

## Using Jigsaw Learning Strategy to Increase Students' Speaking Ability at The Language Boarding House of Salafiyah-Syafi'iyah Islamic School

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### ARTICLE INFO

#### Keywords:

*Jigsaw Strategy,*  
*Learning Strategy,*  
*Speaking Ability,*

#### Article History:

Received : 26 January 2024

Revised : 29 January 2024

Accepted : 30 January 2024

Published : 05 February 2024

### ABSTRACT

To find out whether the *Jigsaw* Learning Strategy can increase students' speaking ability. It was necessary to carry out the *jigsaw* learning strategy because there was a phenomenon where students often felt uninterested and bored following the speaking learning activity. This research used a classroom action research (CAR) that was designed in 2 cycles. Each cycle are consisting of planning, implementation, observation, and reflection. The subject was students of the Elementary B class of the Language Boarding House of Salafiyah-Syafi'iyah, Situbondo, which consisted of 17 students. It produced a negative impact to the students' speaking ability. Based on the speaking test that was produced in the pre-cycle only 9 students among 17 who reached the complete score with the criteria of minimum completeness was 75 and the completeness percentage was 52,94% included the criteria of *very low*. In cycle 1, 13 students among 17 students reached the complete score with the completeness percentage was 76,47%, it got increase and included to the criteria of *average*. For the cycle 2, 16 among 17 students achieved the complete score with the completeness percentage was 94,11%. It got very effective increase and included to the criteria of *very high*.

### 1. Introduction

Humans need language because human language can find their needs through communication (Syakuh, Sugirin, Margana, Junining, & Sabat, 2020). Language is a system of conventional vocal signs through which humans communicate (Algeo, 2010). Learning a language is very important for humans because it is a tool of communication among nations as an aspect of communication (Munro, 2011). Language makes people easier to understand and deliver information (Febriany, 2020). English has a position as one of the languages that must be learned by anyone who wants to go abroad or around

the world (Richards, 2006). Speaking is one of the important parts to be learned and mastered (Bakhtiyorion Gizi & Gayratovna, 2021). People can express their ideas and feelings to other people orally by Speaking (Suhartono, 2015). It also expresses confidence, honesty, truth, and responsibility to lose some psychological problems such as feeling shy, nervous, and so on (Salim, 2019).

Many English learners have difficulty communicating their ideas through speaking because they do not know how to express them well (Saputri, 2020). Numerous studies highlighted the importance of a jigsaw learning strategy as a strategy that can improve a specific language skill such as speaking (Alamri, 2018). It found that most students were more interested in using the jigsaw technique in learning English (Winten, 2013). Jigsaw is a cooperative learning strategy that enables each student to become an expert on a certain topic, through communication and discussion (Alamri, 2018). This learning strategy is effective to apply in the teaching, and learning process because it can help students to get their motivation in the learning develop expertise in concept, topic or principle, and practice self and peer teaching that improves students' abilities in learning English, exactly in speaking ability (Nurhasanah & Suwartono, 2019). Involves teaching course content and cooperative social skills to learners while increasing the variety of their learning experiences (Karacop & Doymus, 2013). Cooperative learning is effective to use because of three basic principles : simultaneous interaction, positive interdependence, and individual accountability (Hamdayana, 2016).

(Erfiani & Neno, 2018) Already done their research which also used the Jigsaw Technique which can improve student's vocabulary. (Nurbianta, 2018) Also, conduct research that used a jigsaw technique and improve student's Reading Skills. (Bakara & Pasaribu, 2022) used the same technique with them but only implemented in speaking skills. The researcher used the same technique but with different variables and different methods from the previous study. This research aims to find out whether the *Jigsaw Learning Strategy* can increase students' speaking ability and how the teacher responds to it.

## 2. Methods

This research is a Classroom Action Research (CAR) type. The activity starts from planned, action until the reflection is called one cycle which is researched as the CAR steps (Altrichter, Kemmis, McTaggart, & Skerritt, 2002). Data collection Technique used Test, Observation, and Documentation. To compare the result of the test the researcher used (Winarsunu, 2006) to measure the average score of the test. And to measure the oral test of speaking, the researcher used a Rating sheet score of (Brown, 2004) with his 10 Criteria.

## 3. Finding and Discussion

### 3.1 Pre-Cycle

According to the teacher's statement, the method usually used in the teaching and learning activity was direct. The teaching and learning ran appropriately with the planned time by the staff of Language Boarding House, but the researcher found some problems happened during the teaching and learning process based on the teacher's

explanation. If the problem was not solved soon, it would hurt the increase of the students' English-speaking ability. The teacher stated that most of the students did not join the learning process, they were busy with their activities and they did not respond to what the teacher had explained. The researcher then asked students to express their situation and condition during the learning process.

Based on the observation that was done by the researcher in the first meeting at Elementary B class of Language Boarding house, most of the students in the class stated that they were lack of spirit in following the teaching and learning activity, moreover, they thought that speaking ability was very complicated, and they also thought that the learning activity needed an interesting and fun learning strategy to reach the goals of the teaching and learning activity.

The researcher concluded that besides the learning strategy that was not interesting for students, students' assumptions above also influenced the learning success. That case made the teacher do an action that was able to increase students' spirit, especially in learning to speak. Besides that, the teacher had to prepare a fun learning plan so that students became more spirit and more interested in joining the speaking learning process.

To know the students' observation results at the Elementary B class of Language Boarding House, the researcher invited students to speak up randomly before the classroom action research was carried out. The researcher's average score on the pre-test was 73,11 with a completeness percentage of 52,94%.

The result that was produced by students in the pre-cycle: The highest score was 77 and the lowest score was 66. In the Elementary B class consisting of 17 students, the criteria of the minimum completeness (KKM) was 75. Only 9 students out of 17 students reached the success KKM. It showed that the completeness percentage of students' achievement was still in the criteria of very low.

**Table.1**

The result of Students' Speaking Ability at Pre-Test

Pre-Test	
Success students	9
Amount of the score	1243
Average	73,11
Completeness percentage	52,94%
<b>Note</b>	<b>Very Low</b>

**Table 2**

The result of Students' Speaking Criteria at the Pre-Test

Speaking Criteria	1	2	3	4	5	6	7	8	9	10
Number of students	0	0	3	2	3	0	2	2	0	4

The result determined the observation was necessary to create an action to know the increase of the student's speaking ability by applying the jigsaw learning strategy.

### 3.2 Cycle 1

#### 3.3.1 Stages Planning

Based on the observation in the pre-cycle, in this cycle researcher offered a strategy it was *Jigsaw* learning strategy. Those were the plans that were prepared by the researcher:

Provided the lesson plan (RPP). Prepared the instruments for collecting the data. Those were the observation sheet of the teacher and students' activity, and the sheet of students' speaking criteria. Made an evaluation sheet to evaluate the students' results of the study.

### 3.3.1 Stages Implementation

Stages implementation in cycle 1 was carried out in 2 meetings. The learning process was carried out as the lesson plan that had been made before. In the first meeting, the teacher explained to the students about the related materials that would be carried out by using the *jigsaw* learning strategy. The teacher greeted students to start the learning activity, continued by asking about the students' condition and then checked the students' attendance. After students had been ready to join the learning activity, the teacher delivered the learning purpose that was hoped and gave a little motivation to create the students' spirit to participate in the speaking class.

In the next step, the teacher divided the students into 5 groups (as homegroup) that would get a particular topic of the day each other that had been divided into some segments. Because the topic of the day was about describing people, the teacher decided to give objects to describe, the presidents of Indonesia. The teacher chose the first five presidents as the topic because each group consisted of 5-6 students. After that, every student from the group had to choose one topic to master. So, each student had already been to a different topic. After every student had already been with their topic, the teacher asked them to find another student from the different groups with the same topic to finally discuss together in the new group (as an expert group) to add their knowledge about their part. The teacher gave them time to master the segment before they finally back to the homegroup to share what every one of them had mastered.

After the group discussion and sharing of the material were done, the teacher asked every student to present the result of the discussion in the home groups in change. Every student had the opportunity to speak up and explain the part that they mastered. The second meeting, was for the post-test to know the increase in the student's speaking ability, teacher gave a particular topic to each student to finally present in front of the class for about 3-4 minutes.

### 3.3.1 Observation

In this observation, the researcher made notes on the provided observation sheets from all the necessary things that happened during the stage implementation. The observation was done to know how far the increase of the student's speaking ability was by using a *jigsaw* learning strategy that is considered a new learning strategy for students in Elementary B class. In addition, the teacher's activity was also observed so that the research to run optimally.

### 3.3.1 Students' activity

To know how big the success of the research was by using a *jigsaw* learning strategy was very necessary to observe the students' activity when the learning process was going on. The observation results in cycle 1 that was obtained by the researcher, based on the observation interpretation students were still less maximal in following the strategy implemented by the researcher. In this case, was known that students were not able to adapt to the *jigsaw* learning strategy because they had just known that strategy. With the score, maximal is 48 produces the amount of percentage 64,58%. It means that the level of students' success in following the learning activity is included in the criteria of low.

### 3.3.1 Teacher's activity

To know how big the success of the research by using the *jigsaw* learning strategy was also necessary to observe the teacher's activity (researcher) when teaching in the class. Based on the observation interpretation of the teacher's activity, the teacher was still less maximal in carrying the strategy. This case was seen because students were not conditioned when the learning process was going on. The maximum score was 48 produced the amount of percentage 75%. It means that the level of the teacher's success in carrying out the learning activity with the *jigsaw* learning strategy is included in the criteria of Average.

### 3.3.1 Reflection

In this step, it was seen the score production from pre-cycle till cycle 1 an increase in the students' speaking ability although not for all students. Some students were still passive in the learning activity, lack of spirit, and were confident to express their ideas by speaking English in front of the class.

Therefore, the researcher concluded that not all students were interested in the *jigsaw* learning strategy that had been applied in the learning activity. It might also happen because the strategy was new for them. So some students still felt confused about applying the strategy. For the implementation in the next cycle, the researcher had to prepare well and be more interesting. This case was known with the total of the students that achieved the complete score were still not suitable with the target that was hoped.

**Table.3**

The result of Students' Speaking Ability at Post-Test 1

Post-Test 1	
Success students	13
Amount of the score	1295
Average	76,17
Completeness percentage	76,47%
<b>Note</b>	<b>Average</b>

**Table 4**

The result of Students' Speaking Criteria at Post-Test 1

Speaking Criteria	1	2	3	4	5	6	7	8	9	10
Number of students	1	2	2	3	1	2	3	2	0	1

Based on the result of post-test 1, the number of students who reached the complete score was 13 among 17 students producing the amount of percentage 76,47%. It meant that the level of students' speaking ability after applying the *jigsaw* learning strategy got increased although still included in the criteria of Average. Therefore, the researcher was encouraged to revise cycle 2 to increase the students' speaking ability in the next stage of implementation.

### 3.3 Cycle 2

#### 3.3.1 Stages Planning

Based on the observation in the pre-cycle, in this cycle researcher offered a strategy it was *Jigsaw* learning strategy. Those are the planning that was prepared by the researcher:

Provided the lesson plan (RPP), Prepared the instrument for collecting the data. Those were the observation sheet of the teacher and students' activity, and the sheet of students' speaking criteria; Made an evaluation sheet to evaluate the students' results of the study.

#### 3.3.1 Stages Implementation

Stages implementation in cycle 2 was carried out in 2 meetings. The learning process was carried out as the lesson plan that had been made before. In the first meeting, the teacher explained to the students about the related materials that would be carried out by using a *jigsaw* learning strategy. The teacher greeted students to start the learning activity, continued by asking about the students' condition and then checked the students' attendance. After students had been ready to join the learning activity, the teacher delivered the learning purpose that was hoped and gave a little motivation to create the students' spirit to participate in the speaking class.

In the next step, the teacher divided the students into 5 groups (as home group) that would get a particular topic of the day each other that had been divided into some segments. Because the topic of the day was about describing the experience, the teacher decided to give a particular object to describe, which was about the last vacation. The teacher took five segments as the topic because each group consisted of 5-6 students. After that, every student from the group had to choose one topic to master. So, each student had already been with their different topics. After every student had already been with their topic, the teacher asked them to find another student from the different groups with the same topic to finally discuss together in the new group (as an expert group) to add their knowledge/ideas about their part. The teacher gave a small paper to every expert group that contained the related vocabulary with the part they wanted to discuss to ease the speaking process. Then teacher gave them time to master the particular segment before they finally back to the home group to share what every one of them had mastered.

After the group discussion and sharing of the material were done, the teacher asked every student to present the result of the discussion in the home groups in change. Every student had the opportunity to speak up and explain the part that they mastered. For the second meeting, it was for the post-test to know the increase in the student's speaking ability. The teacher gave a topic to be presented by students in pairs with a form of conversation in front of the class. Students had duration of at least 3-4 minutes to do the short conversation.

### 3.3.1 Observation

In this observation, the researcher made a note on the provided observation sheets of all the necessary things that happened during the stage implementation. The observation was done to know how far they increased the students' speaking ability by using a *jigsaw* learning strategy that is considered a new learning strategy for students in Elementary B class. In addition, the teacher's activity was also observed so that the research ran optimally.

#### 3.3.1 Students' activity

To know how big the success of the research by using a *jigsaw* learning strategy was necessary to observe the students' activity when the learning process was going on. The observation results in cycle 2 that was obtained by the researcher, based on the observation interpretation students were optimal in following the strategy implemented by the researcher. In this case was known that students were not confused with the *jigsaw* learning strategy because they had understood that strategy. With the score, maximal was 48 produced the mount of percentage 83, 33%. It meant that the level of students' success in following the learning activity increased to the criteria of **high**.

#### 3.3.1 Teacher's activity

To know how big the success of the research was by using the *jigsaw* learning strategy was also necessary to observe the teacher's activity (researcher) when teaching in the class. Based on the observation interpretation of the teacher's activity, the teacher carried out the strategy optimally. This case was seen because students were conditioned when the learning process was going on. With the maximum score is 48 the amount of percentage is 87,5%. It means that the level of teacher's success in carrying out the learning activity with the *jigsaw* learning strategy increases and is included in the criteria of high.

#### 3.3.1 Reflection

In this step, it was seen the score production from pre-cycle till cycle 2 was an increase in the students' speaking ability almost for all students. Most of the student was active in participating in the learning activity, full of spirit, and had enough confidence to express their ideas by speaking English in front of the class.

Therefore researcher concluded that almost all students were interested in the *jigsaw* learning strategy that had been applied in the learning activity. It might also happen

because the strategy was not foreign anymore for them. So the most of the students interested an applying the strategy. This case was known with the total of students that reached the complete score was more than the previous cycles.

Based on the result, with number of students who achieved the complete score was 16 among 17 students produced the mount of percentage 94, 11%. It meant that the level of students' speaking ability after applying the *jigsaw* learning strategy for the second time was much better increased and was included in the criteria of **very high**. So, the researcher was satisfied and decided to end the research in cycle 2.

**Table.5**

The Comparison Column of The Test Result in Every Cycle

	Pre-Test (Pre-Cycle)	Post-Test 1 (Cycle 1)	Post-Test 2 (Cycle 2)
Amount of the score	1243	1295	1348
Average	73,11	76,17	79,88
Completeness percentage	52,94%	76,47%	94,11%
<b>Note</b>	<b>Very Low</b>	<b>Average</b>	<b>Very High</b>

**Table 4.6**

The Comparison of Students' Speaking Criteria in Every Cycle

Speaking Criteria		1	2	3	4	5	6	7	8	9	10
Pre-Cycle		0	0	3	2	3	0	2	2	0	4
	Number of students	1	2	2	3	1	2	3	2	0	1
Cycle 2		4	4	3	2	2	0	0	2	0	0
	Number of students	4	4	3	2	2	0	0	2	0	0

Based on the data presentation, it showed that the *jigsaw* learning strategy can increase students' speaking ability. This result was based on the students' value at pre-cycle, cycle 1, until cycle 2.

Based on the pre-test value, there were 9 students among 17 students in Elementary B class who reached the Criteria of Minimum Completeness (KKM), while the KKM value was 75. Meanwhile, when the cycle 1, The post-test result showed that there was increasing of students who passed of the KKM. There were 13 students out of 17 students who reached the KKM. The cycle 2 shown that the post-test result showed there was increasing of students who passed of the KKM. There were 16 students out of 17 students who reached the KKM. Based on the explanation above, it can be taken as the interpretation result that the *jigsaw* learning strategy increased students' speaking ability.

To find out the teacher's response of this research, researcher used some aspects that encourage that purpose including student and teacher's activity. Based on the aspects from the cycle 1 until cycle 2, it produced the teacher's response that students' participation to the learning process by using *jigsaw* learning strategy got significant increased from cycle 1 until cycle 2. In cycle 1, students did not look easier to understand the day lesson, did not explain the result of the group discussion fluently, and also still passive in asking some question to other groups. In cycle 2, those all got better. Students look easier to understand the day lesson, students explained the result of the group



discussion fluently, and also very active in asking some question to other groups as one of the goals of using *jigsaw* learning strategy in the speaking class. Therefore, teacher concluded and considered that the *Jigsaw* learning strategy can increase the students' speaking ability.

#### 4. Conclusion

The conclusions based on the research result of "Using Jigsaw Learning Strategy to Increase Students' Speaking" were:

1. The implementation of speaking learning by using *jigsaw* learning strategy at Elementary B class of Language Boarding House can increase students' speaking ability. In the pre-cycle, the average score of pre-test was 73,11, this score can be categorized as *average score*. In the cycle 1, the average score of the post-test 1 was 76,17, this score was also categorized as *average score*. In the cycle 2, the average score of the post-test 2 was 80, this score can be categorized as the *high score*. There was also increasing of the individual completeness and KKM attainment from cycle 1 until cycle 2. All of those results indicated the success of the research.
2. The use of *jigsaw* learning strategy to the students of Elementary B class of the Language Boarding House of Salafiyah-Syafi'iyah Sukorejon Situbondo was considered *good effective* by the English teacher. The result was found out by the oral test about the affectivity of the *jigsaw* learning strategy to increase students' speaking ability and the observations sheet of students' activity that was also supported by the teacher's activity. The final completeness percentage of the oral test was 94,11% with the criteria of *very high*. Only one student among 17 students that got the incomplete result with the KKM 75. The observations sheet of students' activity showed that there were improvements from the cycle 1 until cycle 2. Those were 64,58% with the criteria of *low* in cycle 1, and 83,33% with the criteria of *high* for the cycle 2. The teacher's activity also showed that there were also improvements from cycle 1 to cycle 2. In the cycle 1, the teacher's level of success produced the score 75% with the criteria of *average*, for the cycle 2 produced the score of teacher's level of success 87,5% with the criteria of *high*.

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