

The Use of Jigsaw Strategy on Students' Speaking Ability in Expressing Gratitude and Appreciation

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Abstract

The purpose of this research was to identify the effectiveness of jigsaw strategy on students' speaking ability in expressing gratitude and appreciation. This study employed a quantitative research design and involved two groups of students: the experimental group and the control group. The experimental group was taught using the Jigsaw Strategy, while the control group received instruction without jigsaw strategy. The population of the research consisted of 60 students from the second grade of SMP Singosari Delitua, and a purposive sample technique was applied where 30 students was selected as control group and another 30 students were selected as experimental group. Speaking tests, including pre-tests and post-tests, were used to collect the data for both groups. In the control group, the mean deviation was 8.87, indicating a low level of improvement. This group was taught without the Jigsaw Strategy. On the other hand, the experimental group, taught using the Jigsaw Strategy, had a mean deviation of 23.03, showing a higher level of improvement. As a result, it was concluded that the Jigsaw Strategy had a significant impact on students' speaking achievement in expressing gratitude and appreciation. Based on the information provided, this research can be considered as an effective approach in the teaching and learning process.

INTRODUCTION

English is a tool of communication among people in the world whether it is in business, science, and technology. Based on this fact English learners should develop their speaking skill as well as their competencies to face global competition (Suprayetno, Edi, Marpaung, Fernando de Napoli & Yusrah, 2022). Speaking was one of four language skill, which was basic function of language as communication instrument. It was important for the learners to practice their capability and their understanding, how to send idea, and how to spell word well. In this case the students' motivation and interest are very needed to make the process of their understanding more easily.

Some of figures also say that speaking was gold silent was silver. Those expression showed us about the importance of speaking skill.

In the teaching-learning process, many teachers aspire for their students to be interested and engaged when learning. However, achieving thwas goal was not always straightforward and requires employing various strategies to attain it. One such strategy used by a teacher to teach students about expressing gratitude and appreciation in conversation was the jigsaw strategy.

Gratitude was a common expression used to convey thanks to individuals who have given us something. We encounter thwas expression frequently in our daily lives and often use it whenever we receive something from others. Appreciation, on the other hand, was an expression used to show gratitude for gifts or gestures from people. It was also a familiar and regular part of our daily interactions (Hariyono, 2006).

According to the Oxford dictionary, gratitude was the feeling of being thankful and wanting to express one's thanks. Similarly, (Hariyono, 2006) defines gratitude as a general expression used to convey thanks to people who have given us something. Both gratitude and appreciation are expressions used to express thanks and appreciation for gifts received from others. These expressions can be used in formal and informal situations alike (Hariyano, 2006).

Formal situations may call for expressions like "thank you very much," "thank you," "thank you for your help," and "thank you for your attention," while responses to gratitude in formal settings may include phrases like "it was my pleasure," "you are welcome," "don't mention it," etc. Conversely, in informal situations, expressions like "much obligated," "I can't thank you enough," and "I can't find words to thank you" may be used. Responses to gratitude in informal situations could include phrases such as "not at all," "no problem," "thank you just the same," "okay," "the same," and "forget it" (Hariyono, 2006).

To encourage students' interest in the teaching and learning process, especially in speaking Englwash, it was crucial for teachers to employ the best methods, approaches, and strategies. Using gratitude and appreciation in the Englwash language teaching process can promote interaction among students and enhance their self-confidence in speaking Englwash. By incorporating these expressions into the lessons, students can apply Englwash in their daily activities and increase their motivation to learn the language.

The research aimed to investigate students' ability to express gratitude and appreciation in speaking because the teacher wants to understand their proficiency in using these expressions. Gratitude and appreciation can be incorporated into foreign language teaching to inspire enthusiasm and motivation among students. Ultimately, the teacher hopes that by employing gratitude and appreciation, students will be motivated to communicate their needs in Englwash, both inside the classroom and in their everyday lives.

In the teaching-learning process, one effective strategy used by students was cooperative learning. Cooperative learning has shown successful results in various classrooms, and many students have demonstrated that it enhances their academic performance (Slavin, 1995). According to Slavin, cooperative learning encompasses a range of strategies, and one of these strategies was the Jigsaw Strategy. The researcher implemented the Jigsaw Strategy while teaching students about gratitude and appreciation, aiming to enhance their speaking abilities.

Example in conversation form:

- Rina : Excuse me Rin, can you lend me your pen, please ?
Rini : Sure, but where was your pen?
Rina : I'm sorry Rini my pen was lost . I don't know who took it. I put it in my pencil case, but when I want to use it for writing suddenly I didn't find it.
Rini : Okay, I will lend you but don't forget to give me back. Here you are.

- Rina : Yes Rin. Thank you very much. it was good of you.
Rini : You are welcome.
Employee : Sorry sir, I want to ask what was the topic of our meeting now ? .
Boss : Why you ask me now?
Employee : Because I didn't come yesterday .
Boss : Why you didn't come yesterday. .
Employee : I am sorry sir. I have got headache yesterday
Boss : Okay, the topic in our meeting was the leadership
Employee : Thank you for your information, Sir. You are very kind.
Boss : Don't mention it.

The conversation highlights the effectiveness of using the Jigsaw strategy, a form of cooperative learning, to teach students about expressing gratitude and appreciation. According to (Slavin, 1995), the Jigsaw strategy places strong emphasis on cooperative learning, where each group member's participation was essential in completing their assigned tasks. As a result, this strategy effectively enhances the students' speaking abilities, particularly through group discussions. It offers students opportunities to practice their English in various contexts and different social roles.

The Jigsaw technique proves to be suitable for teaching second languages to students. In cooperative learning, as described by (Brown, 2001), students work together in pairs or groups, sharing information and supporting each other. It fosters positive interactions among students, promoting teamwork and collaboration. By working as a team, students help one another in achieving common goals, encouraging active engagement in the learning process.

RESEARCH METHODOLOGY

The research conducted in this study was a quantitative research using an experimental design and control design, as described by (Arikunto, 1998). The population of this study included all second-year students of SMP Singosari Delitua, totaling 60 students divided into two classes. The researcher selected a sample of 30 students using a quota sampling technique, which involves randomly choosing students from the population based on a predetermined number.

The instrument of data collection used in this study was an interview test, specifically a speaking test. The researcher conducted interviews in both the experimental and control groups. The interview test involved presenting situations related to gratitude and appreciation, and the students were required to engage in conversation with their partners based on these situations. The conversations were recorded using a tape recorder.

During the conversation practice, students were given 15 minutes to study the situations and then engage in a 20-minute conversation with their partners. The aim of this test was to measure the students' speaking skills, knowledge, and ability to handle situations related to gratitude and appreciation.

By using an experimental design with an experimental group (using the Jigsaw strategy) and a control group (without using the Jigsaw strategy), the researcher can compare the results obtained from both groups. This comparison will enable the researcher to evaluate the effectiveness of the Jigsaw strategy in enhancing students' speaking abilities related to gratitude and appreciation.

FINDING

The data were collected from a research study that used the Jigsaw Strategy to enhance students' speaking achievement while learning about gratitude and appreciation in an English classroom. The study had an experimental group and a control group, both of which were given pre-tests and post-tests to evaluate their English speaking abilities.

The Jigsaw Strategy was a cooperative learning technique that involves dividing students into small groups and assigning each group a specific portion of the material to learn. Later, the students from different groups come together to share their knowledge, thus completing the "jigsaw." This collaborative approach aims to promote active learning and improve students' understanding and retention of the subject matter.

The process followed in the study was as follows:

1. Pre-test: Before applying the Jigsaw Strategy to the experimental group, all students in both the experimental and control groups took a pre-test to assess their initial English speaking abilities.
2. Applying the Jigsaw Strategy: The Jigsaw Strategy was applied specifically to the experimental group. The students in this group were divided into smaller groups and assigned specific topics related to gratitude and appreciation to study.
3. Collaboration: After studying their assigned topics, the students from different smaller groups in the experimental group came together to share their knowledge with each other, completing the "jigsaw" process.
4. Post-test: Following the implementation of the Jigsaw Strategy, the students in the experimental group were given a post-test to evaluate whether their English speaking abilities had improved after using the technique.

The results of the pre-test and post-test for the experimental group would be shown in the following table :

Table 1. The calculation of experimental group

NO	Students' Initial Name	Pre - Test (y1)	Post-Test (y2)	Deviation (dx)	Square Deviation (dx) ²
1	AMC	50	81	31	961
2	AF	70	78	8	64
3	ANA	56	71	15	225
4	BNI	42	72	30	900
5	BIN	63	82	19	361
6	CI	61	79	18	324
7	CI	46	69	23	529
8	DN	41	76	35	1225
9	DG	66	83	17	289
10	FS	67	87	20	400
11	FG	51	70	19	361
12	MNA	66	80	14	196
13	MNA	61	79	18	324
14	OP	37	69	32	1024

15	ON	40	65	25	625
16	PIN	60	74	14	196
17	PN	70	73	3	9
18	RIN	36	71	35	1225
19	RIO	64	83	19	361
20	STA	43	73	30	900
21	STI	53	77	24	576
22	UN	55	80	25	625
23	UNI	37	66	29	841
24	PINA	63	70	7	49
25	PUSPA	40	75	35	1225
26	WINA	66	85	19	361
27	WITA	61	85	24	576
28	YNI	51	84	33	1089
29	YES	40	80	40	1600
30	YEH	45	75	30	900
TOTAL		1601	2292	691	18341
MEAN		53.37	76.40	23.03	611.37

From the table above it was found that the The mean score for the pre-test is approximately 53.37, while the mean score for the post-test is approximately 76.40. This indicates that, on average, the students' speaking abilities improved from the pre-test to the post-test. The total improvement across all students from the pre-test to the post-test is 691 points. The squared deviations are used to calculate the variance, which provides an indication of the spread or dispersion of the data around the mean. The sum of squared deviations is 18,341.

From the data above it can be suggested that the implementation of the Jigsaw Strategy positively influenced the English speaking abilities of the students in the experimental group. The average post-test scores were higher than the pre-test scores, indicating improvement in speaking achievement. The result of the post-test by the students in control group can be shown in the following table.

Table 2. The calculation of control group

NO	Students' Initial Name	Pre - Test	Post-Test	Deviation	Square Deviation
		(y1)	(y2)	(dx)	(dx) ²
1	AN	51	56	5	25
2	ANI	60	65	5	25
3	AF	46	54	8	64
4	AL	35	49	14	196
5	BUD	44	46	2	4
6	BIN	47	51	4	16
7	CIN	42	53	11	121
8	DON	43	59	16	256
9	ENI	41	46	5	25

10	EMA	47	63	16	256
11	FIN	65	66	1	1
12	FAN	66	67	1	1
13	GINA	61	66	5	25
14	HIRA	45	49	4	16
15	HERU	46	52	6	36
16	JANI	48	60	12	144
17	JAN	42	56	14	196
18	LEN	46	51	5	25
19	LAN	46	56	10	100
20	MIT	4	49	45	2025
21	NAN	42	47	5	25
22	ONI	40	53	13	169
23	PIN	40	49	9	81
24	PAN	54	59	5	25
25	RIN	41	53	12	144
26	RAN	54	58	4	16
27	SUS	60	65	5	25
28	WANI	54	72	18	324
29	YEH	49	52	3	9
30	WIN	40	43	3	9
TOTAL		1399	1665	266	4384
MEAN		46.63	55.50	8.87	146.13

From the table above it was found that the total score for all students in the pre-test is 1399, and the total score for all students in the post-test is 1665. The mean score for the pre-test is approximately 46.63, while the mean score for the post-test is approximately 55.50. This indicates that, on average, the students' speaking abilities improved from the pre-test to the post-test, even without the Jigsaw Strategy intervention. The total improvement across all students from the pre-test to the post-test is 266 points. The squared deviations are used to calculate the variance, which provides an indication of the spread or dispersion of the data around the mean. The sum of squared deviations is 4384.

From the data above it was important to note that the control group data provides a baseline comparison to the experimental group, which received the Jigsaw Strategy intervention. The control group's improvement, though present, may be lower than that of the experimental group due to the absence of the Jigsaw Strategy.

DISCUSSION

The reason for selecting a sample of 60 students for both the experimental and control groups was based on the writer's observation, which revealed that most of the students had minimal proficiency in learning English, particularly in speaking. The lack of interest in studying English was prevalent among the seventh-grade students at SMP Singosari Delitua, and their overall English abilities were low, indicating a need for effective teaching strategies.

To address the problem of students struggling with speaking English, the writer decided to employ the Jigsaw Strategy as an intervention to enhance their speaking abilities. Throughout the research, the writer encountered some challenges during the teaching and learning process, primarily due to the students' difficulty in speaking English. To overcome this hurdle, the writer utilized the Jigsaw Strategy as a teaching approach.

The data obtained from both the experimental and control groups consisted of scores from pre-tests and post-tests. In the experimental group, the mean score for the pre-test was 53.37, while the mean score for the post-test was 76.40. The deviation in this group was 23.03, indicating a substantial improvement in speaking ability after implementing the Jigsaw Strategy.

Conversely, the control group, which was not exposed to the Jigsaw Strategy, had a mean pre-test score of 46.63 and a mean post-test score of 55.50. The deviation in this group was 8.87, suggesting a lower improvement compared to the experimental group.

CONCLUSION

The study's conclusion indicates that the implementation of the Jigsaw Strategy resulted in higher scores for the students' ability to express gratitude and appreciation compared to those who were not taught using the Jigsaw Strategy. The research found that the use of the Jigsaw Strategy positively impacted the students' achievement levels in expressing gratitude and appreciation at the second grade of SMP Singosari Delitua. Both the experimental and control groups demonstrated improvement in their post-test scores. However, the experimental group, which received instruction with the Jigsaw Strategy, achieved higher scores compared to the control group, indicating that the Jigsaw Strategy was more effective in enhancing the students' ability to express gratitude and appreciation. Moreover, the students enjoyed studying English with the Jigsaw Strategy, suggesting that the cooperative and interactive nature of the technique contributed to their positive learning experience.

Statistical analysis revealed a significant difference between the students' ability to express gratitude and appreciation in the experimental and control groups when using the Jigsaw Strategy. The calculated t-value was higher than the critical t-value from the t-table, indicating that the difference in scores between the two groups was not due to chance and was statistically significant. In summary, the study supports the efficacy of the Jigsaw Strategy in improving students' speaking abilities, particularly when expressing gratitude and appreciation in an English language learning context. The findings highlight the importance of employing active and cooperative learning strategies like the Jigsaw Technique to enhance language learning outcomes and promote students' engagement and enjoyment in the learning process.

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