

Improving Students' Speaking Skills through Jigsaw at Grade Eleven of SMA Kampus Nommensen Pematangsiantar

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Abstract: *This study aims to improve students' speaking skills in grade eleven high school students in the Nommensen Campus through Jigsaw techniques. This research is a Classroom Action Research. The strategy adopted is determined collaboratively between researchers, teachers and students. The subjects in this study are grade eleven senior high school students in the Nommensen Campus which consist of 34 students. This action research is carried out in two cycles, each of which consisted of planning, implementing actions, observing and reflecting. Data collection techniques are classroom observations, interviews, field notes, questionnaires, and tests. Data analysis technique uses qualitative descriptive analysis. The results of this study indicates that the use of Jigsaw techniques can improve German speaking skills, positive attitudes and activeness towards learning German in grade eleven senior high school students in the Nommensen Campus. This can be seen from the results of students' speaking skills test with an average value of 73.82 in the first cycle increased to 81.18 in the second cycle. The attitude of students towards learning German in the first cycle is classified as sufficient category, after the implementation of the second cycle the attitude of students turns into a good category. The activeness of students towards learning German in the first cycle is included in the medium category with an average of 50%, after the implementation of the second cycle turns into a high category with an average of more than 75%. Thus, the speaking skills of German language in grade eleven students at the Nommensen Campus High School have improved in terms of the process and the results after being given action using Jigsaw technique.*

Keywords: *effect, jigsaw, speaking, technique*

I. INTRODUCTION

Language is a tool to communicate between one community with another society. Language understanding is very influential in everyday life to communicate with each other. With the agreed language, communication will run well. Language as a communication tool can be in the form of spoken and written languages. One of them is a foreign language.

Foreign languages are languages that are learned to interact between nations in the world. Therefore in foreign high schools, foreign languages have been studied, including English, Arabic, French and German. Studying a foreign language can provide ample opportunities to obtain various information so that it adds to one's insights. German is one of the chosen foreign languages taught at the high school level. German is also the second international language after English. This is because several countries in the European continent use German as the national language, such as Switzerland, Austria and Germany itself. Learning German at

the high school level requires four language skills that students must master, namely listening (Hörverstehen), speaking (Sprechfertigkeit), reading (Leseverstehen), and writing (Schreibfertigkeit). The purpose of learning German in schools is so that students have the ability to communicate, both verbally and in writing in German according to their level and can get to know the culture of the nation. In accordance with these objectives, teaching German in schools must be further improved, especially in speaking skills.

Foreign language speaking skills are abilities that students must have in the language learning process, so that students are able to communicate according to the language being studied well. The causes of speech difficulties are inseparable from the methods used by the teacher in the teaching and learning process in the classroom. Having the right method will make the learning process fun and not always boring or boring.

Jigsaw technique is one method of cooperative learning that encourages students to be active and help each other in mastering subject matter to achieve maximum achievement. By using Jigsaw techniques it is expected to be able to improve students' speaking skills in German and they will dare to express their opinions. This technique will also increase cohesiveness in deliberation, and can increase teacher creativity in the learning process.

Based on the description that has been described above, to overcome the existing problems and to improve German speaking skills, the researcher conducts a research in grade eleven of SMA Kampus FKIP UHN Pematangsiantar, in the form of Classroom Action Research with the title "Improving Students' Speaking Skills in German Language of Grade Eleven SMA Kampus Nommensen Pematang Siantar through Jigsaw".

The identification of the problem as follows.

1. Students' interest in grade eleven SMA Kampus Nommensen Pematangsiantar in attending German lessons is low.
2. Students in grade eleven SMA Kampus Nommensen Pematangsiantar feel afraid to express ideas when speaking in German.
3. The teacher gives lack of motivation for students.
4. The teacher has not used the right method in delivering the subject and material.

Based on the identification of the problem above, an effective problem solving is needed. In this case the researcher uses Jigsaw techniques to improve students' German speaking skills. The problem formulated in this research is whether by using Jigsaw technique can improve German speaking skills for students in grade eleven of SMA Kampus FKIP UHN Pematangsiantar or not. Based on the aforementioned problem formulation, this study aims to improve German speaking skills of grade eleven students of the SMA Kampus FKIP UHN Pematangsiantar

II. THEORETICAL REVIEW

2.1 The Nature of Speaking Skills

Speaking is a daily activity that is most often done because talking is used to communicate with other people in various activities. Someone's ability to speak will not develop by itself, but still requires an appropriate way for someone to be able to interact well in their

environment. Richard (in Brown, 2000: 272) explains that micro speaking skills that should be mastered by students include: (1) being able to use language in accordance with the situation, participants, and goals, (2) using registers, implicates, pragmatic rules and traits - other sociolinguistic traits appropriately in direct conversation, (3) able to use facial expressions, kinesthetic, and other nonverbal cues that are in line with oral expressions to help convey the message. Thus speaking skills are meant not only the ability to use language based on grammar alone, but students are also able to use language in accordance with the objectives and are supported by other elements outside the language such as, body language, facial expressions, etc.

From the opinions above it is concluded that speaking skill is the ability possessed by someone to convey the sounds of articulation or words heard to express, to convey ideas, and opinions in spoken and written. Speaking is not only by expressing language based on grammar, but also by non-verbal means of conveying with facial expressions and gestures or body language.

2.2 Purpose of Speaking Skills

From the opinion above it can be concluded that the most important purpose of speaking is to convey the objectives to be achieved both in general and specifically. While the purpose of speaking German for students is to be able to speak their ideas, thoughts and opinions in German language well and smoothly.

2.3 Speaking Skills Assessment

Arikunto (2009: 3) revealed that to judge is to take a decision on something with good and bad speech. In this study, to assess speaking skills the students use speaking skills assessment based on criteria according to Reinmann (1998: 64), namely *Ausdrucksfähigkeit*, *Aufgabenbewältigung*, *Formale Richtigkeit*, *Aussprache* und *Intonation*.

2.4 Learning Methods

In terms of etymology (language), the method comes from Greek, namely "methodos". This word consists of two syllables, namely "metha" which means through or past, and "hodos" which means way or way. Then the method has the meaning of a path traveled to achieve the goal. (Ismail, 2008: 7). Methods include individual learning (individual learning method), group learning (group learning method), and socializing learning. Based on the description above it is concluded that the method is a way or procedure in the learning process to achieve the goals set. The method in learning has a very important role which is to facilitate achieving success in accordance with the desired goals.

2.5 Learning Techniques

Huda (2011: 111) states that learning techniques are a description of learning methods that are appropriate to the tools and the nature of the tools used. While Djamarah and Zein (2006: 140) state that learning techniques can be interpreted as a way that teachers do in implementing a specific method. Based on the opinion above it is concluded that learning techniques are the way that educators do in implementing a specific method.

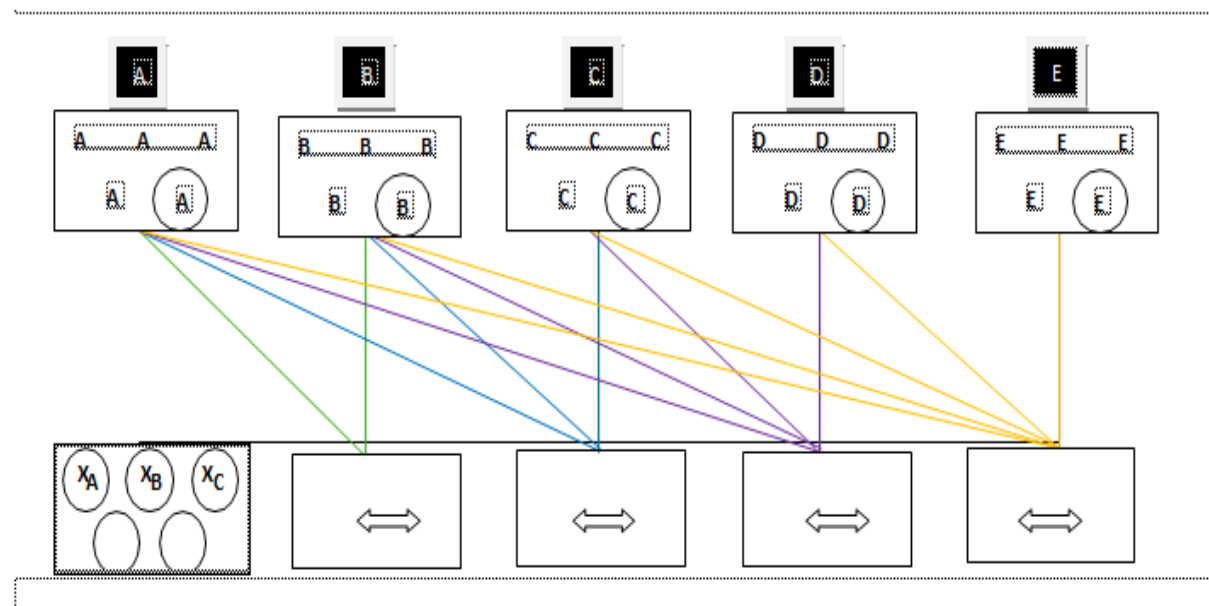
2.6 The Nature of the Cooperative Learning Method

The Cooperative Learning Method provides opportunities for students with diverse backgrounds and conditions for collaboration and interdependence in the task structure, goal structure, and reward structure as well as learning to respect each other (Arends, 2010: 4-6). Cooperative Learning Method is developed to achieve learning outcomes in the form of academic achievement, tolerance, accepting diversity, and the development of social skills (Suprijono, 2010: 61). Based on the opinion above it can be concluded that Cooperative Learning is a teaching system that provides opportunities for students to work together, help, and respect each other as a group, so as to create a democratic and open atmosphere. The goal in Cooperative Learning is to increase knowledge, abilities, and understanding in learning.

2.7 The Nature of Jigsaw Technique

Isjoni (2010:83) states that "Jigsaw techniques can be used effectively at each level where students have gained academic skills from understanding, reading and group skills to learn together. Based on the description above it can be concluded that Jigsaw technique is one type of Cooperative Learning that encourages students to be active and help each other in mastering subject matter to achieve maximum achievement. Jigsaw technique emphasizes the importance of interacting and collaborating between group members so that the learning process runs smoothly.

Origin Team



III. RESEARCH METHODOLOGY

3.1 Design of the Research

This research is a Classroom Action Research (CAR) that uses a qualitative approach which aims to improve students' German speaking skills. Classroom Action Research is a collaborative research based on problems that arise in the process of learning German language for students.

This research is carried out in the SMA Kampus FKIP Nommensen Pematangsiantar that located on Sangnawaluh Street No. 4 Pematangsiantar North Sumatera Indonesia. The subject of this research is grade eleven students and the collaborators are German language teachers itself..

3.2 Research Instruments

Sugiyono (2010: 222) states that in qualitative research the instrument or research tool is the researcher himself. Therefore the researcher is also "validated" to what extent the researcher is ready to carry out research that has gone into the field. Sumanto (1995: 57) states that the instrument can be in the form of observation, interviews, questionnaires, and tests.

In collecting data about the results of learning skills, the technique used is the provision of tests. The test is used to determine the development or successful implementation of the action. There are two forms of tests given to students, namely written tests (answering questions and analyzing speaking skills), and oral tests (speaking in front of the class alternately in groups).

3.3 Indicators of Research Success

Indicators of the success of the research are divided into two aspects, namely the success of the process and the success of the results.

1. Process Success Indicators

Indicators of the success of the process can be seen from the development of the process of change such as changes in attitudes and behavior of students towards the lesson and increased concentration of students in the learning process. The analysis is done by describing the things that happened during the action carried out.

2. Indicators of Successful Results

Indicators of successful outcomes are based on the increasing of students' speaking skills in learning German language through Jigsaw techniques such as positive changes in student learning outcomes both for individuals and for the whole student. This indicator is seen by comparing the learning outcomes of the process before and after the action.

IV. DATA ANALYSIS AND FINDING

4.1 Data Analysis

In this chapter the results obtained after conducting the research are presented. As explained earlier, the purpose of this study is to improve German speaking skills of grade eleven students at the SMA Kampus FKIP Nommensen Pematangsiantar through Jigsaw techniques and to change students' attitudes in the German learning process for better through Jigsaw techniques.

A. Pre-Classroom Action Research

Classroom pre-research activity begins with observing the process of learning German in class. At this stage, an observation is done of the German learning process in grade eleven of SMA Kampus FKIP Nommensen Pematangsiantar. Based on observation made, it appears that students are less active in the German learning process. The majority of students are silent, even when given the opportunity to speak German, students only whisper if given the opportunity to talk about the material presented. This shows that students do not have the confidence to speak German.

The explanation given is expected to facilitate research. To make it easier to provide an explanation of the implementation of learning Jigsaw techniques, a sheet of Cooperative Learning material with Jigsaw technique is distributed to all students. Then students are divided into 6 groups with the number of students in each group of 5-6 students. The researcher forms 6 groups with each group consisting of 5-6 students who have different academic abilities. There are no students who commented on the division of the group, but the atmosphere is rather noisy when the division of the group because this is something new for students. Based on an agreement with the teacher, the implementation of the research is carried out in accordance with the schedule of German language lessons in grade eleven of SMA Kampus FKIP Nommensen Pematangsiantar.

B. Research Finding

1. Cycle I

In the first cycle in learning speaking skills with the main theme "Das Hobby" using the Jigsaw as Cooperative Learning method, the average value of students reached 73.82 with the percentage of classical completeness is 76%. Based on the analysis of evaluation test data in the first cycle, it is obtained a comparison of the value of students' learning outcomes before and at the end of the first cycle can be seen in the following table.

Table 1. The results of students' ability to speak German before and after the end of Cycle I

No	Test Result	After Cycle I	After Cycle II
1	Highest Score	80	80

No	Test Result	After Cycle I	After Cycle II
2	Lowest Score	40	50
3	Mean of the Score	69,56	73,82
4	The Percentage of Students' Score	59	76

From the above table, it is known that there is improvement in students' learning outcomes after Cycle I. The average value of the students' speaking ability test increased from 69.56 to 73.82. The percentage of classical learning completeness increased from 59% to 76%. From these results it can be seen that the ability to speak has increased but has not achieved class success by 85%.

2. Cycle II

In cycle II in learning German language by using the Jigsaw technique as Cooperative Learning method, the average value of students reached 82.21 with the percentage of classical completeness being 86%. Based on the analysis of the evaluation test data in the second cycle, it is obtained that a comparison of the learning outcomes of students in the first cycle and at the end of the second cycle can be seen in the following table.

Table 2. The Ability to Speak German Language Learners after Cycle I and Cycle II

No	Test Result	After Cycle I	After Cycle II
1	Highest Score	80	95
2	Lowest Score	50	65
3	Mean of the Score	73,82	81,18
4	The Percentage of Students' Score	76%	88%

The ability of the students after Cycle II shows that the average value of students increased from 73.82 after the first cycle to 81.18 after the second cycle. The percentage of classical learning completeness increased from 76% to 88%. From these results it can be seen that the speaking ability of students has experienced an increase and managed to achieve class success by 85%. The above table shows that after the end of the second cycle, the majority of students have a relatively good attitude, namely as many as 21 students (62%). The smallest number is the number of students with sufficient attitudes in the category of only 5 students (15%).

Teaching and learning activities are expected to create conditions or a process that directs students to conduct learning activities. The process of interaction between teachers and students in teaching and learning is not only an ongoing process but also takes place in order to achieve certain goals. Therefore, teachers must design effective learning models, so that learning objectives can be optimally achieved. One of the benchmarks of whether or not a quality of learning can be known through the learning outcomes of students through the standard of skills in accordance with the subject matter as well as the ability to speak.

The current curriculum management system demands a teaching and learning activity that empowers a potential learner to master the expected competencies. For this reason, researchers use Cooperative Learning methods with Jigsaw techniques to improve speaking skills and attitudes of students in learning German language, especially in grade eleven students in SMA Kampus FKIP Nommensen Pematangsiantar. This study is designed by using a Classroom Action Research model because it aims to improve the learning process.

The method of Cooperative Learning Jigsaw technique is one of the simple methods of Cooperative Learning. Cooperative Learning with this Jigsaw technique is a method by means of students learning in small groups of 5-6 heterogeneous people and students working together with positive interdependence and independently responsible. Based on the results of the study it can be said that the jigsaw cooperative learning method can improve speaking skills as well as increasing students' positive attitudes towards learning German. After learning by using the Jigsaw Cooperative Learning method it is seen that the speaking ability of students has increased. The average value of learners at the end of the first cycle test is 73.82 with a classical 76%, cycle II 81.18 with a classical completeness at the end of the second cycle of 88%. Thus, the students' speaking ability at the end of the second cycle has fulfilled the indicators set out in this study that at least 85% of all students in the class have gained speaking ability above the KKM, which is ≥ 75 .

In the first cycle, the majority of students had an attitude which is classified as sufficient namely 26 students (76%). After the implementation of the second cycle, there were still students who had unfavorable attitudes towards learning German as many as 7 students (21%). After the implementation of the second cycle, the attitude of the majority of students increased into good categories with the number of students as many as 21 students (62%). At the end of the second cycle, there were no students with a bad attitude towards learning German. The activeness of students also increased from the majority of 50% in the first cycle to the majority > 75% in the second cycle.

In the first cycle, the students' ability to speak German does not meet the established indicators, so it needs to be continued with the second cycle so that the specified indicators can be met. In the second cycle no more significant obstacles are found. The improvement in speaking German in the second cycle is caused by students who are familiar with the learning methods applied by the teacher. The courage of students grows, so that the attitude of students also increases. This is indicated by the large number of students who are willing to answer and speak German when given the opportunity to answer questions, as well as dialogue with the group.

In cycle II, the teacher has fully conveyed the learning objectives so that students are motivated to learn. The teacher's explanation of the material being taught is very interesting so that students are more enthusiastic in participating in learning. In Cooperative Learning Jigsaw

techniques the teacher's function is only as a facilitator, which is to provide guidance as necessary to students. The activeness of students is more emphasized in this learning. With this activity will foster a high motivation to learn in students and will ultimately affect the learning outcomes of speaking German

V. CONCLUSION

After conducting the analysis and getting the finding above, the researchers would like to make some conclusions to the research. There is an increasing in students' speaking ability in German subjects through the implementation of Cooperative Learning with Jigsaw Techniques. In the first cycle, speaking ability increased from an average of 69.56 with completeness of 59% to an average of 73.82 with completeness of 76%. In cycle II, the ability to speak again increased by an average of 81.18 with 88% completeness. Thus it can be said that the minimum criteria (KKM) is successfully reached so that the implementation of the Jigsaw Technique is able to improve German speaking skills in grade eleven students of SMA Kampus FKIP Nommensen Pematangsiantar.

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