

## Improving the Students' Speaking Competence through *Jigsaw-Type* Cooperative Learning Method by Using Multimedia Devices in Sjakhyakirti Senior High School Palembang

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**Abstract:** The titled of the study is improving the students' speaking competence through jigsaw-type cooperative learning methods by using multimedia devices in Sjakhyakirti Senior High School Palembang. The problem of the study, "Is it effective improve the students' speaking competence through Jigsaw-type cooperative learning method by using multimedia devices in Sjakhyakirti Senior High School Palembang?". The result shows that: The students speaking competence improved. The students weren't doubts, afraid, shy and lack of confidence in their presentation. They could interact to the presented topic which was discussed in the expert group or jigsaw group with the teacher's instruction or guidance. The have become more active and have been excited to join it. Besides, when the researcher as the teacher evaluate them to do test orally, the result was good enough. The mean of the score from pre-test and from the cycle one to the following, cycle two always has better progress. The students' motivation in the learning improved. The students' attitude inside the class during the English teaching and learning process was more cooperative. They become more intensive in following and paying attention to the lesson. Besides, they are more active, excited, and creative in joining the learning. Its means that it is effective in improving the students' speaking competence through jigsaw-type cooperative learning methods by using multimedia devices in Sjakhyakirti Senior High School Palembang.

**Keywords:** *Speaking, jigsaw, multimedia devices*

Language is a means of communication. This belief leads the English teachers to teach the students how to communicate in English. Therefore, the materials, the methods, the techniques, the activities of the learning should encourage and support the students to use English as a means of communication. CLT (Communicative Language Teaching) approach provides various communicative activities in English language teaching. In reality, however, the activities of learning are the traditional models, such as reading aloud the dialogues/monologues from a written transcript, reciting texts, or doing some written exercises.

English is a global language. Therefore, it has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization era. As a global language, English is used in many things we find in our daily life and in many kinds of modern technology, such as mobile phones, computers, social media/networks, electronic machines, transportation, banking, even used in many labels of typical substance or materials, such as, chemicals, medicine, cosmetics, foods and beverage, etc. Other impact of English as a global language is the English mastery in new employs recruitment. English mastery in any kinds

of language skills is very important consideration for companies in the recruitment of new employees. High level of English mastery means more easily and widely high access of information. As a result, many students join an English course which is usually held by private institution, because they feel that their learning English in the formal school is not adequate to achieve a higher level of English mastery.

In formal education, listening and speaking as the important of language skills get less proportion in the English teaching and learning. The teachers too often teach reading and writing. Some teachers assume that giving the students writing/reading tasks makes them more settled and more quiet and seems to get a better and more effective condition of teaching-learning process rather than giving them speaking tasks which usually seems to make the class very noisy. In addition, the English examination in formal education gives too much proportion in reading-writing test. There is rarely speaking test or oral production test. Consequently, the students assume that listening and speaking are not very important to study.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate.

In order to make the students participate in discussion effectively, understand what they are learning in the class learning process, and also express their own opinion in English orally, the most important thing to carry out was that the teacher is able to use the appropriate approach, design, and procedures to manage and create the class lively. Consequently, the class will be possibly chaos but it is enjoyable. In this case, one of the techniques or models in cooperative learning and suggested for developing the speaking competence is by using Jigsaw using jigsaw technique to create and motivate the students to participate in discussion the material effectively, understand what they are learning in the class learning process, and also to express their own English orally. Aronson (2007: 1) states that the jigsaw strategy is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can

succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

Meanwhile Brown (2000: 100) states group and pair activities are excellent technique as long as the teaching-learning process is clearly structured and defined with specific objectives. He also described that beginners can also be thought by using drills or repetition, according to Brown (2001: 100) short and simple technique must be used or the beginner: some mechanical techniques are appropriate-choral repetition and other drilling, for example. Many teachers dominate to initiate questions at this level, followed only after sometimes by an increase in simple student-initiated questions.

As for the reason for choosing Jigsaw as a teaching technique according to Aronson (2007: 1) The Jigsaw strategy places great emphasis on cooperation and shared responsibility within groups. The success of each group depends on the participation of each individual in completing their task. This means the Jigsaw strategy effectively increases the involvement of each student in the activity. For example, students are divided into small groups of five or six students each. Each member of the group is assigned a portion of an assignment or research project. Each member must research the material pertaining to their section of the project and be prepared to discuss it with their classmates.

Besides, Jigsaw is very important in communicative language teaching because it gives the students an opportunity to practice communicating and interacting in different social context and different social roles. Therefore, communicative language learning (CLT) approach is very appropriate to support the problem above because this approach is learners-centered, where in doing their activity they use their own language resources to communicate meaningfully and to take part in the communication (Richards & Rodgers, 2001: 17).

Based on the things mentioned above, the researcher tried to make speaking activities effective for students in learning English by determining the techniques which were appropriate and effective to teach speaking. The researcher tried to investigate a research entitled improving the students' speaking competence through Jigsaw-type cooperative learning method by using multimedia devices in Sjakhyakirti Senior High School Palembang, in order to improve the student's speaking skills, as an effort to make the

students able to use English to communicate.

The problem of the study was “Is it effective improve the students' speaking competence through Jigsaw-type cooperative learning method by using multimedia devices in Sjakhyakirti Senior High School Palembang?”

## **METHODOLOGY**

In this research, the researcher used the action research method. According to Mills (2000: 5) action research is as a systematic inquiry done by teacher or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach and how they learn. Action research engages teachers in four steps process. They are as follows: a) Identify an area of focus, b) Collect data, c) Analyze and interpret data, d) Develop in action plan

The key points of action research are as follows: a) Action research is an action which is taken as a result of reflection on phenomenon done by the researcher, b) Action research always arises from some species problems or issuing arising out of the searchers practice, c) Action research can be done by one person or individually but will be rationally empowering when undertaken by participant collaboratively, d) Action research starts with small cycle of planning, acting, observing, and assumptions more clearly, e) Action research is a systematically learning process in which people at deliberately, though remaining open to surprise and responsive opportunity, f) The reliability and the validity of the hypothesis are determined by usefulness of the result in overcoming the problem, g) The aim of action research is to improve the quality of the system in certain social circumstances including educational system. The researcher had to practice the action as spiral of steps that consists of four stages:

### **a. Planning**

Identifying the problem referring to the teaching and learning process that was investigated in this study. Based on the quantitative data, the researcher found that the students English speaking was still low. Based on their daily scores, most of them got less than 72.222%) from 36 students. Some of them got under the Minimum Standard Criterion (*Kriteria ketuntasan minimal/KKM*) which was settled at 6.8. Then the researcher interviewed some of students, they didn't show their speaking competence well. For instance

from 20 students interviewed, they often mispronounced certain word(s), often misunderstood with the questions and the expected answer, didn't have good structure, didn't have good fluency and did not have good organization. It was about what kind of action which was carried out and everything dealing with the action research requirements such as prepared the teaching material, made lesson plans, prepared some observation sheets to record the students' activities, prepared teaching aids, tested instruments, etc. In this case, the researcher took two cycles that were expected to overcome the students' problem in learning English. Each cycle was carried out in four meetings. At the end of cycle, the researcher analyzed and evaluated it to improve it and to find the best solution of the problem. Cycle two was taken by considering the result of the previous cycle. It was taken to improve the result or just to see the consistency of using jigsaw teaching technique.

#### **b. Acting**

The researcher applied what was in the lesson plan in the classroom. The plan was acted it step by step in the classroom, based on the plan structured and it would improve the students' speaking competence through *jigsaw-type* cooperative learning methods by using multimedia devices in Sjakhyakirti Senior High School Palembang. The steps were as follows:

##### **1. Opening**

The researcher as the teacher gave the motivation to the students by involving them into a certain topic discussion which was closely related to their environment. For example, the teacher asked them about their daily activities, their experiences or their fact dealing with the topics that were familiar in their mind.

##### **2. Main activity**

The researcher gave instructions and guided the students to apply the Jigsaw teaching technique to deliver the material, gave the time to each group to discuss the part of the theme given, found the result of discussion in the expert group, reported to the origin group/jigsaw group, and the last is presentation. Each cycle was conducted in four meetings and each meeting was conducted in 90 minutes (2X45 minutes).

##### **3. Closing**

The researcher summarized the material of the topic given, asked the students some

questions relating the topic orally, gave the students assessment by giving them a topic which was presented for the next meeting before the core activity (as the warming up).

#### **4. Observing**

The researcher made the important records which occurred during the teaching and learning process. On this observation the researcher was helped by the collaborator. The observation was conducted while the teaching and learning process was in progress. The activities were observing and taking notes to all what happened during the teaching and learning process. The data collection used the observation sheet prepared either for teacher or students.

#### **5. Reflecting**

The researcher recited the occurrences in the classroom as the effect of the action. After that, the researcher evaluated the process and the result of the action in improving the students' speaking competence through *jigsaw-type* cooperative learning methods by using multimedia devices in Sjakhyakirti Senior High School Palembang.

### **FINDINGS**

In the research result, it showed that the students could improve their English speaking competence. After comparing the result of pre-test of which the mean was 63, 53 and the result of post- test in the first cycle of which the mean was 67, 78, it can be concluded that there was a better progress than before. It means that the students' achievement had improved at about 6, 68 %. However, there were some indicators which got under the Minimum Standard Score (KKM). The students still got problems in pronunciation, fluency, and organization.

The influences of Jigsaw teaching technique in improving the students' motivation in learning English speaking were:

1. The class became more active. In this case, the students have activities which could be done individually or in their group to discuss or to express their ideas to get complete information through discussion;
2. The students' interaction was enhanced. The students who used to feel shy, nervous,

afraid, inferior to make mistakes formerly, started to have bravery to ask and respond someone's questions or statement, although sometimes they used Indonesian in communication;

3. The cooperation among the students in the group seemed to be closer than before, because they always completed each other in doing and finding the result of discussion and finally prepared the presentation in front of the class; and
4. They seemed to have fun and to be comfortable. The students felt that they had free atmosphere to express their opinion in English orally.

## CONCLUSION

The result of the research showed that the use of *jigsaw-type* cooperative learning methods by using multimedia devices in Sjakhyakirti Senior High School Palembang could improve the students' speaking competence. It could be seen from their participation that not only paying attention to the class teaching and learning process but also interacting to the presented topic which was discussed in the expert group/jigsaw group with the teacher's instruction/guidance. They became more active and excited to join it. Besides, when the researcher as the teacher evaluated them in oral test, the result was good enough. The mean of the score from pre-test and from the cycle one to cycle two had better progress. This condition showed that teaching English speaking by using "Jigsaw" gave a high contribution to encourage the students' English speaking competence. It means that it was effective in improving the students' speaking competence through *jigsaw-type* cooperative learning methods by using multimedia devices in Sjakhyakirti Senior High School Palembang.

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