

**LEMBAR  
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW  
KARYA ILMIAH : PROSIDING**

Judul Karya Ilmiah (Paper) : The Application of Jigsaw and Numbered Heads Together Techniques in Improving Students' Ability in Speaking Skill

Jumlah Penulis : 1 orang (Siti Aimah)

Status Pengusul : penulis pertama/penulis ke-...../penulis korespondensi \*\*

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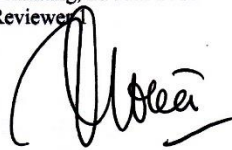
Hasil Penilaian Peer Review :

Komponen Yang Dinilai	Nilai Maksimal Prosiding		Nilai Akhir Yang Diperoleh		
	Internasional	Nasional	Review PTS	Kopertis	
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a. Kelengkapan unsur isi makalah (10%)	1,5		1,3		
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<b>Total = (100%)</b>	15		14,1		
<b>Nilai Pengusul</b>	100% x 14,1 = 14,1		14,1		

Catatan Penilaian artikel oleh reviewer:

Semarang, 22 Juni 2016

Reviewer



(Novia Trisanti, S.Pd, M.Pd)

NIDN/NIP: 0006117601/197611062005012002

Unit kerja : Unnes

\*dinilai oleh dua Reviewer secara terpisah

\*\*coret yang tidak perlu

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<b>Total = (100%)</b>	15		14.2		
<b>Nilai Pengusul</b>	100% x 14.2	14.2	14.2		

Catatan Penilaian artikel oleh reviewer:

Semarang, 22 Juni 2016  
Reviewer 2



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Unit kerja : Unnes

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Catatan Penilaian artikel oleh reviewer:

Reviewer 2



(Intan Permata Hapsari, S.Pd, M.Pd)  
 NIDN/NIP: 0024027404/197402242005012001  
 Unit kerja : Unnes

Semarang, 22 Juni 2016

Reviewer 1



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 Unit kerja : Unnes

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## DOCUMENT

**ELTLT2\_JIGSAW**  
**NHT\_AIMA-1**

## SCORE

**100** of 100

## ISSUES FOUND IN THIS TEXT

**0**

## PLAGIARISM

**2%**

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Checking disabled

**Grammar**

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**Punctuation**

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**Style**

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# ELTLT2\_JIGSAW NHT\_AIMA-1

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THE APPLICATION OF JIGSAW

AND NUMBERED HEADS TOGETHER TECHNIQUES

IN IMPROVING STUDENTS' ABILITY IN SPEAKING  
SKILL

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<sup>1</sup> Unoriginal text: 11 words  
[digilib.unimus.ac.id/files/disk1/151/j...](http://digilib.unimus.ac.id/files/disk1/151/j...)

Abstract

This research was aimed to investigate how the study of speaking was developed through Jigsaw and Numbered Heads Together techniques and find out the improvement of students' ability in speaking. For this purpose, 14 students of the second semester students were taken in the academic year of 2012/2013. A classroom action research was conducted in which consisted of two cycles through the stages of planning, action, observation, and reflection. The speaking tests, the observation note, and the questionnaire were taken as the data. The result of this research showed the students' ability in speaking improved significantly. They were more enthusiastic in joining the class. They could learn together with their team in understanding the material and conveying it to the others well. They were also dared to tell what they wanted to tell the others without any pressuring from anyone else. They tried to snatch away each others in conveying their idea based on the number mentioned by the lecturer. In some cases, they even argued their argumentation attractively. While from the questionnaire which was distributed showed that more than 75% students felt the application of Jigsaw and Numbered Heads Together techniques helped them easily in developing their ability in speaking skill. And more than 80% students agreed those techniques facilitated them on having the accountability in understanding and conveying the material that they had learnt easily to the others. Studying in a team proved that the students enjoyed more in joining the English class. So it is suggested that the English lecturers should use the types of cooperative learning in teaching language skills.

Keywords: teaching, speaking, jigsaw, numbered heads together.

## INTRODUCTION

Reading is one of important way to improve the students' ability in speaking English. By reading, the students who have some problems in communicating in English will have knowledge in conveying something well. According to Mikulecky et.al (2004: 3) there are

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some advantages that will be achieved by the readers through reading. They are: improve English vocabulary, reading speed, comprehension, writing, knowledge, and find any kind of text models. For this purpose, the lecturer should be aware to find the appropriate technique in teaching reading in order to gain the goal above. Besides that, through reading, there are also some advantages for the readers who have problems in speaking English. The information that they get will be easy to convey to the others. So, for these English students who have some different background knowledge, giving the text before speaking English will make them easier to speak than to think it by themselves for what they want to talk.

The teaching of reading usually makes the students bored in joining the class since the process of teaching and learning conducted is not an active activity. They were

usually asked to translate the text and answer the questions given. Those activities can actually be modified into the interesting and challenging one so that it will be an active one and stimulate them to speak. The teaching-learning process of reading can be based on student-centered learning in which the lecturer can create the class through team work. By this one, the students could optimize their ability in speaking (Sumardiyani, 2007: 11). Regarding to the cooperative learning (CL) used in the class; the lecturer should choose the techniques to achieve the reading's goal. Both of the various CLs in order to stimulate and facilitate them in speaking are jigsaw and numbered heads together (NHT).

According to Jacobs, et.al, (1997: 5) jigsaw can be divided into two teams. Both are home team and expert team. The differences are about the material got by each member. Home team consists of some members who have various materials/texts, while expert team has the same materials/texts to be discussed. The students, in this case, have the same opportunity and responsibility to learn, share, present information that he/she gets in front of the others. The strength of this technique is each student has the same position, opportunity, and responsibility as the others. No matter with the student who has either good or low ability in English. They are not different in the CL class. In this position, the student who is low in English will have good confidence to learn and convey his/her knowledge to the others because of that position. Besides that, the lecturer cannot also differentiate them based on their ability.

Because of that condition, this situation makes the students feel more comfortable in learning English. For



boring text as they have ever got before, they try hard to solve their problems together with the other member of team. The variation used during the teaching-learning process also makes the students interested to learn further. They learn with not only their own team, (home team) but also the new team (expert team).

Learning together, for some students is a good way to improve their English. Most students of English Department get a scholarship in which they could not choose a study program that they prefer. That is the way, their background knowledge of English is different. Even some of them do not like English, so it can be imagined their motivation in learning English is still low. To minimize their lack of confidence in learning English, the use of jigsaw can be an alternative technique of teaching. Besides that, to improve the competition among them, the lecturer can also use numbered heads together (NHT) in order they compete each others in answering the questions given.

NHT is also a part of CL in which each student is numbered off by the lecturer and asked to answer the question based on the number mentioned (Jacobs, et.al. 1997: 43). In this case, there is a competition among them in which the students in groups try to snatch away in answering the questions and collecting the highest score to be the winner. The process of answering the questions through this technique is interesting to follow as the lecturer could create before as effective as possible so that the students could also maximize in using their ability in speaking English.

## METHODOLOGY OF THE RESEARCH

### A. Research Design

The researcher applied a classroom action research consisted of two cycles. Each cycle contained planning, action, observation, and reflection.

### B. Subject of the Research

The subject of the research was the English students of UNIMUS in the academic year of

2012/2013. There were 14 students involved in this research. <sup>2</sup>

### C. Technique of Data Collection and Data Analysis

The data were got through the observation, questionnaire, and the test. The observation was done to observe the activities done by the students during teaching and learning process. Questionnaire was given to the students in order to know their response and attitude in joining the English class by applying jigsaw and NHT techniques. While the test was aimed to measure the students knowledge and mastery in speaking English through the application of jigsaw and NHT techniques.

## RESEARCH FINDINGS

Based on the initial condition of the students, it could be seen that the students' ability in speaking English was very low. Some students even were not dared to speak English. It could be understood since some of them do not like English. They took English Department as they got a

<sup>2</sup> Unoriginal text: 12 words  
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scholarship in which they could not choose the Study Program that they actually wanted to join. Consequently, their ability in English is not maximizing yet. Therefore, the lecturer should encourage and facilitate them in improving their ability in English.

Based on the pre observation done by the researcher, when the lecturer asked them to tell their experience in English, they preferred to keep silent to speak. They listened to their friends as though they understood what the others told. It was terrible in which they could not respond the others in English. In fact, as the English students, speaking in English is a need for them so that they can communicate with the others well.

#### Students' Ability in Speaking English

This study was purposed to investigate the improvement of the students' ability in speaking English by applying jigsaw and NHT techniques. Based on the stages conducted by the researcher in the classroom action research, it can be seen that the application of jigsaw and NHT techniques can improve students' ability in speaking. In facilitating the students whose problems in speaking English, the researcher had provided some texts to be learnt together with their teams. The aim of giving the text, in this case, was to make them easier in conveying some information to the others. By reading, of course their vocabulary could improve (Mikulecky et.al, 2004: 3). This situation made them easy of communicating in English since they knew what they wanted to say.

From the result of cycle 1 and cycle 2, it showed that the

students' ability in speaking improved. It could be seen from the result of speaking test in the following table.

Figure 1

The Average Score of Speaking Test in Cycle 1 and Cycle

2

80.5

80

79.5

79

78.5

78

77.5

77

Cycle 1

Cycle 2

Based on the data above, it can be seen that there was an

improvement of students' ability in speaking English. From cycle 1, the average score of speaking was 78.2. While the average score of cycle 2 was 80.3. It means that there was 2.1 % the students' improvement of speaking English.

From the data of cycle 1 and cycle 2, it proved that the application of jigsaw and NHT techniques helped so much in improving the students' ability in speaking. Especially for those who were not dared in speaking English in front of class. The use of jigsaw and NHT techniques facilitated them in organizing how to speak. Through those techniques, the students had the responsibility to learn and share what they got. They also tended to be autonomous so that they did not rely on the others.

While from the observation through a video recording, it could be seen that during teaching- learning process, the students seemed enjoyed and enthusiastic in group working. The

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changing of the group member gave a different experience in learning something. They also realized to their own position and responsibility to learn and share what they had learnt from the others. The positive attitude of the students could also be seen from the quiz given by the lecturer regarding the material that they got. The students

numbered off were competed each other to answer the questions given to collect the highest score to be the winner. The process of snatching away made the class to be interactive one.

Based on the questionnaire distributed to them, there were 75 % students felt the application of jigsaw and NHT techniques helped them easily in improving their ability in speaking English. There were some sequences of steps that must be done so that they dared to speak with confidence in front of the others. More than 80% students also agreed those techniques facilitated them on having the accountability in understanding and conveying the material that they had learnt easily to the others. There were some learning values got through those techniques, just like they learnt to be autonomous, responsible, and confidence.

#### CONCLUSION AND SUGGESTION A. Conclusion

Based on the research findings, there are some conclusions formulated as follows:

- 1) The application of jigsaw and numbered heads together helped the students in facilitating and improving their ability in speaking English. The students were dared to speak English with confidence in front of the others.
- 2) The use of those techniques gave the learning value to the students to be autonomous, responsible, confidence, and cooperative.
- 3) The techniques stimulated the students to have a good motivation in joining the

English class.

#### B. Suggestion

Based on the research findings, it is suggested that the lecturer should use the techniques of jigsaw and numbered heads together to teach English especially speaking. Besides that, he/she should combine any kind of CL in order to be more interesting and challenging.

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