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ENHANCING ENGLISH SPEAKING SKILL THROUGH JIGSAW COOPERATIVE LEARNING
(Action Research In X Class of MIA SMA Negeri 2 DKI Jakarta)

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Abstract

Many factors make quality education or not. These factors include the professionalism of educators, educational inputs both in the form of student input and facilities (infrastructure input), learning process, environment and others. This paper attempts to confirm the process of improving students' speaking skills on English subjects through cooperative learning of Jigsaw models on students in X Class of MIA SMA Negeri 2 DKI Jakarta. The subjects were 108 students studying speaking English The subjects then were randomly assigned into experimental group and control group The experiment lasted for nine weeks started with pre-test in the beginning and ended with a post - test in the last meeting. During the treatment, the teacher applied planning, drafting, revising and editing stages in learning. The result shows Learning outcomes in students, especially speaking skills in students in SMA Negeri 2 DKI Jakarta has increased. This is evident through the experiments on cycles I and II both for class 10 Mipa 1, from the mean of 70.9167 to 84.2778. class 10 Mipa 2, from the average 71.8056 to 86.2222 and for class 10 Mipa 3 from the average 70.5833 to the average 84.2222 so that the total increase during applying the Jigsaw type cooperative learning model from the initial value.

Keywords: skill speaking english, jigsaw cooperative learning

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INTRODUCTION

The study of learning foreign languages as a second language mentions affective factors have a very important role. There are a many of affective factors that can affect the results of speaking in English. Affective factors (attitudinal factors) owned by each individual, one of which is the motivation of students. Motivation is also defined as the strength, drive, need, passion, pressure or mechanism of a person or group of people to achieve certain accomplishments in accordance with what he wants

Mulyasa says a theory that focuses on the human need that is the need for achievement (Mulyasa, 2005). Behavior that is directed to achievement is called achievement motivation (achievement motivation). In learning English at SMAN 2 DKI Jakarta, every student needs and has motivation in his life as a force that can push him to achieve the desired goals. In that case, it is necessary for teacher's attention in encouraging, guiding and directing students in learning activities using Jigsaw method learning. So the students are motivated in learning especially speaking English.

Wibawa (2012) discloses, action research as a controlled, self-recycled, self-directed investigative process that has the purpose of making improvements to systems, work, processes, content, competencies, or situations. Cooperative learning Jigsaw is one type of action research conducted by teachers to improve the quality of learning in its class.

According to Tarigan (2008), speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or say learned. Therefore, innovative and interesting instructional techniques are needed to provide the students more flexible time and to support them to actively take part in speaking process as to enhance their speaking ability. Jigsaw model has the same goals as other cooperative learning approaches. Students are invited to work together in finding a concept. The use of the jigsaw model will lead students to be active, both in discussion, questioning, seeking answers, explaining and also listening to the material described by friends

Numerous studies have been reported to confirm the benefit use of the models in learning speaking process

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(Munarni, 2013; Yu, 2017; Leffler, and Lundqvist, 2014; Franc and Morton, 2015; Puspitaloka, 2014;) English Speaking Skills is one of the most important skills to master, both in learning and beyond learning.

METHOD

The present study employed an experimental design in which 108 from the class in this study ranged from 10 Mipa 1, 10 Mipa 2, 10 Mipa 3. The experiment lasted for eight weeks started with pre - test in the beginning

of the meeting and ended with a post - test in the last meeting.

Data Collection Technique

Data collection techniques used are:

1. Observation

In this research there are two observation guidance that is observation for student activeness and observation sheet of jigsaw learning model implementation. Observation sheet for students in the form of observation sheet of performance appraisal (process) and observation sheet of student learning activity. While the program implementation observation sheet is an observation sheet used to observe the

implementation of actions performed by the Teachers and researchers.

2. Interview

Interviews were conducted by asking Teachers of English subjects and students on the implementation of jigsaw technique in the classroom in order to improve students' English speaking skills.

Qualitative data are obtained from the spreadsheet of observations then analyzed as appropriate. Quantitative data is obtained from teacher assessments.

3. Documentation

Documentation was obtained from observation sheets, interview sheets, field notes, student list and photographs during the program.

Researchers examined the validity and reliability of data by using triangulation and membercheck techniques, triangulation as a data collection technique that combines from various data collection techniques and data sources that already exist. In this study triangulation is done by observation guidelines, interview guides and field notes (field note). While the membercheck is done by repeating the outline of what was disclosed by the informant at the end of the interview to

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reassure the data obtained from the interview and correct if there are errors and add if there are some shortcomings.

RESULTS & DISCUSSION

Pretest Frequency Distribution

No	Interval	Grade 10 Mipa 1		Grade 10 Mipa 2		Grade 10 Mipa 3	
		Frek	%	Frek	%	Frek	%
1	60-64	10	27.8	10	27.8	13	36.1
2	65-69	2	5.6	1	2.8	2	5.6
3	70-74	5	13.9	9	25.0	9	25.0
4	75-79	7	19.4	5	13.9	9	25.0
5	80-84	8	22.2	8	22.2	2	5.6
6	85-89	3	8.3	2	5.6	1	2.8
7	90-94			1	2.8		

The data is the value distribution data obtained from the pretest process that the researcher did. Based on the research, researchers conducted an action to improve learning outcomes with the ability to speak English through cooperative learning type jig saw as an effort to increase the value of research

Recapitulation of Learning Outcome of English Speaking Skills of 10th grade Mipa 1

Statistik	Pretest	Siklus I	Siklus II
Jumlah siswa	36	36	36
Mean	70.9167	82.6111	84.2778
Median	75.5000	85.0000	85.0000
Modus	60.00	85.00	85.00

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Recapitulation of Learning Outcome of English Speaking Skills of 10th grade Mipa 2

Statistik	Pretest	Siklus I	Siklus II
Jumlah siswa	36	36	36
Mean	71.8056	81.6111	86.2222
Median	71.0000	82.0000	86.0000
Modus	60.00	82.00	85.00

Recapitulation of Learning Outcome of English Speaking Skills of 10th grade Mipa 2

Statistik	Pretest	Siklus I	Siklus II
Jumlah siswa	36	36	36
Mean	70.5833	80.5556	84.2222
Median	72.5000	80.0000	84.0000
Modus	60.00[a]	80.00	85.00

These data are recapitulation data of learning outcomes, from student learning outcomes from the initial meeting to the last meeting, from the data proves that the quality of learning study of English speaking skills acquired by students in general increased. This is because students are able to master the material well.

Jigsaw type cooperative learning method that makes students more easily understand the material because they will get an explanation from peers so that more easily understood. Good mastery of the material to be presented, then the students will be more courageous when speaking and able to deliver material that is understood to peers, it will make other

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students motivated to speak in conveying the presentation of the results of the discussion for the better. It makes the

Based on the data analysis presented in this chapter, it can be showed that The result shows Learning outcomes in students, especially speaking skills in students in SMA Negeri 2 DKI Jakarta has increased. This is evident through the experiments on cycles I and II both for class 10 Mipa 1, from the mean of 70.9167 to 84.2778. class 10 Mipa 2, from the average 71.8056 to 86.2222 and for class 10 Mipa 3 from the average 70.5833 to the average 84.2222 so that the total increase during applying the Jigsaw type cooperative learning model from the initial value.

Jigsaw is kind of technique to improve students' speaking skill. It is a technique where the students put in small groups (expert and jigsaw group), engage in a structured discussion that encourages each student in turn to contribute ideas and share information with each student and provide students an opportunity to actively help each other build comprehension. Jigsaw is like discussion where this technique is designed to improve students' sense of

material submitted by other students will be better understood.

responsibility towards their learning and also learning other people.

Dyna (2013) The research results showed that Jigsaw technique was effective to improve the students' speaking skills of Science Students Grade XI-1 of SMA N 2 Yogyakarta in the academic year of 2011/ 2012 during the process of the action. However, not all students gained improvement indicted in the post-test result due to external factors. There were students who did not gain any improvement at all, while for those who did, the improvement could be seen from their increasing score especially in the pronunciation and the interaction management skill. However, Jigsaw technique also has the downside. The observation showed that it was very time consuming. Despite its weakness in practice, Jigsaw made students more motivated and active during the teaching and learning process. The students produced more oral language, more negotiation in meaning and better pronunciation. In summary, Jigsaw helped students improve some skills in speaking English

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Yuhardi (2015) It was found that the mean score of experimental class was 76.37 (Sd 7.280), higher than the control class (mean 63.37; Sd 12.15). Statistical analysis showed that the tcalculate (5.416) was higher than ttable for 5% (1.990), indicating that Jigsaw technique improved students' speaking skill.. The major improvement was found in pronunciation (E=3.81), and (C=3.156) with differences 0.65, vocabulary (E=3.91), and (C=3.406) with differences 0.504, grammar (E=3.9) and (C=3.438) with differences in 0.462, fluency (E=3.66), and (C=3) with differences 0.66, comprehension (E=3.84), and (C=2.81) with differences 1.03. Therefore, it can be concluded that Jigsaw Technique improved students' speaking skill especially in vocabulary and comprehension.

CONCLUSION

Based on the data analysis presented in previous chapter, it can be concluded that Jigsaw type cooperative learning model motivates student and teacher learning activities so that students' learning outcomes of SMA Negeri 2 DKI Jakarta increase

Considering the result of the research and the conclusion, the writer would lie to propose some suggestion as follows: 1. It is necessary to consider about the time in applying jigsaw task. The teacher should have more time for adapting jigsaw task or even make the available time as the efficient as possible. The teacher as motivator should always encourage students to express their ideas in better pronunciation by giving much oral activity practice. 2. The teacher should monitor the students' progress of pronunciation more intensively while they are being involved the activity. After this activity the teacher can discuss the students' work with their students.

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