Chapter 14

JigsyPWIM – An Innovation for Speaking Skill Development for Secondary Level Students

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ABSTRACT
An innovation is not always a brand new product but it could be a development and improvement of existing established models. Students in 21st century are facing speaking difficulties in term of vocabulary skill due to lack of collaborative and cooperative skills among them. Hence, JigsyPWIM is the innovation that aims to find out and to get the feedback after the innovation was conducted to the particular group of students which were; to improve speaking skills while encouraging and developing a healthy collaborative and cooperative learning among secondary students. The innovation was developed from PWIM models and students collaborated and cooperated with their friends in order to complete the activity. The combination of quantitative and qualitative research design were the base in developing the innovation and the data was collected through a set of survey questions regarding their prime knowledge and sit for a pre-test and post test onwards.

Key Words: Speaking Skills, PWIM Models, Collaborative Learning, Cooperative Learning

1. INTRODUCTION

The special about acquiring a language is always related to the speaking ability because the most effective way to communicate is through speech (Gerald Gillis, 2013). It is important to develop speaking skill in order to master the language, for example English language especially for students in a multilingual country where English is taught as a second language. Bailey and Savage (1994) said that speaking in second language has often been viewed as that most demanding of the four skills. Speaking conveys thought, understanding and feeling to listeners. Moreover, it can help listener understands objectives of speaker (British Council, 2018). Thus, speaking is considered important because it is used in communication in daily life.
1.1 The Importance of Learning English
The website originated from Brighton, United Kingdom; The English Language Centre stated in its article, there are four reasons why learning English language is so important. According to the article, English is the language of international communication because the chances are brighter for both people from different country to have a conversation. Next, the article stated that English is the language of business as the second reason why learning English is so important. Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be fluent in English language. So, it has become a dominant business language and a necessity for people who involve and enter a global workforce. The third reason is, having the knowledge in English language gives people access to the world of entertainment. The more the people acquire the language, the more they could enjoy watching films and TV shows, reading their favourite books and listening to their pleasuring songs; all in English. It is also a great and fun way to learn and master the language. The last reason is, English language gives you more access to the Internet because most websites worldwide are being operated using English language.

1.2 Speaking Problems
However, in order to master the language, there will always a barrier to the students themselves whereas, they still find it is difficult to speak in English because normally students do not use the language in authentic situations (Thanyalak Orade, 2012). The other barriers that make students refuse to speak are because they are afraid of making mistakes (Steve Kaufmann, 2016) and it is difficult to feel confident as a speaker (Lisa Biskup, 2014). This paper addresses the following research questions:

1. What is the relationship between mastering vocabulary skills first in order to develop speaking skills among the students?
2. How effective the innovation is in order to develop speaking skills as well as to integrate collaborative and cooperative learning?

Having the idea, the researchers carried out a study of 90 secondary level students from the population of three different schools in separate states and districts and the results show that, there are obvious effectiveness of the invention adapted from the existing innovation created and designed by Emily Calhoun in 1999 called Picture Words Inductive Models (PWIM), that is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children’s listening and speaking vocabularies. The objectives of the invention known as JigsyPWIM with the additional jigsaw puzzle for the students, also revealed that, the invention did not only fill the gap that the original PWIM did not attend but it also developed healthy and fun speaking skills as well as integrated the collaborative and cooperative learning among teacher and students. The researchers hope that the findings will help the school, especially teachers to vary their teaching strategies to develop speaking skills in their school.
2. LITERATURE REVIEW

2.1 Factors Affecting Speaking Skill
This section reviewed some previous studies related with the factors influencing and affecting speaking skill. Marriam Bashir (2011) investigated the factors affecting students' English speaking skills at secondary level. The findings showed about 72% of the students were reluctant to respond in English because the teachers assisted their instruction bilingually. More than half which was 59% of teachers also reported the same where students sometimes responded in English but both have struggled for cultivating English speaking skills in school. The findings were similar with Lai and Seyedeh (2016) future study, where it indicated that learners with a low self-esteem, higher anxiety and low motivation could have serious difficulties in speaking skill in spite of having acceptable linguistic skills.

2.2 Effects of Cooperative and Collaborative Learning in Developing Speaking Skill
Meanwhile, a mixed-method study by Thanyalak Oradee (2012) about developing speaking skills using three communicative activities – discussion, problem-solving and role-playing and the students’ attitude towards teaching speaking skills using those communicative activities helped creating enjoyment during speaking and established the students’ motivation to learn the language too. Those communicative activities involved cooperative learning, where students felt satisfied with their speaking English when using those three communicative activities. The findings were a little contrary with Fasawang Pattanpichet (2011) in his experimental study on the effects of using collaborative learning to enhance students' English speaking achievement. Based on the findings, it showed that the method did brought sense of unity and greater familiarity where the collaborative learning intervention had a positive effect on overall 35 students’ English oral performance of Bangkok University. However, they found it does have some flaws regarding wasting time and the difficulty of getting members to participate actively in the tasks.

2.3 Implementation of Picture Words Inductive Model (PWIM) in Developing Speaking Skill
Siti Nurani and Amrina Rosyada (2017) believed that pictures have a significant role for teachers in gathering students' attention, especially in speaking. Their quantitative research on 47 of eleventh grade students which aimed at determining the significant effect of implementing Picture Word Inductive Model (PWIM) in developing their communicative competence have shown that, the implementation of PWIM did not only enhance students’ comprehension towards the pronunciation, fluency, grammar and vocabulary but it also enhance their motivation and creativity in learning communicatively. The results of the research were further strengthened by the findings from the experimental study conducted by Episiasi, Ardayati and Sinta (2015), who found out it was significantly effective to teach using pictures where 23 students’ speaking achievement increased out of 64 in overall participants.
3. METHODOLOGY

3.1 The Sample

The sample were 90 Form 3 students of 3 different secondary schools situated in Selangor state, one in Rawang and the other was in Shah Alam and in Kepala Batas, Kedah. The English language proficiency level for all students was average and low level of proficiency.

3.2 Variables

Dependent Variable (DV) was teaching English speaking skills and the Independent Variables (IV) were students’ English speaking abilities and attitude towards English learning.

3.3 Instruments & Material

The instruments employed in this study were:

- A survey on students’ attitudes
- Pretests and post tests to measure speaking ability.
- Scoring sheets
- An observation during the application of the innovation
- A video and picture record during the application of the innovation

The material used in this study was the innovation adapted from the existing PWIM teaching model named JigsyPWIM.

3.4 Data Collection and Data Analysis

Data was collected in both quantitative and qualitative and the study was done in an open area in the school. A survey on students’ attitude towards the English learning was applied and a pretest was carried out before the innovation was employed to the students to measure their speaking level and to test their prior knowledge in English vocabulary before the JigsyPWIM innovation. The collection then was analyzed using MS Excel and SPSS. The test was criterion-referenced assessed on the basis of five criteria: Fluency, Comprehensibility, Pronunciation, Vocabulary and Accuracy. The post test was given after the innovation was applied. The range mark for every criterion was from 1 to 5 whereby 5 is the maximum mark being given to the students. To ensure the content validity, the scoring sheets were validated by two experts. Students were also being observed qualitatively on their cooperative and collaborative skills during the innovation being applied. During the observation, the researcher recorded the activity via video and photos to do the re-checking and to proceed with the data analysis.
4. RESULTS & DISCUSSION

Before JigsyPWIM activity was conducted on the students, a pretest questionnaire was given to the students to measure their level of understanding and knowledge in English language.

From this survey, we can see that most students enjoy speaking in English. However, they do not really feel comfortable speaking the language and do not spend much time on it due to various reasons. Some of the reasons are because they are lack of confidence, vocabulary and practice. Thus, JigsyPWIM activity will be a help for them to overcome these problems as it is designed to help in speaking skills development.

Another questionnaire was given to the students after JigsyPWIM activity which to measure the students’ understanding and knowledge after conducting the activity with them.

From Chart 2, it can be concluded that most students think that they have better experience in developing their speaking skills with the aid of JigsyPWIM. They enjoyed this activity as it helps to build up their speaking confidence, cooperative and
collaborative skills and also improve their level of understanding. Almost none of them think that this activity is boring. However, they think that JigsyPWIM should come with various types of pictures and not only one to make it become more challenging for them.

In order to measure the speaking skills of the students, data were collected and analysed from the pretest and post test.

<table>
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<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<td>24.00</td>
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</tr>
<tr>
<td>POST TEST</td>
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<td>15.00</td>
<td>25.00</td>
<td>20.933</td>
<td>2.33585</td>
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<tr>
<td>Valid N (listwise)</td>
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<td></td>
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</table>

Table 1 Mean and standard deviation of the Pretest and Post test

From Table 1, the differences between the scores during the pretest and post test can be seen by comparing the mean score. The mean in pretest is 19.2889 while the mean for post test is 20.9556. The mean for the post test scores are significantly higher than pretest scores. Although it shows only small difference which is 1.6444, it proves that there are improvements on the students after JigsyPWIM was conducted on the students. Besides, in the questionnaire conducted before the pretest, 93% or 84 students want speaking activity to be fun and enjoyable. Thus, this reflects on the results of the post test whereby most of the students managed to improve in their scores as they were able to enjoy JigsyPWIM activity.

5. CONCLUSION

The findings of the study define the relationship between improving vocabulary skills in order to develop speaking skills among the students. The results also show that the innovation of JigsyPWIM is effectively great in integrating the cooperative and collaborative skills among the students. They were positively involved in the activity and there were only a few results of being bored during the activity due to lack of guidance from the teachers. However, the JigsyPWIM has proven that it could develop students’ speaking skills through the improvement towards their vocabulary acquisition. Students paid more attention during and after the activity because they get attracted with the differences of an existing PWIM activity which they had participated before. Overall, JigsyPWIM was a success and it can be done and run with the younger students too, to see if it would provide the same outcomes.

6. RECOMMENDATIONS

1. Teachers should promote a variety of interactive speaking activities to encourage students speak in English.
2. Teacher should emphasize more on the usage of English language in the class as the medium of teaching rather than using dual-language.
3. The school needs to be nourished with an English speaking environment to develop speaking skills among the students.

4. Students must speak in English language on every specific days assigned by the English Language Society in their school.

5. Teachers can attend any English courses to improve their teaching skills for better creation of English speaking environment in the school.

6. Teachers’ roles should be more than a teacher – a guide and a motivator to the students.

REFERENCES


