

The Implementation of Jigsaw Task to Improve EFL Students' Speaking Ability

 <https://doi.org/10.31004/jele.v11i5.2935>Maria Agustina Maia Pinto, *Madar Aleksius, Ubaldu Djonda^{abc}¹²³Universitas Katolik Widya Mandira, KupangCorresponding Author: madaraleksius@unwira.ac.id

ABSTRACT

This study aimed to investigate the effectiveness of jigsaw task-based activities in improving the speaking ability of seventh-grade students at SMP Katolik Adisucipto Kupang, particularly in fluency, pronunciation, and comprehension. This research employed a mixed-methods approach with a greater emphasis on quantitative data, using a pre-experimental one-group pre-test and post-test design supported by qualitative data from classroom observations and interviews. The participants consisted of 20 seventh-grade students. Data were collected through speaking tests, classroom observations, and interviews, while students' speaking performances were assessed using a rubric covering fluency, pronunciation, and comprehension. The findings revealed an improvement in students' speaking ability following the implementation of jigsaw task-based activities. The mean score increased from 51.35 in the pre-test to 82.30 in the post-test, representing an increase of 30.95 points or 60.27%. Improvements were observed across all three assessed aspects of speaking. Students demonstrated greater fluency in expressing their ideas, more accurate English pronunciation, and better comprehension during speaking activities. Furthermore, classroom observations indicated that students participated actively in group discussions, communicated more confidently, and showed greater willingness to use English. These findings suggest that jigsaw task-based activities can provide opportunities for collaborative learning, meaningful communication, and active student participation in English language classrooms. In conclusion, jigsaw task-based activities were effective in improving the speaking ability of the participating seventh-grade students at SMP Katolik Adisucipto Kupang. Therefore, this strategy may serve as an alternative instructional technique for English teachers seeking to develop students' speaking skills through collaborative and interactive classroom activities.

Keywords: *Jigsaw Task-Based Activities, Speaking Ability, Fluency, Pronunciation, Comprehension, EFL Students***Article History:**Received 01st July 2026Accepted 06th October 2026Published 19th October 2026

INTRODUCTION

Speaking is widely acknowledged as one of the most fundamental skills in English as a Foreign Language (EFL) learning because it enables learners to communicate meaning, exchange information, and participate in social interaction. As a productive skill, speaking requires learners not only to understand language input but also to produce language accurately and fluently in real-time communication (Brown & Lee, 2018; Richards, 2019). In educational contexts, learners' speaking ability is often regarded as a primary indicator of overall language proficiency, as successful oral communication reflects learners' mastery of both linguistic knowledge and communicative competence (Harmer, 2019).

In EFL classrooms, speaking plays a crucial role in helping learners develop communicative competence, which includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence (Canale & Swain, 1980; Celce-Murcia, 2007). Effective speaking instruction allows learners to practice language use in meaningful contexts rather than merely learning isolated grammar rules or vocabulary lists. However, speaking is also considered the most challenging skill to acquire, particularly for EFL learners who have limited exposure to English outside the classroom (Goh & Burns, 2018; Nation & Newton, 2020).

Speaking ability involves the integration of several components such as fluency, vocabulary, pronunciation, grammatical accuracy, and comprehension (Thornbury, 2017). Learners must process these components simultaneously while interacting with others, which makes speaking cognitively demanding. According to Levelt (1993), speech production requires complex mental processes, including conceptualization, formulation, and articulation, all of which occur within a very short time. Consequently, many EFL learners experience difficulties in producing spoken English spontaneously and confidently. In this study, the focus of speaking ability is limited to three essential components, namely fluency, pronunciation, and comprehension, as these aspects are considered fundamental for effective oral communication.

Historically, English language teaching emphasized structural aspects of language, such as grammar and sentence patterns, rather than communicative use. Traditional approaches like the Grammar Translation Method and the Audio-Lingual Method prioritized accuracy, repetition, and memorization, often neglecting meaningful interaction (Richards & Rodgers, 2014). Although these methods helped learners develop grammatical knowledge, they were criticized for failing to prepare learners for real-life communication (Larsen-Freeman & Anderson, 2016). As a response to these limitations, Communicative Language Teaching (CLT) emerged, emphasizing interaction, authentic language use, and learner-centered instruction (Littlewood, 2014).

One of the most influential developments within CLT is Task-Based Language Teaching (TBLT), which focuses on the use of communicative tasks as the core unit of instruction. TBLT views language as a tool for achieving communicative goals rather than as an object of study (Ellis, 2020; Long, 1996). Through tasks, learners are encouraged to use language meaningfully to solve problems, share information, and negotiate meaning. Research has shown that task-based instruction provides learners with opportunities to practice speaking in realistic contexts, thereby improving fluency and communicative confidence (Skehan, 2018; Willis & Willis, 2007).

In junior high school contexts, speaking instruction is particularly important because students are in a critical stage of language development where confidence and motivation play a major role in learning outcomes (Ur, 2018). At this level, students are expected to participate actively in classroom interaction, express opinions, and respond appropriately in spoken English. However, many EFL junior high school students still struggle to speak English effectively due to both linguistic and non-linguistic factors (Al Hosni, 2019; Tuan & Mai, 2019).

In the Indonesian EFL context, these challenges are exacerbated by limited exposure to English in daily life. English is primarily used only in classroom settings, which reduces students' opportunities to practice speaking outside school (Lauder, 2018; Sulistiyo, 2020). Consequently, classroom instruction becomes the main source of speaking practice. However, speaking activities in many classrooms are still teacher-centered, focusing on drills, reading aloud, or answering questions individually rather than engaging students in interactive communication (Harmer, 2019; Nugroho et al., 2022). This condition often creates a gap between students' theoretical knowledge of English and their actual speaking ability, particularly in terms of fluency, pronunciation, and comprehension.

Similar challenges are likely to be found at SMP Katolik Adi Sucipto Kupang, where many students experience difficulties in expressing ideas orally in English. Students tend to feel anxious and reluctant to speak due to fear of making mistakes or being negatively evaluated by their peers. Junior high school students are particularly sensitive to peer judgment, which can significantly affect their willingness to speak in class (Dörnyei & Ryan, 2015). Additionally, limited vocabulary and lack of practice opportunities often lead students to rely heavily on their first language rather than using English during classroom interaction.

To address these problems, cooperative learning strategies within the framework of Task-Based Language Teaching have been widely recommended. One such strategy is jigsaw task-based activities, which emphasize collaboration, information sharing, and active participation. In jigsaw activities, students are divided into small groups, and each student is responsible for learning and sharing specific information needed to complete a task (Arends,

2018; Slavin, 2015). This structure creates information gaps that naturally require students to communicate orally, thereby increasing speaking opportunities for all learners (Putri & Wahyuni, 2021).

Although previous studies have reported the positive effects of Task-Based Language Teaching and jigsaw activities on students' speaking ability, most of these studies focused on speaking skills in general or were conducted in different educational contexts. Limited studies have specifically examined the implementation of jigsaw tasks to improve EFL students' speaking ability in terms of fluency, pronunciation, and comprehension among junior high school students. Furthermore, studies investigating this topic in the context of Kupang are still limited. Considering the differences in students' backgrounds, classroom environments, and learning experiences, findings from other contexts may not fully represent the situation of students at SMP Katolik Adi Sucipto Kupang. Therefore, this study aims to investigate the implementation of jigsaw tasks to improve EFL students' speaking ability, particularly fluency, pronunciation, and comprehension, among seventh-grade students at SMP Katolik Adi Sucipto Kupang.

METHOD

Research Design

This study employed a mixed-methods research design combining quantitative and qualitative approaches, with greater emphasis on quantitative data. The quantitative method used a pre-experimental one-group pre-test and post-test design to measure students' speaking ability before and after the implementation of jigsaw task-based activities. The speaking assessment focused on three aspects: fluency, pronunciation, and comprehension. Meanwhile, qualitative data were collected through observation and interviews to support and explain the quantitative findings by exploring students' participation, confidence, and responses during the learning process. The integration of both approaches provided a more comprehensive understanding of the effectiveness of the teaching strategy (Nagpal et al., 2021; Ponce & Pagán-Maldonado, 2015).

Participants

The participants of this study were seventh-grade students of SMP Katolik Adisucipto Kupang, located at Jl. Adisucipto No. 44, Penfui Village, Maulafa District, Kupang City, East Nusa Tenggara. One class consisted of 20 students. English was taught as a foreign language, and students mainly practiced speaking during classroom activities. Many students still faced difficulties in expressing ideas orally due to limited vocabulary, lack of confidence, and limited speaking practice. This setting provided an appropriate context to examine how jigsaw task-based activities could improve students' speaking ability, particularly in terms of fluency, pronunciation, and comprehension.

Instruments

The instruments used in this study were a speaking test, observation, and interview. The speaking test consisted of a pre-test and a post-test. The pre-test was administered before the treatment to measure students' initial speaking ability, while the post-test was conducted after the implementation of jigsaw task-based activities. In both tests, students performed an individual speaking task related to tourist attractions. Their speaking performances were assessed based on three aspects: fluency, pronunciation, and comprehension. Each aspect was scored on a scale of 1-5, and the final score was calculated by dividing the total score by the maximum score and multiplying it by 100. Observation was conducted during the treatment to examine students' participation, interaction, confidence, and speaking performance throughout the learning activities.

Procedures

The data collection procedure was carried out in several stages. First, the researcher prepared the lesson plans, learning materials, speaking tests, assessment rubrics, observation

sheets, and interview guidelines, as well as obtained permission from the school. Second, a pre-test was administered to measure students' initial speaking ability before the treatment. Third, the treatment was implemented through jigsaw task-based activities, in which students worked collaboratively in home groups and expert groups to discuss and share information. During the treatment, the researcher observed students' participation and speaking performance. After the treatment, a post-test was conducted using the same assessment rubric as the pre-test to measure students' speaking ability after the intervention.

Data analysis

The quantitative data obtained from the pre-test and post-test were analyzed by calculating the mean score of the students' results using the formula $M = \frac{\sum X}{N}$, where M represents the mean score, $\sum X$ represents the total score, and N represents the number of students. To determine the extent of students' improvement after the treatment, the percentage of improvement between the pre-test and post-test mean scores was also calculated. The students' scores were then classified into five categories: Excellent (81–100), Good (61–80), Fair (41–60), Poor (21–40), and Very Poor (0–20). Meanwhile, the qualitative data obtained from observations and interviews were analyzed through three stages: data condensation, data display, and conclusion drawing and verification. These procedures were used to support and explain the quantitative findings of the study.

FINDINGS AND DISCUSSION

Administration of pre-test

Before implementing the intervention, the researchers conducted a pre-test to measure the students' initial speaking ability. The students were asked to choose a topic related to a tourist attraction. After selecting a topic, each student was required to describe and explain the tourist attraction orally in their own words, speaking from their understanding of the topic. During the speaking activity, the students' utterances were recorded and then transcribed for analysis. The students' speaking performances were assessed based on three aspects: fluency, pronunciation, and comprehension. Each aspect was scored using a scale from 1 to 5. The maximum score for one student was 15.

Table 1. The results of the pre-test

No	students	Fluency	Pronunciation	Comprehension	Total	Score
1	St1	2	3	4	9	60
2	St2	2	2	3	7	47
3	St3	2	2	3	7	47
4	St4	3	3	2	8	53
5	St5	3	4	4	11	73
6	St6	1	2	1	4	27
7	St7	4	4	5	13	87
8	St8	2	3	4	9	60
9	St9	2	3	2	7	47
10	St10	2	2	3	7	47
11	St11	2	3	3	8	53
12	St12	3	3	4	10	67
13	St13	2	2	2	6	40
14	St14	3	3	2	8	53
15	St15	2	2	1	5	33
16	St16	2	2	1	5	33
17	St17	3	4	3	10	67
18	St18	2	2	2	6	40
19	St19	3	3	2	8	53

20	St20	2	2	2	6	40
	Total					1027
	mean					51.35

The mean score of the pre-test was 51.35, which was classified as Fair. These findings indicate that the students' speaking ability before the treatment was still relatively low. Most students experienced difficulties in fluency, pronunciation, and comprehension. Based on the pre-test results, the students' speaking ability was still relatively low. Only one student achieved the Excellent category with a score of 87. Three students were classified in the Good category, while two students were categorized as Fairly Good. The majority of the students were in the Fair and Poor categories. Eight students obtained scores ranging from 46 to 55, while six students scored below 46.

These findings indicate that most students still experienced difficulties in speaking English. Many students were unable to speak smoothly and confidently when describing tourist attractions. Students often paused and hesitated while speaking. Several students spoke word by word and needed considerable time to continue their explanations. Students with low fluency scores often stopped in the middle of their speech because they forgot vocabulary or were unsure how to express their ideas. As a result, their descriptions tended to be short and lacked detail. In addition, many students still had limited vocabulary, which affected their ability to explain tourist attractions comprehensively.

In terms of pronunciation, many students still made noticeable errors when pronouncing English words. Words such as beach, beautiful, tourist, waterfall, and cave were often pronounced incorrectly or unclearly. Some students pronounced words very slowly because they lacked confidence and were afraid of making mistakes. Regarding comprehension, several students experienced difficulty understanding questions from the researcher. Some students required repetition or additional explanation before responding. Their answers were often brief and did not provide sufficient information about the topic being discussed.

Overall, the pre-test results indicate that most students still needed substantial improvement in fluency, pronunciation, and comprehension. Therefore, an appropriate teaching strategy was required to help students improve their speaking ability.

Implementing the jigsaw technique

The treatment was conducted using jigsaw-based activities to improve students' speaking ability, particularly fluency, pronunciation, and comprehension. The treatment was implemented after the pre-test and before the post-test. The learning materials consisted of five tourist attraction texts, namely Lasiana Beach, Crystal Cave, Tainan Beach, Nostalgia Park, and Tablolong Beach.

At the beginning of the lesson, the researcher greeted the students, checked their attendance, and explained the objectives of the learning activity. The researcher informed the students that they would learn to speak through jigsaw-based activities. Students were encouraged to participate actively, share information, and communicate using English throughout the activity.

Forming Home Groups

The researchers divided the students into five home groups consisting of four students in each group. Each home group received one tourist attraction text. The purpose of forming home groups was to allow students to discuss and understand the information contained in their assigned text before sharing it with students from other groups.

Table 2. Home Groups and Assigned Texts

Home Groups	Members	Text
Group A	A1, A2, A3, A4	Lasiana Beach
Group B	B1, B2, B3, B4	Crystal Cave
Group C	C1, C2, C3, C4	Tainan Beach

Group D	D1, D2, D3, D4	Nostalgia Park
Group E	E1, E2, E3, E4	Tablolong Beach

All members in the same home group received the same text. Students were given time to read and understand the content of the text. They identified important information such as the location, characteristics, facilities, activities, and unique features of the tourist attraction. During this stage, students discussed the content with their home group members and asked questions about unfamiliar vocabulary or information. The researcher guided the discussion and assisted students who had difficulties understanding the content. This activity helped students become familiar with the information before moving to the expert group discussion.

Forming Expert Groups

After completing the discussion in their home groups, students moved to expert groups. The expert groups were formed based on the student numbers from each home group.

Table 3 Expert Groups

Expert Group	Members
Expert Group 1	A1, B1, C1, D1, E1
Expert Group 2	A2, B2, C2, D2, E2
Expert Group 3	A3, B3, C3, D3, E3
Expert Group 4	A4, B4, C4, D4, E4

Each student represented a different tourist attraction in the expert group. Therefore, every expert group contained information about all five tourist attractions. In the expert groups, students took turns explaining the information from their assigned texts. For example, student A1 explained Lasiana Beach, student B1 explained Crystal Cave, student C1 explained Tainan Beach, student D1 explained Nostalgia Park, and student E1 explained Tablolong Beach. Students exchanged information, asked and answered questions, discussed difficult vocabulary, and practiced pronouncing unfamiliar words. During this stage, students actively used English to communicate and share information with their peers. The researcher monitored the discussions and provided assistance when necessary, especially in pronunciation and comprehension.

Returning to Home Groups

After completing the expert group discussion, students returned to their original home groups. Each student was responsible for sharing one tourist attraction that had been discussed in the expert group. For example, in Group A, student A1 shared information about Lasiana Beach, student A2 shared information about Crystal Cave, student A3 shared information about Tainan Beach, and student A4 shared information about Nostalgia Park or Tablolong Beach obtained from the expert group discussion. The same procedure was applied to the other home groups. While one student was explaining the information, the other members listened carefully, asked questions, and responded to the explanation. Through this activity, students exchanged information and practiced speaking English in meaningful communication.

Speaking Practice Activity

After sharing information in the home groups, students discussed the tourist attractions and expressed their opinions about which place was the most interesting. They were encouraged to explain their reasons and respond to their classmates' opinions.

Students from each group were then invited to present the results of their discussions in front of the class. During the presentation, students described a tourist attraction and answered questions from their classmates. The researchers recorded the students' speaking performances. The recordings were later transcribed and analyzed based on fluency, pronunciation, and comprehension.

Feedback and Reflection

At the end of the lesson, the researchers provided feedback on students' speaking performance. The feedback focused on fluency, pronunciation, and comprehension. Common pronunciation errors were corrected, and students were encouraged to speak more confidently. The researcher also invited students to share their experiences and opinions regarding the jigsaw activities. Students discussed the difficulties they encountered, what they learned from the activities, and how the activities helped them improve their speaking ability.

Through the implementation of jigsaw task-based activities, students were expected to become more active participants in the learning process. The activities provided opportunities for students to exchange information, interact with peers, and practice speaking English in meaningful communication situations. As a result, students were expected to improve their fluency, pronunciation, and comprehension while also developing greater confidence in speaking English.

During the implementation of jigsaw task-based activities, the researcher observed students' participation, interaction, and speaking performance. Most students actively participated in group discussions and tried to share information with their group members. Compared to the pre-test, students appeared more confident and less afraid of making mistakes. Several students who were previously passive became more willing to speak during group activities. The use of small-group discussion helped students feel more comfortable when speaking English. Students also practiced speaking repeatedly while explaining information to friends. The observation findings indicate that jigsaw task-based activities created a positive and communicative classroom environment that supported students' speaking development.

Administering the Post-Test

After the implementation of the jigsaw task-based activities, the researcher conducted a post-test to measure the students' speaking ability after receiving the treatment. The post-test was administered to the same 20 students who participated in the pre-test. During the post-test, each student was asked to perform an individual speaking task related to tourist attractions in Kupang. Students were given approximately one to two minutes to describe a tourist attraction and answer several follow-up questions from the researcher. The students' speaking performances were assessed based on three components: fluency, pronunciation, and comprehension.

To support the assessment process, all students' speaking performances were recorded using video recordings during the post-test. The video recordings enabled the researcher to review the students' performances repeatedly and evaluate their speaking ability more accurately. The recordings were then transcribed into written form to facilitate data analysis and scoring. The same speaking rubric used in the pre-test was applied in the post-test to ensure consistency and objectivity in the assessment process. The result of the post-test is presented in the following table.

Table 4. Post-Test Scores

No	Students	Fluency	Pronunciation	Comprehension	Total	Score
1	St1	4	4	5	13	87
2	St2	4	4	5	13	87
3	St3	3	4	4	11	73
4	St4	4	3	5	12	80
5	St5	4	5	5	14	93
6	St6	3	3	3	9	60

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7	St7	5	4	5	14	93
8	St8	4	4	5	13	87
9	St9	4	5	5	14	93
10	St10	3	4	4	11	73
11	St11	4	4	5	13	87
12	St12	4	4	5	13	87
13	St13	3	4	4	11	73
14	St14	4	4	4	12	80
15	St15	3	4	4	11	73
16	St16	4	4	5	13	87
17	St17	5	4	5	14	93
18	St18	3	4	4	11	73
19	St19	4	4	5	13	87
20	St20	4	4	4	12	80
Total						1646
Mean						82,3

The mean score of the post-test was 82.3, which was classified as Excellent. The findings indicate that students' speaking ability improved significantly after the implementation of jigsaw task-based activities.

Compared to the pre-test, the post-test results showed significant improvement in students' speaking ability. Most students were able to speak more fluently and confidently while describing tourist attractions in Kupang. In terms of fluency, twelve students obtained a score of 4 and two students obtained a score of 5. These students were able to speak more smoothly with fewer pauses and hesitations. They could continue their explanations more naturally and confidently during the speaking task. Compared to the pre-test, students showed greater confidence in expressing their ideas and were able to maintain their speech more effectively.

In terms of pronunciation, fifteen students achieved a score of 4 and two students achieved a score of 5. The students were able to pronounce most English words more clearly and accurately than in the pre-test. Words such as beach, beautiful, waterfall, tourist, and cave were pronounced more understandably. Although some minor pronunciation errors were still found, students' speech became much clearer and easier to understand.

Regarding comprehension, seven students obtained a score of 4 and twelve students obtained a score of 5. Most students demonstrated a good understanding of the topic and were able to answer the researcher's questions appropriately without requiring repetition. They could provide more complete explanations and respond confidently during the speaking task.

Compared to the pre-test results, almost all students showed improvement in their speaking performance. Students who previously obtained low scores were able to achieve higher scores in the post-test. For example, St6 improved from 27 to 60, St15 improved from 33 to 73, St16 improved from 33 to 87, St13 improved from 40 to 73, and St18 improved from 40 to 73. These improvements indicate that the implementation of jigsaw task-based activities provided students with more opportunities to practice speaking, exchange information, and communicate actively with their peers.

Several students who obtained low scores in the pre-test also showed considerable improvement during the post-test. Students who were previously hesitant and nervous became more willing to speak and were able to express simple ideas more clearly. Although some students still made minor grammatical mistakes, their overall speaking performance improved considerably after the implementation of the jigsaw task.

Based on the post-test results, four students achieved scores of 93 and were categorized as Excellent. In contrast to the pre-test, where only one student achieved the Excellent category, the post-test results showed a substantial increase in the number of students who achieved higher score classifications. This finding indicates that the implementation of jigsaw task-based activities contributed positively to students' speaking development.

The results show that students' speaking ability improved by 60.27% after participating in jigsaw task-based activities. This indicates that the treatment positively contributed to students' speaking ability, particularly in fluency, pronunciation, and comprehension. The findings also demonstrate that the jigsaw task-based activities created a supportive learning environment in which students could actively exchange information, communicate with their peers, and gain confidence in using English for meaningful communication.

Table 4.6 shows the improvement in students' speaking scores from the pre-test to the post-test after the implementation of jigsaw task-based activities. The findings indicate that all students experienced improvement in their speaking performance. The amount of improvement varied among students, ranging from 6 to 54 points.

Several students demonstrated substantial improvement. For example, St16 showed the highest increase, improving from 33 in the pre-test to 87 in the post-test, which represented an increase of 54 points. Similarly, St9 improved from 47 to 93, showing an increase of 46 points. St2, St15, and St20 also showed considerable improvement, with increases of 40 points each. These findings suggest that students who initially had lower speaking ability benefited significantly from the implementation of jigsaw task-based activities.

The improvement can be attributed to the learning process implemented during the treatment. Through jigsaw activities, students were actively involved in discussing information, sharing ideas, asking and answering questions, and presenting information to their peers. These activities provided students with more opportunities to practice speaking English in meaningful communicative situations. As a result, students became more confident and comfortable expressing their ideas orally.

In addition, students were encouraged to cooperate with their group members and take responsibility for mastering and sharing information. This process helped students develop not only their speaking ability but also their confidence, participation, and communication skills. The results indicate that the implementation of jigsaw task-based activities contributed positively to the improvement of students' speaking ability.

Discussion

This study aimed to investigate the implementation of jigsaw task-based activities in teaching speaking and to examine the extent to which the activities improved students' speaking ability among seventh-grade students at SMP Katolik Adisucipto Kupang.

The first research question focused on how jigsaw task-based activities were implemented in teaching speaking. The findings revealed that the implementation was carried out through several stages. Students were first divided into groups and received different pieces of information related to tourist attractions in Kupang. They then discussed the information in expert groups before returning to their home groups to share and explain the information to other group members. During these activities, students actively exchanged ideas, asked and answered questions, and participated in group discussions using English. Observation and interview findings indicated that students were actively involved in the learning process and showed positive responses toward the activities. The implementation created a more interactive and student-centered classroom environment in which students had opportunities to practice speaking and collaborate with their peers.

The use of tourist attractions in Kupang as the speaking topic also contributed to the successful implementation of the activities. The topic was familiar to students because it was closely related to their daily environment and experiences. As a result, students found it easier to understand the information, express their ideas, and participate in discussions. Familiar topics can reduce students' anxiety and help them focus on communicating meaning rather than struggling to understand unfamiliar content.

The findings support the principles of Task-Based Language Teaching proposed by Ellis, (2003) and Nunan (2004), which emphasize that language learning occurs more effectively when students engage in meaningful communication and complete tasks collaboratively. The findings are also consistent with Vygotsky's (1978) social constructivist theory, which highlights the importance of interaction and cooperation in the learning process. Through the jigsaw activities, students learned from one another, exchanged information, and constructed knowledge together.

The second research question focused on the extent to which jigsaw task-based activities improved students' speaking ability. The findings showed that students' speaking ability improved after the implementation of the treatment. The mean score increased from 51.35 in the pre-test to 82.30 in the post-test, indicating substantial improvement in students' speaking performance. Students became more confident when speaking, participated more actively in classroom communication, and demonstrated better fluency, pronunciation, and comprehension.

In terms of fluency, students were able to speak more smoothly and continuously after participating in the jigsaw activities. They showed fewer pauses and hesitations and were more capable of expressing their ideas naturally. In terms of pronunciation, students pronounced English words more clearly and accurately because they repeatedly used the target vocabulary during discussions and presentations. Improvement was also observed in comprehension, as students were able to understand questions more easily, provide more appropriate responses, and explain information more completely.

The improvement occurred because the jigsaw activities provided students with repeated opportunities to use English in meaningful communication. Students were required to exchange information, discuss ideas, explain materials, and respond to their peers throughout the learning process. These activities encouraged active participation and increased students' confidence in using English orally.

The findings of this study are consistent with previous studies conducted by Azizifard (2024) and Suryani et al. (2023), which reported that jigsaw activities positively affected students' speaking performance, participation, and confidence. Similar to those studies, the present study found that students became more active, communicative, and confident after participating in jigsaw task-based activities.

However, this study differs from several previous studies in terms of context and participants. Many previous studies were conducted at senior high school or university levels and often used broader or more complex discussion topics. In contrast, this study focused on seventh-grade junior high school students and employed a familiar topic, namely tourist attractions in Kupang. The use of a familiar topic helped students understand the content more easily and encouraged them to participate actively in speaking activities. Furthermore, studies investigating the implementation of jigsaw task-based activities among seventh-grade EFL students in Kupang remain limited. Therefore, this study contributes additional evidence regarding the effectiveness of jigsaw task-based activities in improving speaking ability in a junior high school EFL context.

Based on the discussion above, it can be concluded that jigsaw task-based activities were successfully implemented through collaborative information-sharing and discussion activities that encouraged active student participation. The findings also demonstrate that the implementation of jigsaw task-based activities effectively improved students' speaking ability, particularly in terms of fluency, pronunciation, and comprehension.

CONCLUSIONS

Based on the findings of this study, it can be concluded that jigsaw task-based activities were successfully implemented in teaching speaking to seventh-grade students at SMP Katolik Adisucipto Kupang. The activities involved students working collaboratively in groups to exchange information, discuss ideas, and share knowledge about tourist attractions in Kupang. Observation and interview results indicated that students responded positively, participated actively, and became more engaged in the learning process. Furthermore, the findings demonstrated an improvement in students' speaking ability, as reflected in the increase in the mean score from 51.35 in the pre-test to 82.30 in the post-test. Improvements were evident in all three assessed aspects: fluency, pronunciation, and comprehension. Students became more confident in expressing ideas, communicating with peers, and responding to questions in English. Overall, jigsaw task-based activities provided a more interactive learning environment and meaningful opportunities for students to practice English communication. Therefore, this strategy can be considered an effective alternative for improving students' speaking ability in English language learning.

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