores than the control group in the speaking test.

Anggalia, (2016), conducted the second research. Implementation of Jigsaw 'Expert' and 'Homegroup presentations could enhance Grade 8th students' speaking skills because the students' confidence in presentation, as well as their responsibilities in learning, could be improved. Student can improve their skills, especially speaking on formal occasions while presenting something in front of the class. Students could learn to use a variety of study methods so that they were interested and motivated to pay attention to the learning process. Teachers could implement Jigsaw 'Expert' and 'Homegroup presentations for the learning process in the classroom to enhance students' speaking skills.

Annisa (2019), conducted the third research. The result of this study showed that the jigsaw technique is effective to apply in the learning process to enhance English-speaking skills. The experimental group had a significant difference from the control group. The post-test result of the experimental group was higher than the post-test result of the control group. By using the jigsaw technique the students were able to share their idea within the group. Jigsaw made the students learn from their friends by exchanging information. In addition, students would get new vocabulary and information from their friends within the group. Therefore, new vocabulary would help students to improve their speaking. By involving the students in the exchange of ideas, debates, or support of their ideas or opinion there was an increased interest in the learning-teaching process.

Another previous study came from Alamri (2018) investigated the effect of the jigsaw cooperative learning (CL) technique on the performance of Saudi English as a Foreign Language (EFL) students in speaking skills and on promoting their appropriate practice of vocabulary, accuracy, fluency, and pronunciation during oral tasks. The results also discovered that the participants in the jigsaw group

outperformed those of the control group in the speaking competencies: vocabulary, accuracy, fluency, and pronunciation.

Ndun (2016) conducted the next research aimed at increasing Grade 8 students' speaking skills in one of the private junior high schools in Kupang which consists of 32 students. In this research, the speaking skill was expected to increase because students were trained to speak in a smaller group, that was Jigsaw 'Expert' group then move to a bigger group that was in their respective 'Homegroup' presentation.

The last research that the researcher found was from Alamri (2018). He investigated the effect of the jigsaw cooperative learning (CL) technique on the performance of Saudi English as a Foreign Language (EFL) students in speaking skills and on promoting their appropriate practice of vocabulary, accuracy, fluency, and pronunciation during oral tasks. The results also showed that the participants in the jigsaw group outperformed those of the control group in the speaking competencies: vocabulary, accuracy, fluency, and pronunciation.

This research is different from the above studies. This research aimed to describe the concept of speaking skills, the implementation of the jigsaw learning technique in teaching speaking, the advantage and disadvantages of the jigsaw learning model, and the strategies to implement the jigsaw learning model in speaking class.

3. RESEARCH METHOD

This study used a qualitative approach with the study of literature as a data collection method. Study literature is a systematic scientific bibliography research method, which includes the collection of bibliography materials, which are related to the research objectives (Milya & Asmendri 2020). This library research was carried out using literature (library), both in the form of books, notes, and reports of previous research results. Data in the form of books, journals, encyclopedias, magazines, papers, articles, and others that were relevant to the use of the jigsaw learning technique. The data were scientific papers that were recognized for academic validity. Data collection techniques used library techniques which were carried out by reading, reviewing, and recording various kinds of literature or reading materials that were following the subject matter, then filtered and poured into a theoretical framework.

From the data obtained, the data were analyzed using a qualitative approach, namely the research and understanding process based on a methodology that investigated a social phenomenon and human problem. While the method used was a content analysis this analysis was used to obtain validity inference and could be examined based on the context. The process of this analysis was selecting, comparing, combining, and sorting the various content that relevant to the data. Milya & Asmendri, (2020) explained that content analysis allowed researchers worked objectively and systematically to describe the content of communication materials through a qualitative approach. There were several ways to do this content analysis. First, the essence of the research focused to be carried out through the

collection sources that were carried out aspect by aspect according to the research map. Second, after the data collection had been carried out, then analyze the data and determine the relationship.

4. FINDINGS AND DISCUSSION

4.1. The Implementation of the Jigsaw Learning Model

There are some steps to follow in implementing the jigsaw-learning model. Step one, form the class into jigsaw groups. Each group contains four or five students. The groups should be diverse in terms of students' intelligence. There must be a weaker and better students in one group. It can encourage better learning while better students can share their understanding with others. Step two; choose a leader for each group. The leader should be chosen based on maturity. A leader in the group must be the most mature to handle the group activity. Step three; divide the day's lesson into four or five segments. For example, if the material is about the narrative text, the subject must be divided into 1) social function, 2) generic structure, 3) lexicon grammatical features, 4) types, etc. Step four; assign every student to learn one segment. It is important to make sure that the students have direct asses to learn only their segment.

Subsequently, in Step five; let the students learn their segment until they become familiar with it. Give the students time for around fifteen minutes based on the level of material that was given. Step six, form a temporary group that is called an expert group by having each student from the jigsaw group join others who have the same segment. Give the students of an expert group to discuss the main point from their segment and prepare to deliver the information to the jigsaw group. Step seven; bring back the students to their jigsaw group. Step eight; ask each student in the jigsaw group to present the main point of their segment. Encourage other students to ask for more information or clarification. Step nine, pay attention to each group to observe their process. If any group is having a problem (for example, some students do not cooperate or are disruptive), make an appropriate intervention. Eventually, this is responsible for the leader to handle the problem in the group. The leaders can be trained by whispering to them how to intervene until their leaders can make the group conducive.

The last step is Step ten, at the end of the learning activity, give the students assignment or quizzes to measure their ability. Besides that, the students will realize that they have responded to learning activities not only for having fun. For example, each jigsaw group is given the assignment to create a narrative text that must be organized clearly and analyzed based on the text organization that has been learned in the previous activity. Eventually, each student must pay attention to what their friends presenting to get a better understanding of creating a narrative text. It can encourage students to learn cooperatively and take a part in each activity.

4.2. The Advantage of the Jigsaw Learning Model

Several influence factors make the jigsaw-learning model considered beneficial in enhancing students' speaking skill. First, Jigsaw is an alternative to motivate the students for having an interactive interaction and communication among others in the class. It helps the students become more active and improve some new vocabularies. The implication is that that Jigsaw can be an alternative way to develop the student's social language as the basic of speaking skill.

Second, the implementation of jigsaw learning model build cooperative learning technique. Students become the center of learning process. It helps students improve their soft skills. By giving order to the students to learn a certain segment or material, make students become more independent. The certain task also improve students' responsibility to learn something and become master of it. In addition, the presentation activity helps students become braver to express themselves. It seems less threatening for some students when they have opportunity to express ideas with groups instead of standing up front and perform alone.

Finally, it can encourage students' speaking skill. The domination of teacher in speaking class is not appropriate regards learning language is a habit. In order to be master in English, teachers should build English environment in class. Therefore, the implementation of jigsaw learning model is considered effective to build an English environment in class. Students can speak with others freely using English and learn to deliver information using English language.

4.3. The Disadvantage of Jigsaw Learning Model

The limitation or disadvantage of jigsaw learning model are also exist which was stated by some expert who had implemented jigsaw learning model in their speaking class. The first weakness of jigsaw learning model is that jigsaw cannot be applied in difficult subject and the students who do not have a basic in English skill. It also difficult to be applied when the students have low attention. In Jigsaw, the students must have a knowledge and basic information. When it is applied in the students who had low attention, they cannot follow the procedures and instructions effectively. Students may get distracted with miss instruction. It also can be make the class bored and need an extra time, if it is applied in difficult materials.

Second is the problem of the slow students. Slow students need an extra time in adsorbing information and completing the task. Sometimes some students do not respect the material, certainly the other students will get the impact. It may cause lack of information for certain material, because one of the students in that group do not respect and responsible in her/his task. The third problem is dominant students. It is common problem when there are only some students who active in a group while the others are feel left out. Smart students may dominate the group because not everyone has the equal voice. Some students do not trust the ability of others that result tension and refusal to cooperate.

Besides that, the students may become bored, impatient and resentful of slower students. It happens when their ability to adsorb the information are so quick. Some

students tend to be among the most easily bored when the activity is moving too slow for them (Taufik, 2015). In addition, the class that implementing jigsaw-learning model are so noisy. Students are talking at the same time. The class may be indiscipline and from the outside, the class seems ineffective way to overcome students study in noisy atmosphere.

Finally, the limited time was one of the obstacles that faced by the teacher. In implementing Jigsaw, the teacher need more time to introduce the material and give the instruction how to work in jigsaw group. The Jigsaw implementation also need more time, because the students need to discuss one group to another group.

4.4. Strategies of Implementing Jigsaw Learning Model

Jigsaw is on of cooperative learning technique. There are some factors that support Jigsaw implementation become more effective in speaking class. The first factor is structures. The structures mean material, media, and professional teacher. The material in Jigsaw must have the same level of difficulty. The material has to be supported with the student's comprehension. One group and other group can be given the different material, but that material must in same level. It can help the students comprehend the materials easily. Media is also important for Jigsaw implementation. Without an appropriate media, the class will be boring. The teacher can use picture or real subject such as product to introduce the material. The attractive media make the students become more motivated to follow the learning process (Naajiah, 2020).

The second factor is teacher management system. The way teacher manage the class is considered important. Jigsaw implementation needs a good management system in dividing class into groups. The teacher should consider several factor in forming the group, such as the students' intelligence and English ability. The teacher management system can influence student's motivation. Smart students may dominate some groups while other groups are not. It causes unequal atmosphere in class and it can effect to the learning process.

The third is social skill. Social skill come from the group member or the student itself. Social skill includes students' motivation and students' ability in speaking. The teacher should give the students motivation, because the students are the center and the main role in Jigsaw implementation. The good motivation that the students have, the better result will be achieved.

Finally, the one of important factor is time. The implementation of jigsaw learning model need more time than others learning model. Jigsaw has several steps and if there is no enough time, its implementation will be ineffective.

5. CONCLUSION AND RECOMMENDATION

The result of this study showed that the jigsaw-learning model was beneficial for improving students' speaking skills. The effectiveness of the jigsaw learning model in teaching speaking was gathered from several previous studies that related to this study's objectives. By implementing jigsaw, students can enhance their interaction and communication with others in the class. Jigsaw also can build such as

an English environment in the class to help students use English as a language to communicate with others. Although there are many advantages to implementing the jigsaw-learning model, it does not make jigsaw a model that is free from weakness. There are some obstacles to implementing the jigsaw-learning model. There is the need for extra time, the different levels of students' intelligence, and the teacher organization system in class. To minimize the obstacles in implementing jigsaw, the teacher should have a good class organization system. Such as forming students equally between weaker and better students, giving students different material but at the same level, etc. the better teacher organize the class, the better result will be got.

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