

TEACHING SPEAKING USING IDENTITY CARDS THROUGH JIGSAW TECHNIQUE

Kurnia rahmawati¹, Sulistyningsih², Yulianto sabat³

^{1,2,3}STKIP PGRI SIDOARJO

(rahmakurnia627@gmail.com)

Abstract

The purpose in this research is to develop the students speaking ability by using identity cards through jigsaw technique. The subject of this study is the students of VII-2 which consisted of 20 students. The researcher used descriptive qualitative design as the research design. In the finding of the research identity card is a media to teach and make the students interesting and enjoying to learn English. And also, jigsaw technique is a technique to teach and make the students more active to develop their speaking ability. Based on this data, the researcher concludes that using identity cards as materials for teaching speaking through jigsaw technique is a good media and technique to improve the students speaking ability. According to students responses base on chart that can be seen the majority students more interest and enjoy to study, especially using identity cards as materials for teaching speaking through jigsaw technique.

Key words: Teaching Speaking, Jigsaw Technique, Identity Cards

Abstrak

Tujuan dari penelitian ini adalah untuk mengembangkan kemampuan berbicara siswa dengan mengaplikasikan kartu identitas menggunakan teknik jigsaw. Subjek dari penelitian ini adalah siswa kelas VII-2 yang terdiri dari 20 siswa. Peneliti menggunakan model kualitatif deskriptif sebagai metode penelitian. Penulis menggunakan catatan observasi lapangan dan kuisioner untuk mengumpulkan data. Peneliti melakukan pengamatan dalam pelaksanaan proses mengajar dan belajar dengan mengaplikasikan kartu identitas menggunakan teknik jigsaw. Penemuan pada penelitian ini bahwa kartu identitas adalah media yang dapat membuat siswa tertarik dan menikmati proses belajar

bahasa Inggris. Selain itu, teknik jigsaw adalah teknik dalam mengajar yang dapat membuat siswa lebih aktif untuk membangun kemampuan dalam berbicara. Berdasarkan data tersebut, peneliti menyimpulkan bahwa mengaplikasikan kartu identitas untuk pengajaran bahasa Inggris menggunakan jigsaw teknik adalah pilihan media dan teknik yang cocok untuk meningkatkan kemampuan berbicara. Berdasarkan hasil kuisioner menurut grafik bahwa mayoritas siswa lebih tertarik dan menikmati proses pembelajaran, khususnya menggunakan kartu identitas dengan teknik jigsaw dalam pengajaran berbicara bahasa Inggris.

Kata kunci: Mengajar Berbicara, Teknik jigsaw, Kartu Identitas

Introduction

English is an international language. It is mean that we must use English to communicate in the international world. English has four basic language skills. They are listening, speaking, writing, and reading. English speaking skills are a person's skill to convey his or her desires and thoughts to anyone orally. Currently, speaking is very difficult to make in daily routine. They have various reasons such as lazy, feel difficult, or feel bored. Other problems that arise when teaching speaking are less conducive in the class, such as students joking and making noise. As a result students cannot concentrate and not confident to speak English in the classroom. In the class of VII-2 at SMP Islam Sidoarjo, there are consists of 20 students. Consequently, the teacher will be difficult to manage students one by one. Based on the above explanation, this means that the teacher should consider appropriate strategies for teaching speaking in identity card so learning process will be effective in the class. (Brown, 2001) states group and pair activities are excellent technique as long as the teaching learning process is clearly structured and defined with specific objectives. The writer would like to propose one teaching technique which has been shown to be beneficial technique in teaching identity card that is by using jigsaw technique. (Slavin, 1995) says that in Jigsaw, most of working group include a procedure whereby students share information they have gathered with group mates and, in many cases, with the class as a whole. By using

jigsaw technique students has many opportunities to express opinion, to manage the information gained so as to increase communication skills.

There are consist of three statements based on the background of the study as follow: (1) How is the identity cards applied as materials for teaching speaking through jigsaw technique at VII-2 grade students of SMP Islam Sidoarjo?, (2) How is the student's response by applying identity cards as materials through jigsaw technique at the VII-2 grade students of SMP Islam Sidoarjo?

The objectives of this study are to describe the way of applying identity cards as materials for teaching speaking through jigsaw technique and to describe the student's responses by applying identity cards for teaching speaking through jigsaw technique at VII-2 grade students of SMP Islam Sidoarjo.

Research method

This study uses qualitative method as the research design, as supported by (Freeman and Long, 1991) that qualitative design mean the researcher only observes the activities during the observation. In this research, the researcher was observed the teaching and learning process and she does not take part in teaching and learning activities. The subject of the study is the English teacher and the students at seventh grades students of the academic year 2017/2018 of SMP Islam Sidoarjo, especially the class of VII-2 with consisted of 20 students. The source data was collected by observing the teacher and students activities in the classroom, the activities between teacher and students in the learning and teaching process, class condition, and students' behavior. Field note are text recorded during an observation activities by researcher in the qualitative study (Cresswell, 2012). The researcher also gave questionnaires for students. It supported by (Sugiyono, 2013) that primary source was collected by giving a data directly to the respondents such as questionnaire. The questionnaire described about the students responses in teaching speaking using identity cards through jigsaw technique.

Finding

The first data in this study was observation by using field notes and students performances during the teaching and learning activities in the class. The finding of observation field note in the first meeting as follow: (1) the students enthusiastically when the teacher showed the identity cards as media in teaching speaking, (2) they had difficulties when describing identity cards (3) the student's used bilingual language during discussed because they lack of vocabulary. In the second as follow: (1) they got some difficult to made correct dialogue based on their identity card, (2) they did not confidence to speak in front of the class, (3) They enthusiastic introduction using identity card in front of the class.

The third data in this study was the student's responses in using identity cards through jigsaw technique in speaking activity. The result of questionnaires presented in the table and chart. Score of the result of questionnaire were presented in table 4.1.

Table 4.1 Score of the Result of Questionnaire.

Student's Number	Question's Number										Real Score
	1	2	3	4	5	6	7	8	9	10	
	Total Real Score										151
Total Student's Respond "Yes"	70 %	75 %	60 %	80 %	55 %	85 %	85 %	65 %	85 %	70 %	
Total Student's Respond "No"	30 %	25 %	40 %	20 %	45 %	15 %	15 %	35 %	15 %	30 %	

Note:

Value answer "YES" = 1

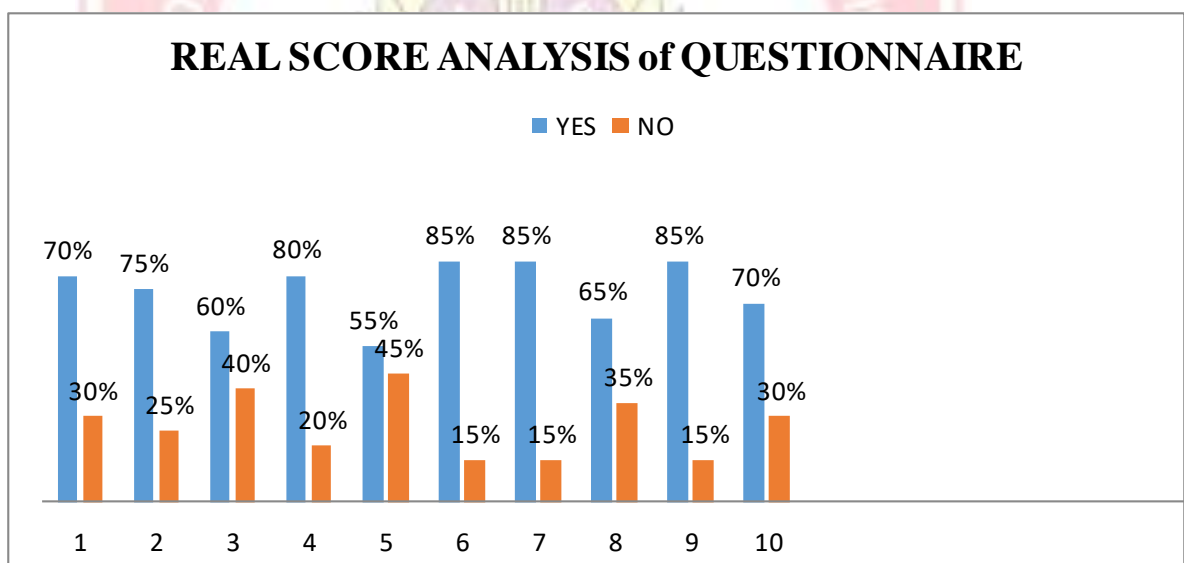
Value answer “No” = 0

Maximal score = Total Student’s (Column A) x Total Question (Column B) x Value Answer “YES”
= $20 \times 10 \times 1$
= 200

Percentage = $\frac{\text{Real score}}{\text{Max Score}} \times 100\%$
= $\frac{151}{200} \times 100\%$
= 75%

The real score analysis of questionnaires were presented in the chart 4.1

Chart 4.1 The Real Scores Analysis of Questionnaire



Based on the table 4.1, almost of the students answer “YES”. The researcher made scores of the result above to be more detailed. The researcher presented the percentage in the chart above to be easily understood.

Discussion

In the first meeting, the researcher found that the implementation of teaching speaking using identity cards through jigsaw technique was interesting for the students. They interest when the teacher showed the identity cards and introduced another person based on this picture. Based on the first meeting the researcher found that the students' was enthusiastic when the teacher used identity cards as the media in teaching speaking. When discussed the material through jigsaw technique, they active to spoke English. Although, during discussed they made mistake in pronunciation. In this case, the teacher gave them evaluate when they made mistake in speak English. So, the students not less confidence and speak English correctly. In the second meeting, the students felt comfortable and interesting when speak English in front the class. Although, there are some students still shy to speak English because they lack of vocabulary and made mistake in pronunciation, but they always speak English. They also made improvement in speaking ability.

Based on the result of questionnaire, the researcher made percentage that the students who answer "YES" were 75% and answer "NO" were 25%. In general, the result of students' response teaching speaking by using identity cards through jigsaw technique was interested for students. Both them are helping them to speak English actively and easier to understand well the material. The students also need stimulus to practice English. So, the students are confident to speak English and improve their new vocabulary. The researcher concludes that by using interesting media, teaching technique, teacher performance to teach in the class influenced the students speaking ability. It supported by (Harmer, 1989) that the students boredom is one of the biggest problem faced by the teacher. Therefore, the teacher can use games or another technique as alternative to teach English, so the students interesting and enjoying to learn English.

Conclusion

Based on the result of observation, the researcher could say that the teaching speaking using identity cards through jigsaw technique could make them speak English actively. The implementation of teaching and learning process was run well. At the first

time, the teacher showed the identity cards. The teacher gave example how to introduce using identity cards. Then, the teacher gave explanations about the role of jigsaw technique and also divided the students into 4 groups. Next, the teacher asked the students to discuss the elements of identity cards in their expert group. After that, the teacher ask them to come back to discuss the material in their jigsaw group. In the second time, the teacher asked to the students for making dialogue and presented their dialogue in front of the class. They speak English confidently although make mistakes in vocabulary and pronunciation.

Based on the student's response, the researcher could say that the teaching speaking using identity cards through jigsaw technique could make the students interested and enjoyed in learning process. The students were enthusiastic when the teacher teaching speaking using identity cards through jigsaw in introduction material. The students pay attention more to take part in the learning process. Based on the questionnaire there was 78% of students who answered "YES". It's meant that the students liked the media and method in learning speaking. They also gave positive response to this teaching and learning process. The students agreed that usage the identity cards through jigsaw technique was very helpful them to understand well the material and made them confidence to speak English.

References

- Brown, H. D. (2001). *Teaching by Principles: an interactive Approach to Language Pedagogy (2th ed)*. New York: Longman Inc.
- Cresswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Fourth Education*. University of Nebraska-Lincoln: Pearson Highered.
- Freeman and Long Waves. (1991). *An Introduction to Second Language Acquisition Research*. New York: Longman.
- Harmer, J. (1989). *The Practice of Language Teaching*. New York: Longman.

Slavin, R. E. (1995). *Cooperative Learning: Theory Research and Practice (2nd Ed)*.
Boston: Alyn & Bacon.

Sugiyono. (2013). *Metode Penelitian Kuantitatif dan Kualitatif dan R & D*. Bandung:
Alfabeta.

