



RESEARCH ARTICLE

Improving Speaking English Ability Students With The Jigsaw Method At Second Semester Of Pjkr Stok Bina Guna Medan

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Abstrac

The aim of this research is to improve English Speaking through the Jigsaw method in second semester students at Sekolah Tinggi Olah Raga dan Kesehatan bina Guna Medan.. This class action research was carried out in the second semester of the 2023/2024 . The research consisted of two cycles with each cycle having three meetings. This research was conducted during a learning session to speak in dialogue. When researchers conducted initial research, most of the students experience problems in communicating use English. Based on students' fear of making mistakes, lack of self-confidence, and has a low vocabulary. The researcher will sure by using the Jigsaw Method and the Students will more active in English Speaking , so that the will achieve the goal of English Speaking correctly because with more practice their vocabularies will increase and their skill English Speaking will be better. The researcher interest Researchers are interested in conducting research using the Jigsaw method because students are not confident and lack vocabulary in speaking English and hope that they can improve their speaking skills. The formulation of the problem is "How to improve your English speaking skills through Jigsaw Method at Second Semester Students Sekolah Tinggi Olah Raga Kesehatan Bina Guna Medan In this study, The results of student responses show that most students are quite interested in applying the jigsaw method. there was an increase in the average score of students' speaking ability from 80.15, in the first cycle to 82.59 in the second cycle, accompanied by a boost in self-confidence.

Keyword :

Speaking Ability, Speaking English , Jigsaw Method

INTRODUCTION

Speaking is one of them key skills that are a must attention in language learning. Speaking literally can be interpreted "say something, express it something that comes to mind, then expressed through the mouth in the form of sound" (Rahmawati & Fatimah, 2014; Weke, 2015). Meanwhile at Indonesian Dictionary, speaking is a revealing statement regarding things that happen/events (Anwar, 2001). In Indonesia, English adopted as a foreign language included in the educational curriculum run by each school. From those four skills, speaking is a central element of communication. Speaking a language is especially difficult for foreign language students because effective oral communication requires the ability to use the language appropriately in social interactions. Speaking is used for many different purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kinds of activities in which the speakers are involved. In the teaching and learning process, there are many problems faced by lecturers and students especially English Teaching, As the aim of English teaching in Indonesia is to build students' communicative competence, students have to communicate with others by using English during the English lesson. However, in practice, the students are not given sufficient opportunity to develop and practice the speaking skill. The researcher still found some problems related to English learning process, especially in the speaking ability.. The fact showed that students' speaking ability was still low. Most of them have difficulty speaking because they

are afraid make mistakes and lack trust. Of course, this is the main factor is a lack of vocabulary by students. From this statement, the researcher believes that by using the jigsaw method students will be more confident because this method works together with groups consisting of 4 to 5 students. When the students work individually, they cannot practice the language function they have learnt and it means that there is no communication among the students, The researcher tried to use a teaching technique and some accompanying actions which can encourage the students to speak English. By using Jigsaw technique and other accompanying actions during the speaking lesson, the teacher can give sufficient opportunities to the students to practice speaking in the classroom. Moreover, the students' interaction in the class can be improved and the speaking ability can be improved.

METOD

This classroom action research was carried out in the second semester of the 2023/2024 academic year. The research consisted of two cycles with each cycle having three meetings. This research was conducted during a deep speaking learning session dialogue. The participants in this research were students of second semester of the total 34 students research procedures in cycle I, learning begins with providing apperception, conveying learning objectives, and an explanation of the activities that students will carry out. Then proceed with the Jigsaw stage, namely (1) forming home group, (2) students are given a different topic, (3) form an expert group with the same topic, (4) students asked to discuss with the expert group, (5) students were asked to return to their original group to report the results of their discussion, and (6) each original group presents the results of the discussion. During this learning process, the teacher plays a role facilitator. The research procedure for cycle II is basically the same as cycle I. Cycle II is carried out after the cycle I reflection process completed. The results of cycle I reflection are used as the main consideration for improving implementation in the cycle II. Data collection techniques include observation, speaking ability performance tests, and administering questionnaires confidence before and after the action. Data analysis in this research is presented in the form of qualitative analysis with a comparative descriptive presentation method, namely describing all the findings in the research accompanied by Quantitative data is analyzed simply in the form of percentages. The performance indicators of this research are (1) an increase in the average daily test score from 75.97 to minimum average of 82.00, (2) changes in students' behavior from not daring to being brave, from not believing in themselves to be confident, and completeness level of 80 for nine students (26,4%) at least 26 students (75%).

RESULT AND DISCUSSION

Result

Based on the results of pre-cycle observations and measurements, the ability to speak English in class A. Stok Bina Guna Medan students in the even semester of the 2023/2024 academic year can be categorized as very low. The main cause is the lack of courage and self-confidence of students. They are still afraid of pronouncing words wrongly, making grammar mistakes, choosing the wrong vocabulary and even being afraid of being laughed at by their friends in front of the class. The pre-cycle measurement results show that the average student score is still in the sufficient category, namely 75.97. There were 5 students who got scores in the poor category (0-69) (14.71%), 20 students who were in the quite good category (70-79) (58.52%), while students with scores in the good category (80 —89) as many as nine people (26.47%). No one got a score in the very good category or in the 90-100 score interval. Pre-cycle data can be seen in table 1.

Table 1. The result Speaking Ability (PraSiklus 1)

Score (Category)	Number of student	Persentase
90-100 (very good)		
89-80 (good)	9	26,47

79-70 (pretty good)	18	52,94
< 70 (not good)	7	20,59
Amount	34	100%
Average	75,97	

The Result speaking ability (siklus 1)

Based on the measurement results at the end of cycle 1, students' speaking abilities were higher than their initial pre-cycle abilities. The results of the action using the jigsaw method in cycle 1 showed that as many as 20 students (58,83%) achieved English speaking mastery, and 14 students (41,17%) still had not achieved minimum completion, the average score was (80.15 %) or in the good category. English speaking ability data in cycle 1 is detailed in table 2.

Table 2. The result Speaking Ability (Siklus 1)

Score (Category)	Number of student	Persentase
90-100 (very good)		
89-80 (good)	20	58,83
79-70 (pretty good)	14	41,17
< 70 (not good)		
Amount	34	100%
Average	80,15	

The result Speaking Ability (Siklus 2)

the results of the actions in cycle 2 showed that 3 students (8.82%) achieved very good speaking skills, 26 students (76.47%) achieved the good category and 5 students (14.47%) achieved the quite good or incomplete category, Overall, students' speaking progress has increased with the class average score at the end of cycle 2 of (82.59)

Table. 3 The result Speaking Ability (Siklus 2)

Score (Category)	Number of student	Persentase
90-100 (very good)	3	8,82
89-80 (good)	26	76,47
79-70 (pretty good)	5	14,17
< 70 (not good)		
Amount	34	100%
Average	82,59%	

DICUSSION

This study aims to investigate the effect of implementing jigsaw type cooperative learning activities on students' English speaking abilities and self-confidence. Although there have been several studies on the effect of the Jigsaw type cooperative learning model on speaking ability (Perkasa, Emzir, Dewanti, & Dewanti, 2018; Ubaedillah, 2019) dan sikap percaya diri (Abbasi, Mehdinezhad, & Shirazi, 2019; Joni, Kerti Nitiasih, & Artini, 2017). research on students of Sekolah Tinggi Olahraga Dan Kesehatan Bina Guna for semester 2 is still limited. This is what makes this research have quite high significance. After taking

measurements at the end of cycles I and II, the researchers analyzed the data to determine the effectiveness of the Jigsaw technique on speaking ability and self-confidence. The results of achieving the average score for students' speaking abilities in cycle I were 80.15. Achievement of this value has not been optimal even though it has shown improvement from pre-cycle. The results of cycle I reflection showed that the results were less than optimal because students were not yet familiar with the Jigsaw type cooperative learning model. After improvements were made in cycle II, the students' average score increased to 82.59 at the end of cycle II. The significant increase in students' speaking skills was also accompanied by changes in confident behavior in cycle I and cycle II. From the results of the implementation of cycle I, there were still several students who showed negative behavior. Negative behavior includes talking to yourself or not paying attention when the teacher explains, not actively discussing, lack of confidence when speaking in front of the class, and even fear of speaking English incorrectly. In cycle II, students' self-confidence experienced significant changes. Students concentrate and pay attention when the teacher explains, students who previously were less active in discussing become active, their self-confidence increases so that students can present dialogue in front of the class without feeling afraid. Most students are brave and appear confident when delivering dialogue in front of the class. Students no longer look awkward or afraid to express their ideas. The results of this research are in line with Joni, Kerti Nitiasih, & Artini (2017) and Abbasi, Mehdinezhad, & Shirazi (2019) who state that in the Jigsaw method students become active learners in the classroom and the Jigsaw method puts students' themselves first. -confidence. In addition, this research supports Ubaedillah (2019) and Perkasa, Emzir, Dewanti, & Dewanti (2018) who confirmed the effectiveness of using the Jigsaw cooperative learning method in improving speaking skills in English. These results show that Bina Guna Medan Sports and Health College students have made progress from using the jigsaw method in English courses. Based on this research, the jigsaw method can produce positive results in student learning so that students are brave in speaking English and confident in speaking English. convey his thoughts or ideas. The positive effects of implementing the Jigsaw learning model became clear after implementing two cycles of classroom action. Here, it can be claimed that the learning process using the Jigsaw method can facilitate learning to speak and dialogue in English. The jigsaw method can make students reduce a number of negative practices in the classroom and students begin to have the courage to make dialogue presentations in front of the class. Regarding the effectiveness and importance of the Jigsaw cooperative learning model, it is recommended to be applied in the process of learning to speak English, especially for second semester students.

CONCLUSION

Based on these results, it is clear that jigsaw is an effective cooperative learning method for improving English speaking skills and encouraging the growth of students' self-confidence. There are several limitations in this research. The first refers to the small number of participants, namely 34 students. A second limitation is that only male students participated in this study. The second limitation is that the study only involved second semester A students. So, the results cannot be generalized to other groups. This research was conducted in the form of classroom action research. Therefore, future research would benefit from having a larger sample size with experimental research involving both experimental and control groups. In addition, this research can provide opportunities for other researchers to apply the Jigsaw method to other active language skills such as writing.

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