Using Jigsaw Strategies to Improve Participation and English Speaking Skills

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Abstrak

Masih banyak guru yang kurang menerapkan strategi belajar yang sesuai untuk siswa. Hal ini berdampak pada kurangnya kemampuan berbicara Bahasa Inggris pada siswa. Tujuan dari pelaksanaan Lesson Study ini adalah untuk meningkatkan tingkat partsispasi peserta didik dalam pemebelajaran Bahasa inggris. Dalam pelaksanaanya, Lesson Study dilaksanakan dalam tiga tahap yaitu Plan, Do dan SEE. Pada tahap Plan, penulis bersama dengan tim Lesson Study merencanakan pelaksanaan Lesson Study dengan menentukan waktu pelaksanaan, materi, kelas dan strategi yang digunakan. Populasi pada penelitian ini berjumlah 30 orang siswa. Dalam pelaksanaanya, pengumpulan data dilakukan melalui teknik observasi, wawancara, dan lesson study dilaksanakan dalam tim. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu penggunaan strategi Jigsaw dalam dalam pembelajaran dikarenakan kurang partisipasi peserta didik dan kemauan peserta didik untuk berbicara dalam Bahasa Inggris dalam pembelajaran Bahasa Inggris. Setelah diterapkannya strategi Jigsaw peserta didik menjadi lebih aktif. Hasil dari tahap refleksi (see) ini dadalah bahwa penerapan strategi Jigsaw telah berhasil dan juga untuk masalah media seperti LCD dan managemen kelas oleh guru model perlu ditingkatkan lagi. Melihat keberhasilan strategi ini, penulis menyarankan kepada para pengajar untuk menggunakan strategi Jigsaw sebagai salah satu strategi pembelajaran kooperati yang akan membantu peserta didik menjadi lebih aktif.

Kata kunci: Jigsaw, Strategi Pembelajaran, Lesson Study, Ketrampilan

Abstract

There are still many teachers who do not apply appropriate learning strategies for students. This has an impact on the students' lack of English speaking ability. The purpose of implementing this Lesson Study is to increase the level of student participation in learning English. The Lesson Study is carried out in three stages in its implementation, namely Plan, Do, and SEE. In the Plan stage, the author and the Lesson Study team plan the implementation of the Lesson Study by determining the implementation time, materials, classes, and strategies used. The population in this study amounted to 30 students. In practice, data collection is done through observation, interviews, and lesson study techniques carried out in teams. The technique used to analyze the data is descriptive qualitative and quantitative analysis. The study results are the use of the Jigsaw strategy in learning due to the lack of student participation and the willingness of students to speak in English in learning English. After the implementation of the Jigsaw strategy, the students became more active. The result of this reflection (see) stage is that the implementation of the Jigsaw strategy has been successful, and for media problems such as LCD and classroom management by model teachers need to be improved again. Seeing the success of this strategy, the authors suggest that teachers use the Jigsaw strategy as a cooperative learning strategy that will help students become more active.

Keywords: Jigsaw, Teaching Strategy, Lesson Study, Skill

Introduction

Learning is a process of student interaction with teachers and learning resources in a learning environment (Boyd, 2019; Rosciano, 2015). Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills, and forming attitudes to students can occur (Espinosa et al., 2021; Hosen et al., 2021; C. Liu et al., 2021). In other words, learning is a process to help students learn well. In the learning process, the application of learning strategies must be by the characteristics of students so that they can create a comfortable and pleasant learning atmosphere (Amponsah et al., 2019;

Hagaman & Reid, 2018; Surayatika, 2018). A *good learning strategy* is a strategy that can foster student learning activities (Kemp, 2017; Suwana et al., 2013). In this case, the teacher must fully understand the material to be delivered and choose the right learning strategy to deliver the material to create a good teaching and learning process (Alias et al., 2012; Hasibuan et al., 2020). The main goal in realizing educational goals in schools is to develop effective teaching and learning strategies for students.

However, in reality, many teachers still do not apply appropriate learning strategies for students (Simatupang et al., 2020; Suwana et al., 2013). There are still many teachers who have difficulty choosing good learning strategies for students to achieve optimal learning goals (Filgona et al., 2017; Putra & Sujana, 2020; Wau, 2017). This problem was also found in one of the junior high schools. Based on the results of observations made at SMP Negeri 1 Singaraja, it was found that some teachers still had difficulties in determining the right learning strategy for students. Although in learning at this time has used the 2013 Curriculum, which emphasizes the active participation of students in learning. The problem of student activity is still an obstacle in learning English. Students' lack of active participation is caused by motivation and learning strategies that are less supportive for students. Based on the results of interviews conducted with several students, it was also stated that students felt bored when taking lessons in class. This certainly has an impact on students' low English learning outcomes.

Based on these problems, it is necessary to apply Student-Centered Learning-based learning (Majid et al., 2012; Wau, 2017). One learning model that includes Student-Centered Learning-based learning is cooperative learning (Alwahaishi, 2020; Nurhusain, 2017). *Cooperative learning* is a learning strategy that involves the participation of students in a small group consisting of four to six people with a heterogeneous group structure to interact with each other (Ruengtam, 2013; Solihah et al., 2020). In a cooperative learning system, students learn to work together with other members. In this model, students have two responsibilities. Namely, they are learning for themselves and helping fellow group members to learn (Nugraha et al., 2016; Turgut & Turgut, 2018). Thus, this learning will create a wider interaction, namely interaction and communication between teachers and students, students with students, and students with teachers (Daulay et al., 2019; Qusyairi & Sakila, 2018).

Cooperative learning demands the active participation of students in learning activities. In this case, the teacher as a facilitator should create a conducive atmosphere that can accommodate students to be active in the classroom. In this case, group discussions, debates, presentations, and games can be used as strategies for cooperative learning-based classes (Demitra & Sarjoko, 2018; Saguni, 2013). One of the learning strategies based on cooperative learning is the jigsaw learning strategy (Hasibuan et al., 2020; Nurmiyati & Suyata, 2014). Jigsaw is a group discussion method. Each group consists of four to six members. The subject matter is divided into several subtopics, and each group member is responsible for understanding one subtopic (Edriati et al., 2015; Kurniawati et al., 2017). Team members from other groups who have studied the same subtopic meet in an "expert group" to discuss their subtopic. Furthermore, after discussing expert groups, students return to their original groups to teach or convey subtopics to their group members (Janattaka & Ghufron, 2014; Wardani, 2015). Experts in other subtopics also act similarly so that all students can master all the material assigned by the teacher.

Previous research suggests that cooperative learning can create a pleasant learning atmosphere (Haryono, 2020; Khan & Masood, 2015; Leonard & Nwanekezi, 2018). Other research findings also state that Jigsaw cooperative learning can help students learn to improve students' skills and abilities in learning (Hasibuan et al., 2020; Nurmiyati & Suyata, 2014; Sari, 2014). It can be concluded that cooperative learning can help students in learning. There has been no study on the use of Jigsaw strategies to increase participation and English

speaking skills. The purpose of this study is to analyze the Jigsaw strategy to increase participation and English speaking skills. It is hoped that this strategy can facilitate students ' learning.

Methods

This lesson study was carried out at SMP Negeri 1 Singaraja, Buleleng, Bali, in the second semester of the 2018/2019 academic year. The class used for this Lesson Study is class VIII A-3 which consists of 32 students which consist of 19 students and 13 students. Lesson Study is held in 3 stages, namely Plan, Do, and See. The detailed explanation of the implementation of this Lesson Study is as follows.

The planning stage refers to the activity of preparing for the implementation of the lesson study. In this activity, determine the schedule for implementing the Lesson Study by taking into account the educational calendar used by the school concerned. Furthermore, developing the learning tools includes RPP (Learning Implementation Plan), LKS, teaching materials, media, and assessment instruments that will be used to implement the Lesson Study. After the planning stage has been carried out properly and all the preparations needed for the implementation of the Lesson Study have been completed, the implementation of the Lesson Study will immediately be carried out according to the predetermined schedule.

During the Lesson Study implementation, the model teacher will carry out the teaching and learning process as usual according to the topics in the lesson plans that have been discussed in the previous planning stage. The observers' task is to assess the learning facilitated/implemented by the model teacher in the classroom. The observers take place inside or outside the classroom as long as they do not interfere with the lesson study process. The observers are also not allowed to refute or interfere with the model teacher or the learning as a whole

The reflection stage is carried out immediately after the model teacher and the observer team complete the implementation stage. This stage is carried out by the model teacher and the observer team who have participated in implementing the Lesson Study in the classroom. The reflection stage aims to evaluate the implementation of the Lesson Study. The things discussed in this evaluation are the first about the performance of the model teacher in the classroom. In addition to being based on direct observations from the observers, this evaluation process is also based on an assessment instrument that becomes a benchmark for assessing the performance of model teachers in the classroom.

In practice, data collection is carried out through observation, interviews, and lesson study techniques in teams. The learning process in the implementation of the Lesson Study is documented through several photos. It aims to make it easier for observers to evaluate learning. The instrument used to collect data is a questionnaire. The technique used to analyze the data is descriptive qualitative and quantitative analysis.

Results and Discussion
Results

The planning stage refers to the activity of preparing for the implementation of the lesson study. In this activity, the author determines the schedule for implementing Lesson Study by taking into account the educational calendar used by the related school. The schedule compiled includes implementation time (DO) and reflection time (SEE). After the schedule has been determined, the author discusses with the civil servant teacher and supervisor the implementation schedule that has been made.

The first meeting was held to discuss the Lesson Study activities to be carried out. At this meeting, what was discussed was the implementation of the lesson study itself, the

determination of the model teacher, the determination of the observer, the determination of classes and implementation time, the selection of materials, and the formulation of lesson plans. The following are the results of the first meeting. 1) Formation of the Lesson Study implementation team; 2) Selection of model teachers and observer teams. 3) Selection of the class that will be used as the Lesson Study class. The selected class is class VIII A-3; 4) Determination of the timing of the Lesson Study implementation. 5) Referring to the implementation time, the topic chosen for Lesson Study activities is recount text; 6) Preparation and determination of lesson plans and learning activities to be used. The planning stage in this lesson study was carried out in two meetings (two days). In this stage, a lesson study team is formed, determining the implementation time and the learning tools used for lesson study activities. This planning stage is the basis for the implementation of lesson study. The products produced in this stage are learning tools in lesson plans, worksheets, assessment instruments, and learning media.

After the planning stage has been carried out properly and all the preparations needed for the implementation of the Lesson Study have been completed, the implementation of the Lesson Study will immediately be carried out according to the predetermined schedule. In its implementation, there are two elements and three important elements that take part in the lesson study that will be carried out. The first is the model teacher or the author himself. The second is the observer, who will observe and assess the teacher. These observers consist of supervising lecturers, civil servant teachers, and PPG PPL students who are colleagues of the model teacher. In the implementation of this lesson study, the main thing that is seen is how the jigsaw strategy can increase students' participation and English speaking skills in class VIII A-3 of SMP Negeri 1 Singaraja. In practice, learning activities in the classroom have been adjusted to the steps in the jigsaw strategy used.

One of the problems encountered by the model teacher during teaching and learning activities in this class is the lack of active participation of students in English learning activities. Therefore, in this lesson study opportunity, the model teacher applies the Jigsaw strategy to see how students react to this strategy. In addition, by using this strategy, students will be required to speak in English. This will indirectly help students in improving their speaking skills. The following is the process of implementing classroom activities: 1) The class is divided into groups of four people in the implementation process. Because in this class there are 32 students, the groups formed are eight groups. After the group was formed, the model teacher divided the eight groups into two categories; odd group and even group; 2) Odd group will get recount text one and even group will get recount text 2 (text attached). After that, each group discussed the text they got and answered questions related to the text they got. Each group member must participate actively in the group and must understand the text they get. Because later, each group will send two people to groups with different categories to explain the contents of the text they get. At this stage, each group member participates actively. They try to understand the text that they can then share with other groups; 3) After sharing about groups with different categories, students' task is to compare the texts student got at the beginning of the activity with texts from other categories that they got from other groups. By following these steps, the author found that the activation process can run well. The implementation of the strategy is going well.

Based on the observations of the model teacher and observer, the learning activities went well. Likewise, the response of students to the implementation of the strategies used. Students are quite enthusiastic about the learning that will be carried out. They also try as much as possible to understand the text that they get to be later told to other groups. Overall, the students responded positively to today's learning, and they participated more actively than usual. In addition, when sharing information with other groups, students always try to speak

using good and correct English. Although they still have weaknesses in their language structure, students have shown better progress.

The see (reflection) stage for the implementation of the Lesson Study is carried out once. At this meeting, the supervisor, as the observer, explained the results of the notes recorded during the lesson study implementation. The notes are in the form of deficiencies and about the process of the lesson study. The model teacher also expressed personal reflection about the lesson studies that have been carried out. Then together, find the problems in learning during lesson study and ways or solutions to overcome them.

Discussion

The use of learning tools in this lesson study is appropriate and appropriate. Indicators are suitable learning objectives, activities, and assessment instruments used to assess learning outcomes (Nuraeni et al., 2017; Rozhana & Harnanik, 2019). The learning objective is that students can compare two different recount texts. Moreover, in its implementation, students can do and achieve these goals by using the jigsaw strategy. The jigsaw strategy can increase students' active participation (Anwar, 2018; Edriati et al., 2015; Leniati & Indarini, 2021). Several shortcomings were found during the learning process, namely the absence of an LCD used as a learning medium and the lack of teacher eye contact in the classroom.

In its implementation, the observer team has noted several important points that must be improved or improved later, namely: 1) no LCD is used as a learning medium. The lack of learning media, namely LCD, is not a big problem. However, for high school level learning, electronic media will greatly help increase student interest in learning. Although it has been described above with media such as printed images, audiovisual media are more helpful (Buchori et al., 2017; Budiaman et al., 2021; Yulando et al., 2019). Teachers who become models in the classroom should give thorough attention to all students (Y. Liu et al., 2018; Solehana et al., 2019). Model teachers need to simplify the instructions given. In giving instructions to students in class, instruction must be clear and simple so that it is easily understood by students (Kebritchi et al., 2017; Muhtadi et al., 2018). In practice, the model teacher still provides quite complex instructions so that it is difficult for students to understand. By using the jigsaw strategy, students are required to communicate in groups. If this strategy is used continuously, it can help increase students' active participation in class (Hasibuan et al., 2020; Sari, 2014). With the reflection above, it is hoped that there will be improvements in teacher performance and the selection of learning media or learning strategies used.

The findings of previous studies stated that Jigsaw made it easier for students to learn (Kurniawati et al., 2017; Sari, 2014). Other research findings also state that Jigsaw can motivate students in learning to improve student learning outcomes (Leniati & Indarini, 2021; Nurmiyati & Suyata, 2014). It can be concluded that Jigsaw can increase students' enthusiasm for learning. This research implies that the implementation of Lesson Study can find problems that occur in the classroom to find solutions to these problems. Based on the conclusions mentioned above, three recommendations can be made regarding the implementation of this Lesson Study, namely as follows; 1) Teachers understand the importance and need to carry out Lesson Study regularly, 2) Teachers more often try different learning models and methods. It is hoped that students will be more motivated to learn.

Conclusion

The implementation of this lesson study aims to find problems or phenomena that exist in one class. After doing the lesson, studying can help teachers in reflecting and evaluating the lessons made. With evaluation/reflection, teachers can improve their abilities

and improve their abilities to become better. Teachers can apply and try more creative learning strategies that will increase students' activeness in the classroom.

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