

**IMPROVING STUDENT'S SPEAKING SKILL BY USING
JIGSAW METHOD AT THE TENTH YEAR OF SMAN 6
PALOPO**



A THESIS

*Submitted to the English Studies Program of S1 Tarbiyah Department of IAIN
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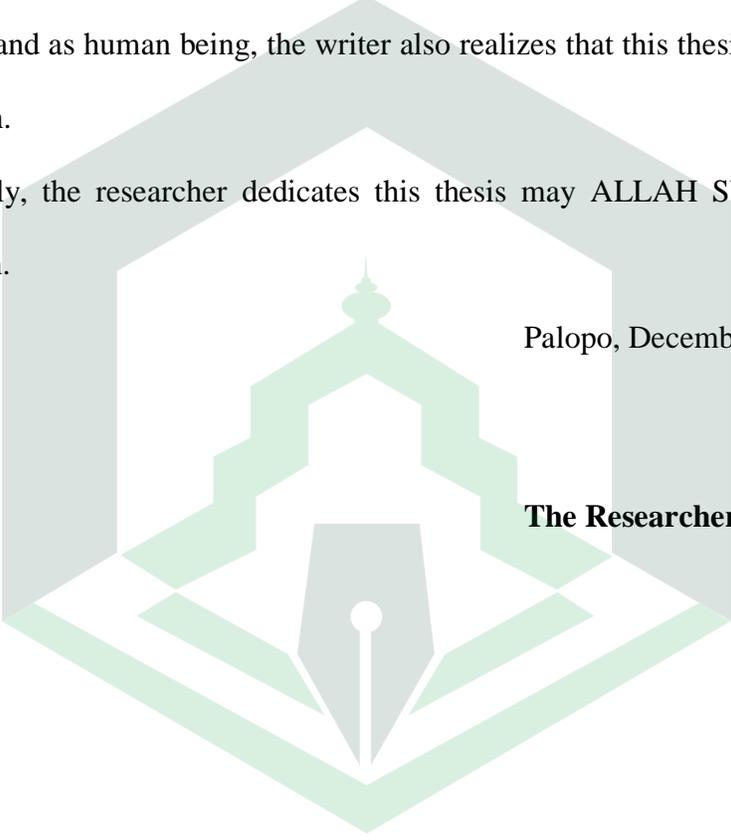
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Finally, the researcher dedicates this thesis may ALLAH SWT, bless them.
Amin.

Palopo, December 10th 2020

The Researcher



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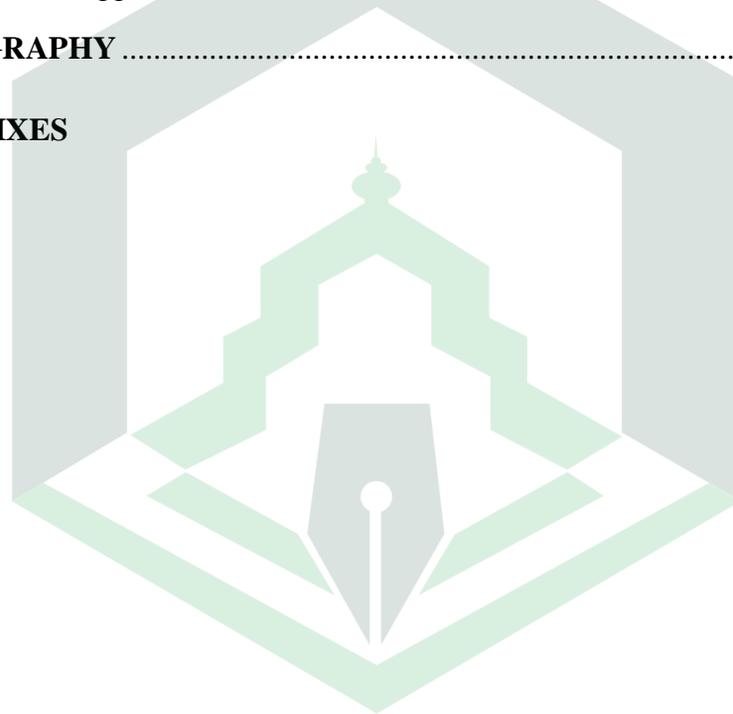
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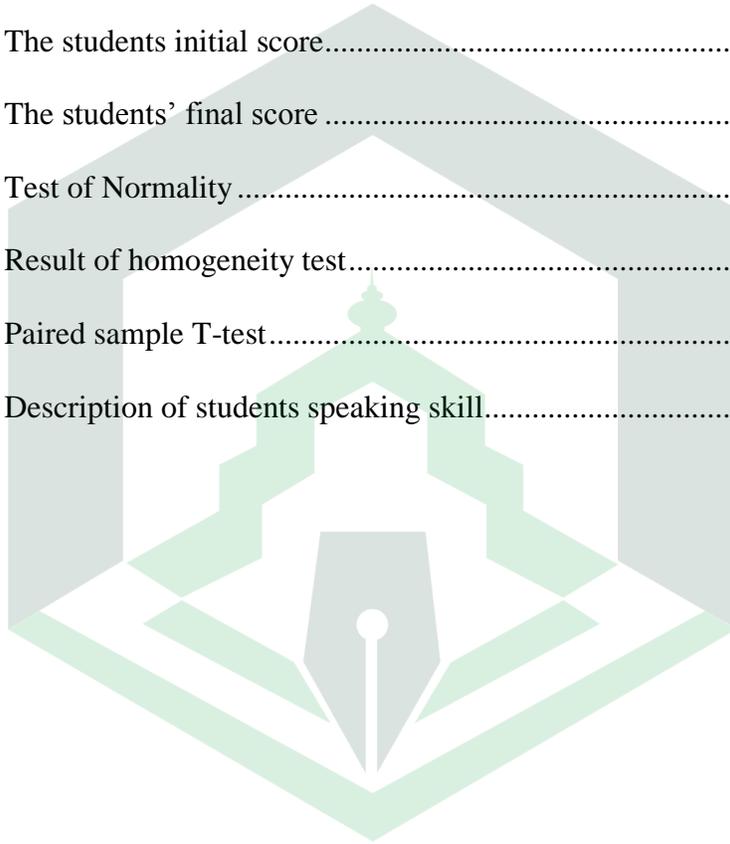
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ABSTRACT

DESTY SAPUTRI.2020. *Improving Student's Speaking Skill By Using Jigsaw Method At The Tenth Year Of SMA 6 Palopo*. Thesis, English Study Program. Tarbiyah Department. IAIN College for Islamic Studies of Palopo

Keywords: Speaking, jigsaw method

This thesis about Improving Students' speaking Skill by using jigsaw method at the tenth year students of SMA 6 Palopo. The problem statement of the research was "is the use of jigsaw effective in improving student's speaking skill at the tenth year of SMA 6 Palopo?". The objective of the research namely to find out the effectiveness of jigsaw method in improving students speaking skill at the tenth year of SMA 6 Palopo.

This thesis used experimental research. The population of this research was 60 students from the tenth year students. The researcher took 30 students as a sample in experimental class. The instruments of this research were test in the form of oral and interview. Procedure of collecting data using test. To analysis the result of the test, researcher used JB Heaton criteria on speaking test then analyzed using paired sample T-test with SPSS 22 program to know the significance of the data.

The result of this research based on the analysis that researcher has done, the result and discussion, it showed that the score of significance in experimental class for 0.000 or $\text{sig} < \alpha$ and in control class for 0.017 or $\text{sig} > \alpha$. From this score, it can be concluded that the criteria in experimental class can be H_0 is rejected and H_1 is accepted which means the jigsaw method is effective to improve students speaking skill. It can be concluded that teaching by implementing jigsaw method is effective and applicable in teaching English.

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CHAPTER I

INTRODUCTION

A. Background

Language is an important aspect of human interaction. Language (oral language, written and sign) can make people easier to conduct a communication and social interaction. Besides, language can be also seen as a mirror of one's personality as interpreted as reflecting a sense of language, thought and behavior, and disclosure culture including technology that created by the language user community.¹

Nowadays English becomes one of languages that has to be mastered by anyone who wants to go around the world. By mastering this language, we can communicate with other people from all around the world. While in Indonesia, English is a popular language besides Korean, Japanese, and Mandarin. This language is taught in the school and also tested in the final examination. Therefore it is so important to be mastered.

There are four skills that students should master in learning English, which are reading, writing, listening, and speaking skills. Speaking is an oral mode productive skill. At a first glance, this skill is considered to be complicated since it involves

¹<http://www.damandiri.or.id/file/nurlailaunarirj.pdf>. Accessed on November 13, 2018

more than just pronouncing the words.² Speaking is an oral act. Speakers talk to get a respond from their listeners, they ask a question to their listeners to get them to provide information, they request things from their listener to get them to do what they want from them, they assert things to change their state of knowledge.³ Therefore, teaching speaking is more complicated than other skills.

One of the problem in teaching speaking skill is how to confirm students' ideas through speaking. Speaking is about how to speak well and also it be can understood by another person. Many of English learners still do not understand how to communicate their idea through speaking because they do not know how to express their idea. Through teacher interview of SMAN 6 Palopo, the researcher found that students' motivation in following the speaking class is low. This was because they still lack of basic English. The researcher also found that the students of SMAN 6 Palopo did not have confidence to speak English and could not understand very well what is actually learned in English.

Jigsaw is viewed as a method that can minimize those students' problem in speaking. Based on the research from Ubaedillah, he found that activity through jigsaw method improved English speaking skill of students in second

²*SpeakingSkills, Online:* <http://www.sil.org/lingualinks/languagelearning/otherresources/gudlmsfralnggandcltrlnngprgrm/SpeakingSkill.htm>. Accessed on November 21st 2019.

³ Herbert H. Clark and Eve V. Clark, *psychology and language*. (New York: Harcourt brace Brace Jovanovich. Publisher, 1997), p. 233.

semester.⁴Therefore the researcher wants to implement this method during the English class in order to make it easier for the students to understand English but the different is the researcher will apply this in senior high school students. Jigsaw is a part of teaching techniques which is best used on cooperative learning as teaching strategies. In applying this strategy, teachers are to form small teams, each with students of different levels of ability. Further, they are to use a variety of learning activities to improve their students' understanding of a subject. Based on the elaboration, the researcher considers that this kind of learning strategy is suitable to be used in teaching speaking.

B. Problem Statement

Based on the background above, the researcher formulates the problem statement of this research namely “is jigsaw method effective for improving students' speaking skill at the tenth year students SMA 6 Palopo?”

C. Objective of the Research

The objective of the research is to find out whether using jigsaw method at tenth year students of SMAN 6 Palopo is effective to improve student's speaking.

D. Significance of the Research

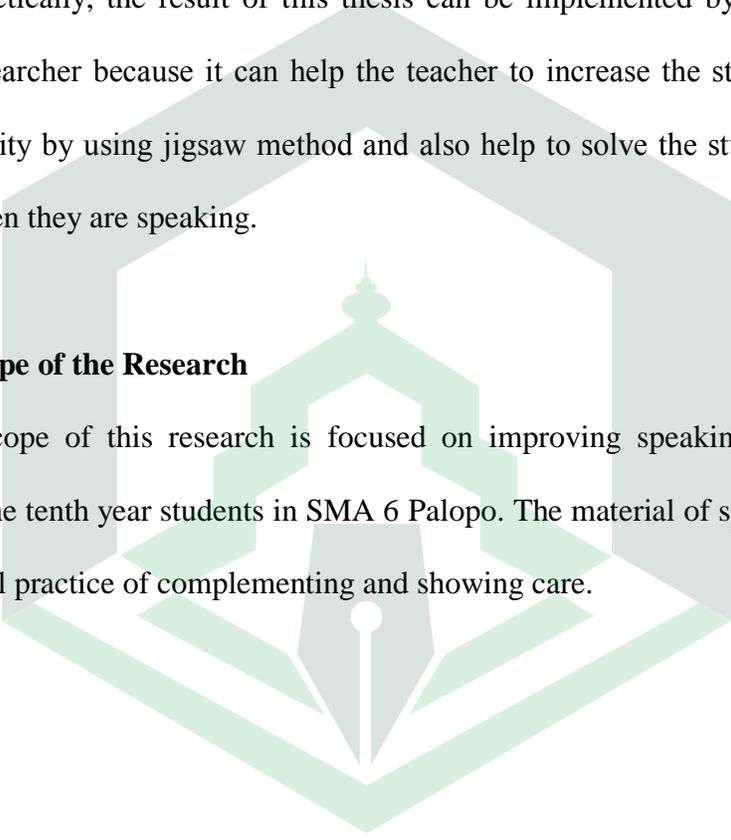
⁴Ubaedillah. 2019. Improving students' ability through jigsaw. Research and innovation language learning. Vol. 2 september 2019. P.216-227

The result of this research is expected to be a useful contribution to the learners of English as a foreign language in general.

- a) Theoretically, this thesis will increase reference of theory about how to use appropriate method and enjoy the class to increase the students' speaking.
- b) Practically, the result of this thesis can be implemented by the teacher and researcher because it can help the teacher to increase the students' speaking ability by using jigsaw method and also help to solve the students' problems when they are speaking.

E. Scope of the Research

The scope of this research is focused on improving speaking skill by using jigsaw at the tenth year students in SMA 6 Palopo. The material of speaking based on the material practice of complementing and showing care.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are some researchers who have conducted previous studies concerning on the use of various methods in teaching speaking English by using jigsaw method.

- a) Afief Fakhruddin, in his research “Effective of Jigsaw on Student’s Speaking Skill in Majalengka University”. He stated that the effectiveness of Jigsaw method can be detected through the students’ progress during the teaching and learning activity in the class. The result of this study showed that the average scores of the experiment group students developed better than the control group.⁵
- b) Teika Ameiraitrini, in her research “The Use Jigsaw Strategy in Improving Students’ Achievement in Reading Comprehension at the First Grade of SMAN 1 Abung Selatan”. She stated that the implementation of Jigsaw strategy could improve students’ achievement during teaching and learning reading comprehension of recount text on the first grade students of SMAN 1

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⁵Afief Fakhruddin “*Effective of Jigsaw on Student’s Speaking Skill in Majalengka University*” (Unpublished thesis of Majalengka University, 2014), page 14

AbungSelatan. It was proven by the increase of students' reading score after being taught by using jigsaw strategy.⁶

- c) Evi Dina W.S. in her research "Using Jigsaw Technique to Improve Speaking Skill for Science Students of Grade XI-1 at SMAN 2 Yogyakarta in the Academic Year of 2011/2012". The result showed that there was an improvement on students' motivation to learn and practice in English. They became more active in participating the teaching and learning process than before. Some students who were previously reluctant and hesitate to speak in English showed more eagerness to practice speaking in English.⁷

This research has similarity and difference compared with previous related researches. The similarity is in the use of jigsaw method. The difference is in the use of different skill such as speaking.

B. Speaking

1. Theory of Speaking

Speaking is one of four language skills taught in the teaching and learning English. It concerns on the knowledge of sounds, structures, vocabularies and culture subsystems of language. Compared to the written language, there are two basic

⁶TeitaAmeirairtrini, "The Use Jigsaw Strategy in Improving Students' Achievement in Reading Comprehension at the First Grade of SMAN 1 Abung Selatan", (Unpublished Thesis of Lampung University, 2017), Page 61

⁷Evi Dina W.S, "Using Jigsaw Technique to Improve Speaking Skill for Science Students of Grade XI-1 at SMAN 2 Yogyakarta in the Academic Year of 2011/2012", (Unpublished Thesis State University of Yogyakarta, 2013), Page 84

distinctions. Teaching of spoken language only comprises of short, fragmentary utterances in pronunciation range. Meanwhile written language is characterized by composing sentences in well forms that are integrated into structured paragraphs.⁸

Speaking is not different from any other skills, such as playing a music instrument or driving a car: the more practice you get, the more likely it is you will be able to chunk small units into large ones.⁹ Speaking clearly and effectively is essential if your organization's personnel are to be perceived as competent and confident in their daily activity. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.¹⁰ Speaking is "a skill by which (they) people are judge while first expressions are being produced".¹¹ Therefore, teacher of English speaking should pay a considerable attention on the instructions which are able to relate the teaching material to students' real experience.

Cameroon states that speaking is the active use of language applied to express meaning so that other people are able to make sense of them. Additionally, speaking is much more demanding on the learners' language resources and skills than listening

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⁸ D. Nunan, *Practical English Language Teaching*, (New York: Mcgraw hill,1999), p. 26

⁹ Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited.2005), p. 6

¹⁰ David Nunan, *Practical English Language Teaching*, (First Edition;Singapore: McGraw Hill,2003), p.48

¹¹ T. Hedge, *Teaching and Learning in the language classroom*: (Oxford handbooks for language teachers. Oxford, U.K.:Oxford University Press, 2000), p.261

because it requires various types of careful and plentiful support, not just support for production, but also support for understanding.¹²

There are ten aspects of useful oral communication according to Nunan.¹³

- a) The ability to articulate phonological features of the language comprehensibly.
- b) Mastery of rhythm, stress, and intonation patterns.
- c) The ability to communicate in an acceptable degree of fluency.
- d) Possessing transactional and interpersonal skills.
- e) Possessing skill in taking short and long speaking turn.
- f) Possessing skill in the management of interaction.
- g) Possessing skill in negotiating meaning.
- h) Mastery in conversational listening skill (successful conversational listening skill requires good listener as well as good speaker).
- i) Possessing skill in knowing about and negotiating purpose for conversation.
- j) Using acceptable conversational formulas and filler.

Based on the explanation above the researcher concludes that speaking is an activity that to communicate with other people to get information. This skill requires two or more people in which the hearers and speakers have to react to what they hear and make their contributions to the communication at a high level speed. Involving

¹² Lynn Cameron, *“Teaching Languages to Young Learners”*, (New York: Cambridge University Press, 2001), p. 40

¹³ D. Nunan, *“Practical English Language Teaching”*, (New York: Mcgraw hill,1999), p. 32

students in communicative activities by applying previously mentioned aspects will develop their speaking skill.

2. Aspects in Speaking

a) Fluency

According to Nunan, fluency relates to the situation in which a speaker is able to keep going when speaking spontaneously. Nevertheless, it is not merely about speaking so fast because sometimes pausing is needed. Nunan elaborates that pause is also an aspect of fluency which may be long but not frequent. In addition, besides speaking fluently, the speaker should be able to deliver conversation message across with many resources and abilities regardless of any grammatical and other mistakes.¹⁴ On the other hand, Harmer stresses that speaking fluently is not only knowing knowledge of language features. It is also about processing information and language ‘on the spot’.¹⁵ Speakers can use several production strategy to compensate for the demands concerning speech production. According to Thornburry, one of the strategies in question is by using filler such as “um” and “uh” or expressions “sort of” and “I mean” to disguise pauses.¹⁶

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¹⁴ Ibid

¹⁵ Jeremy Harmer, *“The Practice of English Language Teaching”*, (Harlow: Pearson Education Limited, 2007), p. 269

¹⁶ S. Thornburry, *“How to Teach Speaking”*. (New York: Longman Inc., 2005)

b) Accuracy

According to Spratt, accuracy is “the use of correct forms of grammar, vocabulary and pronunciation”. However, accuracy is relative which is proven by the fact that children and adults have different accuracy levels. Language learners are particularly concerned with the accuracy in speaking. As the consequence, they make the best use of their language ability to meet the communicative demands.¹⁷

c) Appropriateness

According to Spratt, appropriateness is “the use of correct style of formality”. Appropriateness is an important yet complex language aspect to learn because it involves context and culture in deciding how to say things. As an illustration, the expression ‘Hold on a minute, will you?’ is more appropriate to use rather than ‘Could you wait a moment, please?’ or vice versa. By focusing on the inappropriate forms of language, the students are able to understand the appropriateness in using the language in question.¹⁸

3. The Problem of Speaking

According to Brown, there are some speaking characteristics which are able to make oral performance easy or, in some cases, difficult.

- a) Clustering; fluent speech in phrasal, not word by word. Clustering enables speaker to organize their speaking output cognitively and physically.

¹⁷ Marry Spratt, “*The TKT Course*”, (Cambridge: Cambridge University Press, 2005)

¹⁸ Ibid

- b) Redundancy. Redundancy helps the speakers to deliver their meaning clearer. Learners can capitalize on this feature of spoken language.
- c) Reduced Forms; some forms of reduction such as reduced vowel, contractions, elisions can be special problems in teaching spoken English.
- d) Performance Variable; one of the advantages of spoken language is that process of thinking as speaking allows the speaker to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Teachers can teach the learners how to pause and hesitate.
- e) Colloquial Language; it is important to introduce and urge students to practice and produce words, idioms, and phrases of colloquial language.
- f) Rate of Delivery; rate of delivery is another silent characteristic of fluency. Therefore, one of the important tasks of teacher is to help their students to achieve an acceptable speed along with other attributes of fluency.
- g) Stress, Rhythm and Intonation; the stress-timed rhythm of spoken English and its intonation patterns convey speaker's important messages.
- h) Interaction; as mentioned before, learning to produce waves of language in a vacuum-interlocutors will rob speaking of its richest component of creativity of conversational negotiation.¹⁹

¹⁹H. Douglas Brown, *Teaching by Principles An Interview Approach to Language Pedagogy*, (Second Edition San Francisco State University: Longman, 2001), p. 270-271.

C. Jigsaw

1. Definition of Jigsaw

The jigsaw is one of cooperative learning method which is based on social interaction and group dynamic. It was invented and named in 1971 in Austin, Texas by Elliot Aronson, a graduate professor. The invention was triggered by the desegregation which had forced a racial mix on the students of Austin, and many teachers were unable to cope with the turmoil and hostility of the situation.²⁰ This technique then used by Slavin in 1978. According to Slavin, jigsaw was one of the earliest cooperative learning method. In jigsaw, each students in five to six member of group is divided and given unique the whole information on a group that topic is being studied.²¹

Vygotsky stressed that learning is social and occurs within a social framework whether it is in a family environment, at work, or with friends. People learn most naturally in social situations. Jigsaw meets this requirement since it is one of the cooperative learning techniques which urges students to learn cooperation.

According to Anita Lie, Jigsaw combines the activities of the four language skills, which are reading, writing, speaking, and listening. Technically, the students work together in a cooperative situation in which they have many chances to analyze the

²⁰ Eliot Aronson, Blaney, N., Stephin, C., Sikes, J. &Snapp, M. 1978. *“The Jigsaw Classroom”*. (Beverly Hills, CA: Sage Publishing Company, 2008)

²¹ E. Slavin, *Learning to Cooperate, Cooperating to Learn*, (New York: Plenum Press, 1987) p. 17

information. At the same time, they can improve the ability to communicate with others.²² Meanwhile, Aronson, et.al. stress that jigsaw requires each student of “home group” to master one aspect of learning unit.²³

Grounded on the elaboration, it is safe to say that Jigsaw is one of the cooperative learning techniques which is effective to be applied in class group work. The technique is also efficient in encouraging students to listen, engage, interact, and cooperate by giving each group member an essential part to participate in the learning activity.

2. Principles of Jigsaw

Johnson, Johnson, and Holubec mention five principles of Jigsaw strategies.²⁴

- a) Positive interdependence. Each student, as a member of the group, should uniquely contribute to the joint effort for group’s success.
- b) Face to face primitive interaction. Each member of the group should explain orally how to solve the problems or master the material, teach the others, check other members’ understanding, discuss the concept, and link the present learning material with the previous ones.

²² Anita Lie, “*Cooperative Learning*”, (Jakarta: Grasindo, 2008), p. 69

²³ Aronson, E. 1978. *Interdependent Interactions and Propocial Behavior*. Journal of Research and Development in Education. 12. 1676

²⁴ D.W. Johnson, Johnson, R. T. & Holubec, E. J. “*Cooperation in the classroom 6th ed.*” (Edina, MN: Interaction Book Company, 1994)

- c) Individual accountability for the group achievement. Teacher should keep the groups small because it can enhance greater individual accountability. Further, the teacher should randomly test the students by asking one of the students to present their group work orally.
- d) Interpersonal skills. One aspect which defines the success of Jigsaw is social skill, such as leadership, trust building, decision making, communication, and conflict management.
- e) Group processing. Each group should discuss how far they achieve their goal and maintain effective working relationship. Additionally, they should also reflect on what they have done, which things are helpful and which things need to be changed.

3. Procedure of Jigsaw

There are several steps in implementing jigsaw in classroom:²⁵

- 1) Make a group of 5 or 6 for each Jigsaw group. The group should be diverse in term of ability, gender, race, and ethnicity.
- 2) Appoint the most mature student in each group to be the group leader.
- 3) Divide the lesson into 5 to 6 segments. For instance, if the material is about the biography of Eleanor Roosevelt, the short biography should be divided into stand-alone segments on: (1) her childhood, (2) her family life with

²⁵<http://www.jigsaw.org>, Accessed on December 2019

Franklin Roosevelt and their children, (3) her life after Franklin and their children, (4) her life after Franklin contracted polio, (5) her work in the White House as First Lady, and (6) her life and work after Franklin's death.

- 4) Assign one learner one segment. The teacher should make sure the students have direct access only to their respective segment.
- 5) Make sure the students are familiar with their segment by giving them time to read it at least twice. There is no need for the students to memorize it.
- 6) Form temporary "expert group"; students assigned to the same segment from each Jigsaw group are grouped together. Give the students time to discuss the main points of their segment and to rehearse the presentation they will do once they return to their original group.
- 7) Ask the students to return to their original Jigsaw groups.
- 8) Ask the students to present their segment to the group. Encourage the rest of the group members to ask question or clarification
- 9) Float from group to group, observing the process. Make an appropriate intervention if any group is having trouble such as a member is dominating the other or making disruption. It will be much better if the group leader can handle the problem, but if they cannot, the teacher can whisper an instruction on how to intervene until the leader gets the hang of it.

10) At the end of the session, give a quiz related to the material being discussed.

That way, the students will realize that the session is not just fun and games but really count.

4. The advantages of Jigsaw

By implementing jigsaw, the students will create a new situation where studying in groups. Groups will make students getting positive effect beside interaction and communication in the class. The existence of expert group in jigsaw make students responsible of their task. Other than that this method provides the domination of students to be important thing because the students will be more active to share knowledge.²⁶ Based on elaboration, jigsaw method builds interactive skill as main purpose which making teacher to focus on social interaction and communication among students.

5. Disadvantages of jigsaw

According to Aronson, there are several disadvantages of using jigsaw, the first problem is the low students. The slow students need more time than others to understand and absorb the information. Second is the problem of dominating of smart students, not everyone has equal voice in group. One person may dominate the group while others feel left out. Some students not trust the abilities of other groups which result tension and refusal cooperate. Third is the problem of

²⁶ E. Slavin, op.cit, p. 17

students becoming bored.²⁷ It is usually happen to many students. They become impatient, bored or resentful of slower students.

D. Teaching Speaking Using Jigsaw Method

Jigsaw method is an interesting activity to do in a class. By applying this method, the teacher can prevent the students from getting bored during teaching and learning process. This method is fun and easy to do. It also help the students to learn English while playing in a less anxiety environment. The students are encouraged to speak English during class with their friends and teacher in order to complete the task. However, preparing the learning process by using Jigsaw method which is suitable for language teaching is not an easy task. It requires time and effort. This method starts by divided the students in the class into six groups which consists of five students. Then each groups discussed a chosen topic, exchange ideas, helped each other and share knowledge. Each group member was assigned a role and responsibility that must be filled of the group is to function. Those role are assigned to ensure interdependence. At the end of the study. Posttest of oral performance and students' ability towards jigsaw are given to the students.

²⁷ E. Slavin, op.cit, p. 19

CHAPTER III

RESEARCH METHOD

A. Research Type

This research will use an experimental design with one group pre-test and post-test. The researcher will give a pre-test to know the students' ability to master speaking before giving jigsaw method. The students will be given post-test to know their ability in mastering speaking after the application of jigsaw method. According to Arikunto, experimental study is a study which is aimed to know whether there is an effect or not of the variable being studied.²⁸ Further, she elaborates that experimental design refers to the conceptual framework within which the experiment is conducted. The most important criterion is that the design is appropriate to test the particular hypothesis of the study.²⁹

B. Research Design

This research will use pre-experimental research. The research design formula is illustrated as follows.

Pattern O_1 X O_2

Where pattern experiment:

O_1 = Pre-test

²⁸SuharsimiArikanto, *ManajemenPenelitian*, p. 272.

²⁹ Donald Ary,dkk, *Introduction to Research in Education Third Edition*, New York : 1985, p. 260.

X = Treatment

O₂ = Post Test³⁰

C. Time and Place of the Research

The research will be committed at SMAN 6 Palopo. It is located on Patang II Street, Pattene, Palopo, South Sulawesi.

D. Population and Sample

In this case, the population of the research is all tenth grade students of SMAN 6 Palopo, especially class X.1 and X.2. The total number of students is 60 students. While sample is part of the population that can be the representative of all population. From this research, the researcher uses random sampling because the characteristic of experimental design is the sample that is used in the experimental class.

Based on the students' characteristic, cost, and allocated time that the researcher will need to finish the research.³¹ The researcher will take 30 students from all of the population to be chosen as sampling.

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³⁰Sugiono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif and R&D)*, (Bandung: Alfabeta; 2008), p. 112.

³¹Suharsimi Arikunto in Suwandi, *Understanding Slang by American and Indonesian Students*. (STAIN Palopo: 2010), P. 42.

E. Variables of the Research

There are two variables in this research, namely: the dependent variable which is Jigsaw method and the independent variable which is student's speaking.

F. Instrument of the Research

The instrument of the research is speaking test. The researcher will conduct two tests, which are pretest and posttest.

G. Procedure of Collecting Data

To collect the data, the researcher uses some procedure as follow:

- a) Pre- test; the score of pretest only takes from the teacher
- b) Treatment; implementing jigsaw during learning and teaching English speaking skill
- c) Post-test; after giving the treatment, the researcher will give post-test to know the result of the students' speaking skill after treatment by using Jigsaw method. In the post-test, the researcher gives the treatment the same way as in the pre-test to the students.

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H. Data Analysis Technique

After collecting the data by conducting pretest, treatment, and posttest which involves some instruments, the researcher will then conduct the data analysis. In analyzing the data, there are some procedures that will be conducted, namely: determining the score classification by using J.B Heaton criteria and then analyzed using paired sample T-test by using SPSS 22. Before doing that, the researcher doing normality and homogeneity test. It is done to help the researcher in giving score to the students, looking for mean score to help the researcher calculate the data, finding the standard of deviation to know how far the students define in speaking, and conducting test of significance to know the final result of the research. Those procedures are elaborated as follows.

Table 1.
The Assessment of Speaking

Accuracy

Classification	Score	Criteria
Excellent	6	Students' pronunciation is only very slightly influenced by their mother tongue. Students make two or three minor grammatical and lexical errors.

Very good	5	Students' pronunciation is slightly influenced by their mother tongue. Students make a few minor grammatical and lexical errors but most utterances are correct.
Good	4	Students' pronunciation is moderately influenced by their mother tongue but no serious phonological errors. Students make a few grammatical and lexical errors but only confusing.
Average	3	Students' pronunciation is influenced by their mother tongue with only a few serious phonological errors, some of which are confusing.
Poor	2	Students' pronunciation is seriously influenced by their mother tongue with errors causing a breakdown in the

		communication. Students make any 'basic' grammatical and lexical errors.
Very poor	1	Students make serious pronunciation errors and many 'basic' grammatical and lexical errors. There is no evidence of having mastered any of the language skills and areas practiced in the class.

Fluency

Classification	Score	Criteria
Excellent	6	Students speak without great effort with a fairly wide range of expression; make only one or two unnatural pauses.
Very good	5	Students have to make an effort at times to research for words.

		Nevertheless, smooth delivery on the whole and only a few unnatural pause.
Good	4	Students have to search for words and make too many unnatural pauses. Fairly smooth delivery mostly, occasionally fragmentary, but succeeds in conveying the general meaning with wide range of expression.
Average	3	Students have to make effort for much of the time; often have to search for intended meaning; frequently fragmentary and halting in delivery with limited range of expression. Almost give up in making the effort at times.
Poor	2	Students make long pause while searching for the intended meaning; frequently fragmentary and halting

		in delivery.
Very poor	1	Students make full of long unnatural pauses; very halting and fragmentary delivery. At times, give up in making the effort. Very limited range of expression.

Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand students' intention and general meaning. Very few interruption or clarification is required.
Very good	5	Students' intention and general meaning are fairly clear. A few interruption of clarification from the listener are needed.
Good	4	Most of the students' utterances are

		easy to follow. The intentions are always clear but several interruptions are needed to help them convey the message or to seek clarification.
Average	3	The listener can follow many of what is said by students but a constant clarification is needed. Students' more complex or longer sentences cannot be understood.
Poor	2	Only small bits of the students' utterances, usually short sentences and phrases, can be understood by the listener.
Very poor	1	Hardly anything of what is said by the students can be understood even when the listener makes a great effort of understanding or interrupting. The students cannot

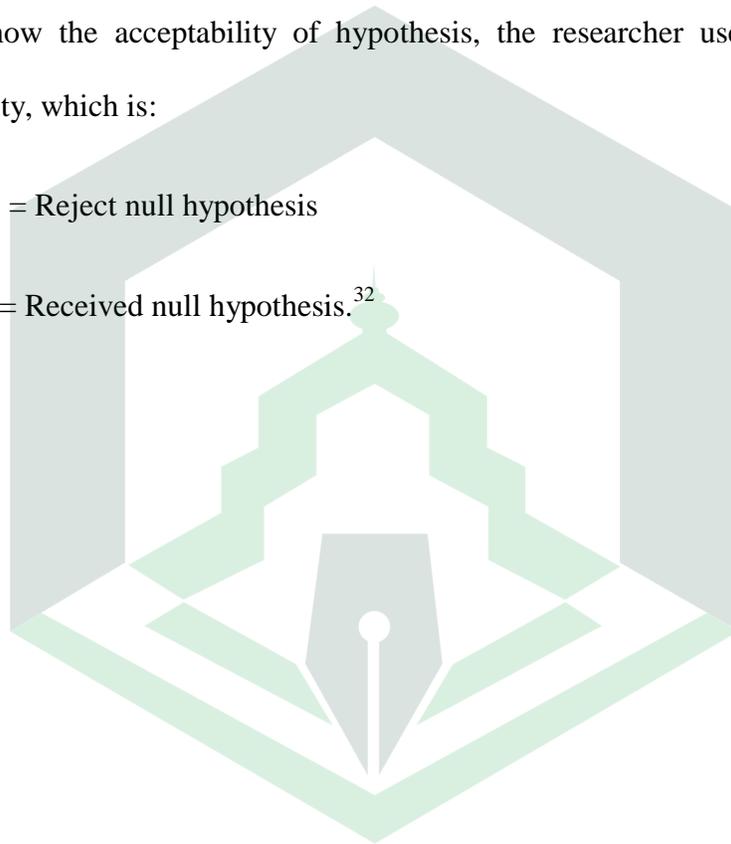
		clarify anything they have said.
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I. Hypothesis Acceptability

In order to know whether the pretest and posttest are significantly difference and also to know the acceptability of hypothesis, the researcher uses the criteria of acceptability, which is:

If: $H_0 \geq H_1$ = Reject null hypothesis

If: $H_0 < H_1$ = Received null hypothesis.³²



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³² M. Subana, et.al., *Statistik Pendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p. 172.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter includes of two section, the first section is finding and the second is discussions.

A. Findings

1. Descriptive analysis of students' speaking skill

a) Students' initial score

The students' initial ability was seen based on the score of students from the teacher. It is used as pretest score. The score of pretest then categorized based on the table as follow.

Table 2. Students' speaking level

Score Interval	Level
$X < 10,6$	Low
$10,6 \leq X < 17,3$	Mid
$10,6 \leq X < 17,3$	High

The table above is a category of students' speaking skills. The level of students' skill are divided into three categories namely high, mid, and low.

Based on the categories, the students score can be made as follow.

Table 3. The students initial score

Respondents	Experiment		Control	
	Score	Level	Score	Level
1	8	Low	6	Low
2	10	Low	11	Mid
3	9	Low	6	Low
4	9	Low	10	Low
5	6	Low	9	Low
6	10	Low	8	Low
7	8	Low	9	Low
8	7	Low	8	Low
9	6	Low	10	Low
10	7	Low	8	Low
11	7	Low	6	Low
12	9	Low	4	Low
13	9	Low	5	Low
14	8	Low	9	Low
15	8	Low	9	Low
16	7	Low	7	Low
17	10	Low	8	Low
18	9	Low	5	Low
19	8	Low	8	Low
20	10	Low	6	Low
21	9	Low	8	Low
22	8	Low	6	Low
23	11	Mid	6	Low
24	9	Low	6	Low
25	11	Low	6	Low
26	9	Low	8	Low
27	10	Low	9	Low
28	8	Low	5	Low
29	9	Mid	5	Low
30	5	Mid	9	Low

The table above is a description of students' initial score. The table show that almost students have the same level in speaking which are in the low level. But there are several students that are in the mid-level. After knowing the score of each students, the treatment is given by implementing jigsaw method. Then after giving the treatment, the research is continued by taking the final score of students.

b) The students' final score

The final score of students in this research was seen based on the post test that is given to the experiment and control class. This posttest was given after giving treatment. After doing posttest, the researcher made a categorization of score to know the students skill. The categories are the same with in pretest namely low, mid and high. Below is the final score of students in posttest.

Table 4. The students' final score

Respondents	Experiment		Control	
	Score	Level	Score	Level
1	10	Low	6	Low
2	10	Low	8	Low
3	12	Mid	6	Low
4	11	Mid	7	Low
5	13	Mid	8	Low
6	10	Low	11	Mid
7	12	Mid	8	Low
8	14	Mid	6	Low

Respondents	Experiment		Control	
	Score	Level	Score	Level
9	8	Low	10	Low
10	16	Mid	11	Mid
11	10	Low	8	Low
12	12	Mid	8	Low
13	12	Mid	6	Low
14	11	Mid	9	Low
15	9	Low	7	Low
16	10	Low	8	Low
17	12	Mid	9	Low
18	13	Mid	10	Low
19	14	Mid	9	Low
20	12	Mid	6	Low
21	12	Mid	7	Low
22	13	Mid	10	Low
23	13	Mid	6	Low
24	13	Mid	9	Low
25	11	Mid	11	Mid
26	12	Mid	8	Low
27	10	Mid	6	Low
28	12	Mid	8	Low
29	14	Mid	7	Low
30	9	Low	8	Low

2. Data analysis

a. Test of assumption

Before testing researcher hypothesis, the researcher doing assumption test.

This test consist of normality and homogeneity test. Assumption in this research is analyzed by using SPSS 22 program. The test of assumption in this research are below.

1) Normality test

Normality test is done to know the data in normal distribution or not. Normality test in this research used Shapiro-Wilk because the sample is less than 40. Shapiro-Wilk test is analyzed by using SPSS 22. Data distribution is normal if the significance is more than 0.05. Below is the result of normality test by using SPSS 22.

Table 5. Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Exp_Pre	.176	30	.018	.950	30	.168
Con_Pre	.203	30	.003	.937	30	.076

a. Lilliefors Significance Correction

table above showed the normality test result. The table showed the significant score in experimental class for 0.168 and in control class for 0.076. Both class have significance > 0.05 . this is showed that the distribution of data that is used has been normal distribution.

2) Homogeneity

Homogeneity test is conducted in both group of sample to know the sample is homogeneity or not. Homogeneity test used Leavene test which analyzed using SPSS 22. Data is homogeneity if significance score > 0.05 . The result of the test as follow.

Table 6. Result of homogeneity test
Test of Homogeneity of Variances

Treatment			
Levene Statistic	df1	df2	Sig.
1.839	6	52	.110

Table 6 is a result of homogeneity test. The table showed the significance for 0.0110 or the significant score >0.05 . Based on the result, can be conclude that both group are homogeny.

b. Hypothesis

The hypothesis of this research is tested by statistic data analysis. The test of this hypothesis used paired-sample T-test which analyzed by using SPSS 22 program. Before doing hypothesis test, researcher determined the hypothesis and its criteria.

Hypothesis in this research

H_0 = jigsaw method is not effective to improve the students speaking skill

H_1 = jigsaw method is effective to improve the students speaking skill

The criteria of hypothesis

Criteria 1 : If significance score $sig < \alpha$ (0,05), H_0 rejected and H_1 accepted

Criteria 2 : If significance score $sig > \alpha$ (0,05), H_1 rejected and H_0 accepted

Table 7. Paired sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post_Eks - Pre_Eks	3.200	2.156	.394	2.395	4.005	8.130	29	.000
Pair 2	Post_Con - Pre_Con	.700	2.307	.421	-.161	1.561	1.662	29	.107

Table 7 is a result of hypothesis analysis test by using paired sample T-test. Table 7 showed the score of significance in experimental class for 0.000 or $sig < \alpha$ and in control class for 0.017 or $sig > \alpha$. From this score, it can be concluded that the criteria in experimental class can be H_0 is rejected and H_1 is accepted which means the jigsaw method is effective to improve students speaking skill.

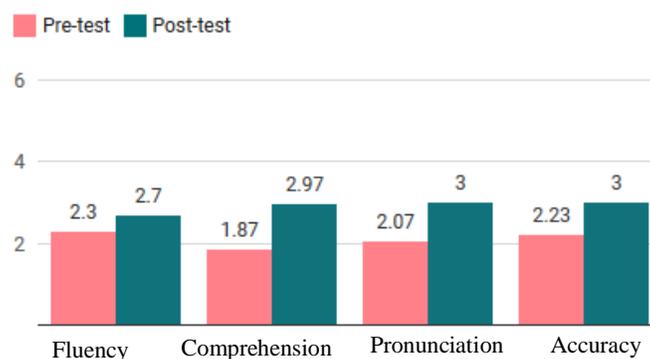
B. Discussion

In this research researcher conducted three phases of experimental research which are pretest, treatment and posttest. Pretest was conducted to know the

initial score of students. In this research, researcher only took students score based on the score that teacher gave to researcher and it became a standard score to make it as pretest score. After knowing the score, the researcher gave the treatment to the students in experimental class. In this research, material given to the students based on the syllabus that actually similar with materials. The material related to speaking skill that consisted of how complementing another people and how to giving and showing care with each other. In the process of research, the researcher divided the students into several groups that consisted of expert group and home group. The researcher divided the students based on their score in English. The researcher then shared the handout to the students, especially expert group, the researcher gave the detail of material that had to be shared to another students in the home group. In posttest phase, the students were given an oral test related to the material with the picture card. They have to describe and give a respond of the situation or condition based on picture they have.

The students score then analyzed based on several indicators namely fluency, comprehension, pronunciation and accuracy. These indicators used to measure the score of students. The visualization of data can be seen below.

Experiment class



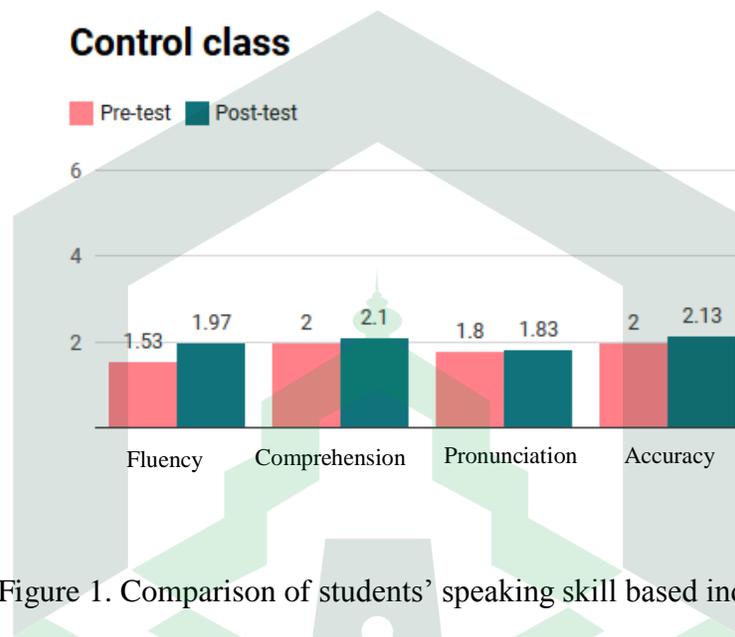


Figure 1. Comparison of students' speaking skill based indicators

The figure explained that in experimental class there was an increasing of score of students speaking skill. While in control class there was only constant, there is an increasing but it is a little. This result is in line with Afief Fakhruddin's research result which states that the average scores of the experiment group students developed better than the control group.³³ This difference is caused by several reasons. The learning process which was not monotonous would

³³AfiefFakhruddin "Effective of Jigsaw on Student's Speaking Skill in Majalengka University" (Unpublished thesis of Majalengka University, 2014), page 14

encourage students to be more active. They would have more room to practice their speaking skill. As the consequence, their skill would improve because as mentioned by Thornbury, speaking skill is not different from any other skill which need more practice to be better.³⁴

Another reason is because jigsaw method require the students to understand the material they are appointed to before they can explain it to other group members.³⁵ Therefore, it would make students more responsible and thus learn the material harder.

Then it can be concluded that teaching speaking material using jigsaw method in experimental class is more effective than in control class that is used by teacher in the research class. Besides, in the figure 1, it can be seen maximum and minimum score and mean score of students totally. Below is description of students skill based on its minimum and maximum score

Table 8. Description of students speaking skill

Class	test	Max score	Min score	Mean	Gap score
Experiment	Pre-test	11	5	8,47	3,2
	Post-test	16	8	11,67	
Control	Pre-test	11	4	7,33	0,7
	Post-test	11	6	8,03	

³⁴ Scott Thornbury, "How to Teach Speaking", (England: Pearson Education Limited.2005), p. 6

³⁵ Aronson, E. 1978. *Interdependent Interactions and Propocial Behavior*. Journal of Research and Development in Education. 12. 1676

The table above explains that in experimental class, the speaking students is increased from pretest was 8.47 then increased in posttest for 11.67 or after having given treatment. In control class there was an increased from 7.33 to 8.03 which the score is 0.7. There is an increasing score in control class, but the experimental class has more increasing.



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CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter includes of conclusion and suggestion in compliance with the finding and some suggestion related to the finding and application of the research.

A. Conclusion

Based on the analysis that researcher has done, the result and discussion, it showed that the score of significance in experimental class for 0.000 or $\text{sig} < \alpha$ and in control class for 0.017 or $\text{sig} > \alpha$. From this score, it can be concluded that the criteria in experimental class can be H_0 is rejected and H_1 is accepted which means the jigsaw method is effective to improve students speaking skill. It can be concluded that teaching by implementing jigsaw method is effective and applicable in teaching speaking English.

B. Suggestion

Based on the conclusion, researcher may give suggestions for the teacher such as this method can be an alternative for the teacher to teach speaking English in a big group. Beside it can be used for creating a communicative and active class in teaching speaking.

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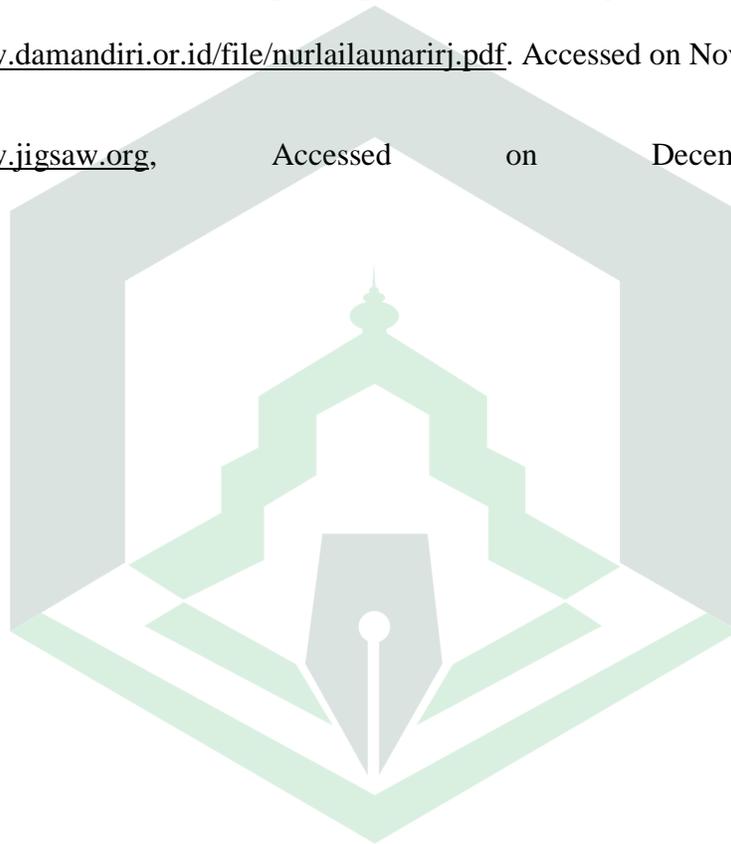
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IAIN PALOPO

RESUME



Desty Saputri was born in Cimpu, 24 June 1994. She is the first child of Mr. Basuki and Mrs. Darnah. She has two sisters, YeniAyuniSaputri and SelpiYuningsihSaputri. She is the wife of IndraWahyu and mother of AysarArRazqaIndra. They are her biggest motivation and they are amazing support givers.

Educations:

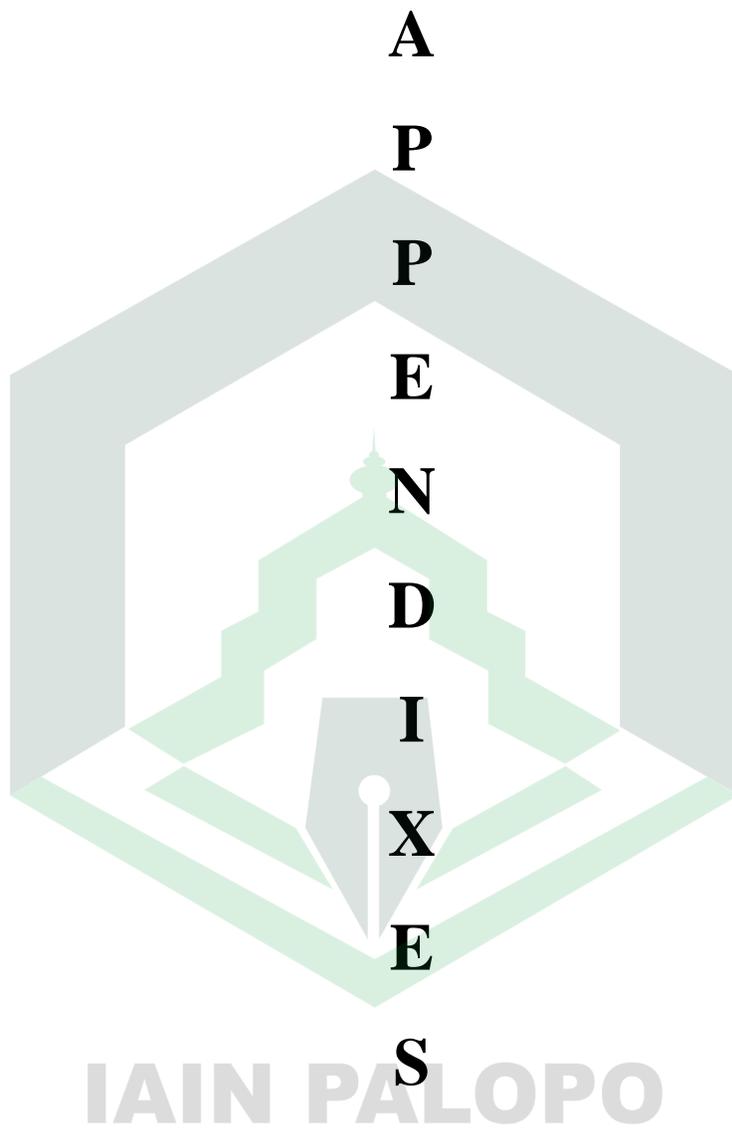
Kindergarten : DarmaWanita
Elementary School : SDN 247 TondoTangnga
Junior School : SMP N 3 Belopa
High School : MAN Suli
Collage : IAIN Palopo

Activities and experiences

A member of HMPS-BahasaInggris (2014-2014)

A member of HMJ-Tarbiyah (2016-2017)

A member of HMI IAIN Palopo



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama satuan pendidikan : SMA Negeri 6 Palopo
Mata Pelajaran : Bahasa Inggris
Kelas/semester : X/1
Materi pokok : Complementing and Showing Care

A. Kompetensi Inti (KI)

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi: Kompetensi Dasar (KD):

1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji serta menanggapi, sesuai dengan konteks penggunaannya
2. Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan pembelajaran

Pertemuan 1:

Peserta didik terampil mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan memuji serta responnya, menyusun teks lisan dan

tulis untuk mengucapkan dan merespon pujian menunjukkan kesungguhan belajar, serta menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi tentang pujian.

Pertemuan 2

Peserta didik terampil mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan perhatian(*care*) serta responnya, menyusun teks lisan

D. Materi pembelajaran

Showing Care

Formal situation	Responses
I'm extremely sorry to hear that I would like to express my deepest sympathy Please, accept my sympathy	Thank you for your sympathy. Thank you very much. Thank you. You are truly good friends.
Neutral Situation You must be very upset I know how it feels	I appreciate your thoughts and prayers. It was very nice of you to think of me in this sadness time.
Formal Situation That's awful! That's terrible! What a shame! Oh, dear	

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Teks lisan dan tulis untuk menunjukkan perhatian(*care*) serta responnya

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

ContohTeks

Jack : Why are you in hurry Tina

Tina : I have to go to hospital now.

Jack : Are you sick? you look okay.

Tina :No, butmy friendgotanaccident. Abuscrashed hermotor cycleontheway home.

Jack : Uh, that's ghastly, I hope your friend will be okaysoon.

Tina : Okay, thanks.

Unsurkebahasaan

(1) Kosa kata terkaitdengankondisikesehatan, kekerhasilan, kegagalan. (2) Tata bahasa:*have, have got, need, may, can, will*, dsb.

(3) Frasa nominal dengan adjective

(4) Penggunaannominalsingularandanpluralsecaratepat,denganatautanpaa,*the,this, those, my, their*, dsbsecaratepatdalamfrasa nominal

(5) Ucapan, tekanan kata, intonasi

(6) Ejaandantandabaca

(7) Tulisantangan

E. Metode Pembelajaran:

1. Pendekatan : active learning

2. Strategi: Observe-Practice

3. Metode : Cooperative Learning-Jigsaw method

Activity	Description	Time allocation
----------	-------------	-----------------

Pendahuluan	<p>Apersepsi:</p> <ul style="list-style-type: none"> • Menyapa siswa • Menanyakan kabar • Menjelaskan materi yang akan dipelajari 	
Inti	<p>Observing:</p> <ul style="list-style-type: none"> • Memberikan stimulus tentang materi complementing and showing care • Memberikan contoh Communicating • Mendiskusikan materi bersama siswa • Memberikan penjelasan kepada siswa tentang metode yang akan digunakan • Membagi kelompok (expert dan home group) yang terdiri dari 5 siswa dalam satu kelompok • Memberikan lembaran materi khusus kepada expert group untuk disampaikan kepada home group 	
Penutup	<p>Memberikan umpan balik (feedback) terhadap proses dan hasil belajar</p>	

CARAPENILAIAN: Kinerja (praktik)

Simulasi dan atau bermain peran (*role play*) dalam menggunakan ungkapan untuk menunjukkan perhatian (*care*), sertare sponnya.

Speaking Rubric

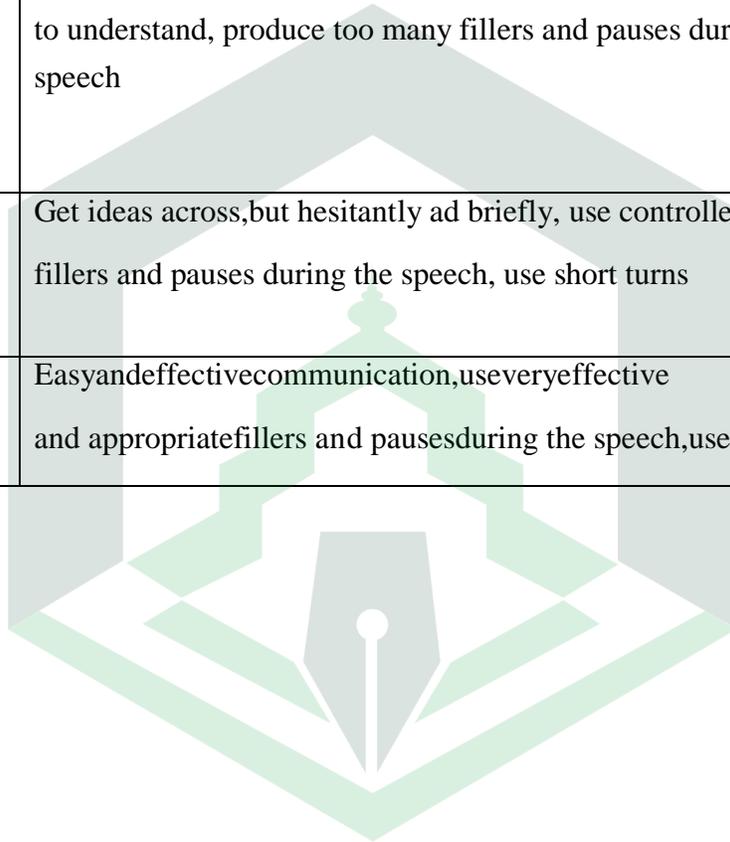
No.	Pronunciation Aspect	Score Scale
1.	Poor pronunciation, incorrect stress and intonation pattern, strong foreign accent	1-9
2.	Adequate pronunciation, some slips on stress and intonation patterns, slight foreign accent.	10-17
3.	Native-like, mostly correct stress and intonation pattern, slight foreign accent	18-25

No.	Vocabulary Aspect	Score Scale
1.	Poor vocabulary, many repetitions of certain dictions and terms	1-6
2.	Adequate range of vocabulary, quite various dictions and terms used in communication	7-13
3.	Good and wide range of vocabulary appropriately used, use of various dictions and terms in communications	14-20

No.	Grammar Aspect	Score Scale
1.	Mistake in basic grammar, frequently use of wrong tenses in expressing certain meaning, no or very limited cohesive devices used	1-9
2.	Occasional grammar slips, occasional use of wrong tenses in expressing certain meaning, use of some cohesive devices	10-17

3.	Virtually no grammar mistakes, produce completely cohesive sentences by using various cohesive devices	18-25
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No.	Fluency Aspect	Score Scale
1.	Veryhesitantandbriefutterances,sometimesdifficult to understand, produce too many fillers and pauses during speech	1-10
2.	Get ideas across,but hesitantly ad briefly, use controlled fillers and pauses during the speech, use short turns	11-20
3.	Easyandeffectivecommunication,useveryeffective and appropriatefillers and pausesduring the speech,use	21-30



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POST TEST

In this posttest, the researcher will give oral test in the form of picture. The students have to describe the picture by giving the related expression based on the material that has been taught.





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