

**THE APPLICATION OF JIGSAW TECHNIQUE FOR TEACHING SPEAKING OF DESCRIPTIVE TEXT TO THE TENTH GRADERS OF SMAN 1 KREMBUNG**

**Restuty Wiji Lestari**

English Education, Languages and Arts Faculty, State University of Surabaya  
11020084220restuty@gmail.com

**Dr. Pd. Aswandi, M.Pd**

English Education, Languages and Arts Faculty, State University of Surabaya

**Abstrak**

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan teknik jigsaw dalam pengajaran berbicara teks deskriptif oleh siswa kelas sepuluh SMAN 1 Krembung, bagaimana kemampuan berbicara siswa setelah penggunaan teknik jigsaw, dan bagaimana respon siswa terhadap penggunaan teknik jigsaw. Dalam hal ini, jigsaw digunakan sebagai teknik dalam pengajaran teks deskriptif karena jigsaw memberikan banyak kesempatan kepada siswa untuk melatih kemampuan berbicara mereka.

Penelitian ini menggunakan penelitian deskriptif kualitatif sebagai desain penelitian. Peneliti menggunakan alat penelitian lembar observasi lapangan, hasil kerja siswa, dan wawancara untuk mengumpulkan data. Penelitian ini dilakukan dalam dua kali pertemuan. Peneliti mengambil subyek siswa dalam kelas X-1 SMAN 1 Krembung. Hasil dari penelitian ini akan dideskripsikan melalui kata-kata.

Hasil dari penelitian ini menunjukkan bahwa guru dapat menerapkan teknik jigsaw berdasarkan teori dari Aronson, E, & Patneo, S (1997) dengan sangat baik. Guru sangat baik dalam membimbing dan memfasilitasi siswa untuk menerapkan teknik jigsaw. Sementara itu, hasil kerja siswa menunjukkan bahwa mereka mampu berbicara lebih baik dari pertemuan pertama ke pertemuan berikutnya. Mereka mencoba untuk berbicara menggunakan Bahasa Inggris, meskipun mereka membuat beberapa kesalahan. Dan hasil wawancara yang diberikan kepada siswa menunjukkan efek yang positif. Teknik ini membuat siswa aktif berpartisipasi. Hal itu dapat dilihat dari para siswa yang aktif ketika mereka berdiskusi di kelompok awal dan kelompok ahli. Siswa berusaha untuk menyampaikan materi mereka dan melakukan yang terbaik.

Kata Kunci: *teknik jigsaw, berbicara, teks deskriptif*

**Abstract**

This research aims to investigate the application of jigsaw technique for teaching speaking of descriptive text to the tenth graders students, the students' speaking result after applying jigsaw technique, and the students' responses toward the application of jigsaw technique. In this case, jigsaw technique is used to for teaching speaking of descriptive text because this technique encourages many opportunities for the students to practice their speaking ability.

This research used descriptive qualitative as a research design. The researcher used observation checklist, students' speaking task, and interview to collect the data. The observation was conducted two times. The researcher took X-1 class of SMAN 1 Krembung as the subject of the study. The result of the study would be described in the form of words.

The result of observations showed that the teacher followed the procedure of jigsaw technique related to Aronson, E., & Patneo, S (1997) for teaching speaking well. She was quite good when guiding and facilitating the students to apply jigsaw technique. Meanwhile, the result of students' speaking task showed that the students had better performance from the first meeting to the next meeting. They tried to speak using English, although they made some mistakes. And the result of interview given to the students showed positive effect. Jigsaw technique made the students participate actively. It is viewed from the students when they discuss both at expert group and home group discussion. The students try to deliver their material and do the best.

Key Words: *jigsaw technique, speaking, descriptive text*

## INTRODUCTION

Nowadays, English language is not only taught and learned, but it is used as a habit. We can see in our daily activities, most of books, articles, journals are written in English. Besides, almost all devices use English such as computer, mobile phone, mp3 player and others. It means that English has been used for language of science and technology. By knowing the importance of English, our government has decided to include it as a compulsory subject in junior and senior high school curriculums. It stated in Depdiknas (2013) that the aim of English teaching is to make the students communicate with target language. One of the ways to communicate is through speaking.

Speaking is the natural language which is used most by people in daily life. It is the process of oral communication involving the interaction both speaker and listener in sharing information. Harmer (2003:87) states that through speaking, the people will understand the ideas, opinions, and information from other people. It means that speaking is one of the ways to make relationship, or a good communication in a society.

In learning speaking, the students of Senior High School should be able to speak English appropriately. The students must be able to build an interactive communication of each other to express meaning even formal or informal conversation in the context of daily life. But in fact, the current condition shows that the students are reluctant to speak English in the classroom. The problem is commonly found in EFL class. It is caused by some factors such as they don't have the confidence to do conversation in English because they are worried about the mistakes they probably make while they speak. They have very limited vocabulary so that they know what to say in Indonesian but not in English. This condition will make them passive in speaking class participation. Another problem that also prevents the developing of speaking ability is the teacher's way in teaching. The teacher usually conducts speaking activity monotonously. The teacher is not innovative in presenting the material. It makes the students feel bored when joining in the speaking class.

To overcome the problems above, the teacher is expected to be more creative in the teaching learning process. The teacher should be able to balance the serious study of English with more entertaining activities that can make the students become active and they are not bored during the teaching learning process. The teaching learning process should not only happen between teacher and students but also students and students. One of the

techniques that can be used in this case is Cooperative Learning (CL).

Cooperative learning is part of a group of teaching/learning techniques where students interact and work together with each other to reach the learning goals. This method provides beneficial activities to the students. Here the students are divided into teams that provide them to interact. By interacting with peers, students understand the topic discussed more and easily since they use a simpler language. Cooperative learning has many models and techniques. One of them is Jigsaw technique.

Jigsaw is a type of cooperative learning where students work in small group who have heterogeneous ability. In this technique, each student in a group receives different part of the material to be learned and responsible to teach his/her part to the other members. So in this team work, the students are forced to be active in speaking. Furthermore, by implementing this technique, the students will learn not only academic aspect but also social aspect, that is, learns how to socialize with their group to discuss, giving opinion, and asking something. This technique can also help the students who are afraid to speak in a large class; they will be more comfortable and can speak out in smaller group.

Jigsaw can be applied in any types of texts. One of them is descriptive text. However, the researcher applies this technique for teaching speaking of descriptive text. Based on the KD 4.4 (*Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks*), the senior high school students should be able to describe something orally by its characteristics and appearances in the end of teaching learning process. To reach the goal, jigsaw seems to be an appropriate technique applied because this technique encourages many opportunities for the students to speak. Therefore, the researcher believes that the application of jigsaw technique for teaching speaking of descriptive text can make the students learn speaking easier and more fun.

There are some previous studies about jigsaw technique that had been conducted. The first study is conducted by Dyah Wulandari (2009) entitled "*Improving Speaking Skill by Using Jigsaw at 8<sup>th</sup> Year Students of SMPN 2 Pracimantoro*". The result of her study shows that the students' speaking skill improves. The second study is conducted by Sri Rahayu (2012) who does the same research entitled "*Improving Students' Speaking Competence Using Jigsaw*". She found that the use of jigsaw improved the students' English speaking competence and the students' motivation in the learning.

It could be seen from the students' motivation and interest increased. From both researchers above, jigsaw can be applied to teach speaking.

Based on those previous studies, the researcher wants to conduct further research. In this present study, the researcher would like to investigate the application of jigsaw technique for teaching speaking of descriptive text to the tenth graders. Moreover, the researcher also wants to describe how the students' speaking ability through their result speaking performance after using jigsaw technique. Those two previous studies prove that using jigsaw in speaking class can help students speaking ability improve. Thus, the researcher hopes that by using this technique, they can speak actively.

Finally, according to the background of study above, it can be simplified to discuss between three questions that emerge as a significant concern toward the novel.

1. How does the teacher apply jigsaw technique for teaching speaking of descriptive text to the tenth graders of SMAN 1 Krembung?
2. How is the students' speaking ability after the application of jigsaw technique for teaching speaking of descriptive text?
3. How are the students' responses toward the application of jigsaw technique for teaching speaking of descriptive text?

## RESEARCH METHOD

This study used descriptive qualitative as the research design. It was conducted to describe the process of teaching speaking by applying jigsaw technique. Moreover, the researcher observed student's speaking ability and student's responses toward the implementation of jigsaw technique for teaching speaking of descriptive text. In this type of research, the researcher observed and described the fact and the real of teaching and learning process. Freeman and Long (1991:11) describes that qualitative methodology is only observes what present during the observation. The researcher observed the teacher and the students' activity in the class and will report from the beginning until the end of teaching and learning process. The researcher did not take part when the process of teaching and learning happened. The researcher observed the teaching and learning process by sitting down in the back of classroom.

In this study, the researcher focused on the activities that happened during the application of jigsaw technique. The researcher chose X-1 class in SMAN 1 Krembung as the subject of this study. It was chosen because it based

on the teacher's suggestion. She suggested choosing X-1 class because they had different background and intelligence. Besides the students, the researcher also chose the English teacher who taught in this class as the subject of the study. The researcher chose this teacher because had already implemented jigsaw technique before. So, the researcher believed that the teacher could implement this technique well.

The researcher conducted observation two times in the classroom. The focus of the study was in the learning process, especially in students' speaking class. Then the researcher described the process happened using words according to the objectives in the study. The data was reported the students' learning activity from beginning until the end of the class in observation checklist. Other instruments used were students' speaking task and interview.

In this research, the data was collected by gaining the data from the observation checklist, students' speaking task, and interview since those instruments were used to described how the students' applied jigsaw technique for teaching descriptive text in speaking class. In doing so, the researcher took two observations of speaking class which was done once a week. The researcher observed the conditions that really occur. The researcher became a non-participant observer that paid attention to the students' learning process, gathered data from the teaching learning process, and took a note on observation checklist without participating in the lesson. The researcher paid attention to the all speaking activities from the beginning until the end of the class, so that, the researcher was able to know the detail information of the teachers' and students' activity during the application of jigsaw. Those observations were conducted by filling the observation checklist to gain the data for each meeting. To answer the second research question, the data was collected by using students' speaking task. From the students' speaking task result, the researcher could be able to know whether the students had a better speaking performance or not after using jigsaw technique. Then, for the last research question, the researcher gave semi-structured interview to seven students after the end of the observation. The interview is used to know how are the students' responses toward the application of jigsaw technique.

The data collection will be selected and analyzed by descriptively. The result of the data from observation checklist and students' speaking task will be analyzed descriptively. Meanwhile, the result of the data from the interview will be analyzed descriptively and then concluded in an essay.

## RESULT OF THE STUDY

The researcher would analyze the result descriptively based on the theories that had been elaborated in chapter two. The researcher also discussed the result based on the instrument used in this study. In this discussion, the researcher gave an overview of the application of jigsaw technique for teaching speaking of descriptive text, the students' speaking ability, and students' responses toward the application of jigsaw technique which had already analyzed. The researcher used observation checklist, students' speaking task and interview to analyze the use of jigsaw technique result. The analysis included the teachers' and students' activity, the result of students' speaking task and the students' responses. Those components were analyzed into descriptively.

### The Application of Jigsaw technique

Based on the result of the two observations on February 24<sup>th</sup> and 2<sup>nd</sup>, 2015, it could be seen that the jigsaw technique was successfully applied for teaching speaking of descriptive text. There are three stages in the applying jigsaw technique, which include: Pre-activity, Whilst-activity and Post-activity.

In the pre activity, the teacher started the class with opening session by greeting students. She also checked the attendance list and asked the students to prepare the lesson. During pre-learning activity, the teacher began explained the topic of the lesson and did brainstorming. This brainstorming was aimed to make sure that students memorized their knowledge on the vocabulary related to the parts of the body since describing people required the ability to capture the participant's physical appearances. In the first meeting, the teacher showed Dimas Anggara picture in slide. The teacher asked the students to describe orally. Then she gave an example of descriptive text. She asked the students' prior knowledge about generic structure and language use of descriptive text. Almost all students could answer the question correctly. While In the second meeting, the teacher only reminded them at a glance because they had enough material about it.

After the teacher did brainstorming, she continued to whilst-activity. In this stage, she started to apply jigsaw technique. The technique used was introduced only in the first meeting. The teacher explained the procedure of jigsaw technique deliberately. Based on the Aronson, E., & Patneo, S (1997) procedures, there were ten steps in conducting jigsaw technique. But actually, there were five main activities in this technique. They were grouping, reading section, expert group discussion, home group reporting, and quiz.

The first part was grouping. Grouping was done in the early of activities. The teacher grouped the students heterogeneously. Each group consisted of five until six students. As Nunan (1992:35) stated that by using heterogeneous learning teams, the students can be facilitated to work independently and help each other. It means that by cooperating learning where the students are grouped heterogeneously, it made the students helped each other.

After the students sat with their groups, the teacher distributes 5-6 pictures for each group. The part was known as reading section. In this section, the teacher asked the students to read their own picture in home groups before they moved into expert groups. The purpose of reading section is to prepare the students with something which can be discussed later with their member at the expert groups.

After completing the reading section, the teacher asked them to move into the expert groups. In this group, they discussed the same picture with his or her team mates. Each person in a group had the same opportunities with others to practice speaking using English. They also might ask question to others to get the same idea with their team mates. The discussion was done until all members understood about the picture given.

After they got back to the home groups, they continued the discussion. In this case, each student had to present their own picture which had been discussed at Expert groups. They exchanged the information in turns in order to complete the whole picture. This part was known as the home group reporting.

Then for the last activity is quiz. It was given to make the student understand that these sessions were not just funs and games but really count. In this section, the teacher presented the quiz orally.

All the steps of Jigsaw technique had been done by the students in the first and second meeting. However, in the first meeting, some students still faced the difficulties in speaking descriptive text. It can be seen from the students who could not use time effectively. Some students had not finished the discussion when the time was up. But, in the second meeting they could use time more effectively. They could finish their discussion in exact time. In the post activity, the teacher did reflection and gave several comments for the students' work.

According to the two observations, both teacher and the students have their own roles in the jigsaw process. The roles of the teacher are as a tutor, motivator, and helper the students. The teacher did not dominate the whole class activities. She took part in helping the students who faced the problem in finding the meaning of

certain words, corrected the mistake made by the students. The teacher was also as one who gave support to the students to be more active during the teaching learning process. It was line with Harmer (2001) explained that one of the teacher's roles was a tutor for the students.

Based on the two-time observation, the students showed the positive action during the learning process. Most students were very active and took part in discussion both at expert groups and discussion at team report. Some students spoke in English and some of them mixed their language. It showed that they have understood what should they do they tried to do that.

From the whole result of observation, the application of jigsaw technique was appropriate for teaching speaking. It activated the students' activity. Besides, it provided a wide opportunity for the student and student to interact each other. It developed their social skill which was needed in human interaction.

#### **The Students' Speaking Task Result**

The students' score was taken from the students' speaking performance which had been done in whilst and post activity. The researcher used scoring Matrix which was adopted from Harris (1969). The scoring matrix has five scoring aspects. They are comprehension, fluency, vocabulary, pronunciation, and grammar. Each aspect has five grades (1-5) which can be scored based on the students' performance. There were two speaking tasks. The first speaking task was held in the first meeting and the second task was held in the second meeting.

Based on the analysis of students' speaking performance in the first meeting, it could be concluded that there were some still many students who got low scores. They could speak, but it was still not good. But, there were some of students who were in average level and only few students were in high level.

Meanwhile, based on the students' speaking performance in the second meeting using jigsaw technique, it could be concluded that the students who got low scores decreased. They could speak better than the previous meeting. There were an increasing number of students who was included in average and high level.

Based on the students' speaking task above, it can be seen that the jigsaw technique can help the students to develop their speaking ability and participate actively. It is line with the theory of (Coelho in Kessler, 1992:137) about benefits of jigsaw technique that it offering a highly interactive learning experience. In the Jigsaw classroom, each team member has opportunity to explore their knowledge. The students are not only being a good listener but also they have a chance to participate

in the teaching learning process so they can be more active

#### **The Result of Interview**

The result of interview given to the students showed that most of the students were enthusiastic followed the teaching and learning process by applying jigsaw technique conducted by the teacher. They paid attention and gave good responses for each activity. In their point of view, jigsaw could make them to be more active, because in this technique, the teacher encouraged them to learn independently. The teacher did not dominate the class during the teaching learning process. She always supported the students to speak English and gave correction to the students' mistakes in speaking.

For all those reasons, this study agreed that jigsaw was an appropriate technique for teaching speaking of descriptive text. It made the students become more active, encouraged them to learn independently and helped them to overcome their difficulties in speaking. By implementing this technique, the teacher gave an opportunity to the students to develop their speaking ability. Besides, this technique provided a wide opportunity for the students to interact each other. It developed their social skill which was needed in human interaction. Thus, teaching speaking of descriptive text by applying jigsaw technique could work well, especially to the tenth graders of SMAN 1 Krembung.

#### **CONCLUSION**

Based on the result of the study conducted by the researcher in two meetings, it could be concluded that:

Jigsaw technique could be used as a technique to teach speaking of descriptive text to the tenth graders. It could be analyzed through the process of the application of jigsaw technique in the teaching learning process. The teacher followed the procedure of Aronson, E., & Patneo, S (1997) well. She applied five main steps of jigsaw technique. First is grouping. In this technique, the teacher chooses the group heterogeneously. So in every group consists of low, average, and high students. Second is reading section. In this part, the teacher asks the students to read the material they get in home group. Third is expert group discussion. In this activity, the teacher asks the students to form a new group based on the same material to discuss their part. Fourth is home group report. In this activity, the teacher asks the students to come back in home group to tell their material to their teammates. They have to review what they have learned from their expert group discussion. The last is quiz. In this part, the teacher gives quiz covering all material to check the students' understanding.

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The result of students' speaking task shows that the students' speaking performance gets better from the first meeting to the second meeting. There are increasing numbers of students who are included in average and high level.

The result of interview given to the students shows that most of the students were enthusiastic followed the teaching and learning process by applying jigsaw technique conducted by the teacher. In their point of view, teaching speaking of descriptive text by applying jigsaw technique can make them to be more active, because by applying this technique, the teacher encouraged them to learn independently. Besides, this technique provided a wide opportunity for the students to interact each other. It developed their social skill which was needed in human interaction. Thus, based on the researcher' finding, it can be concluded that jigsaw is an appropriate technique for teaching speaking of descriptive text, especially to the tenth graders of SMAN 1 Krembung.

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