

**THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE IN  
TELLING LUWU FOLKLORE TO IMPROVE STUDENTS  
SPEAKING SKILL AT THE SECOND GRADE OF  
JUNIOR HIGH SCHOOL 8<sup>TH</sup> PALOPO**

*A Thesis*

*A thesis submitted to the English Language of S1 Tarbiyah Department of State  
Islamic of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in  
English Education*



**IAIN PALOPO**

**Arranged by:**

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**ENGLISH LANGUAGE EDUCATION STUDI PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUE OF PALOPO**

**2022**

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TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUE OF PALOPO**






**2022**

## THESIS APPROVAL



This thesis entitled “**The Effectiveness of Using Jigsaw Technique In Telling Luwu Folklore To Improve Students Speaking skill at The Second Grade of Junior High School 8 Palopo**”, which was written by **Rahmawati Malla**, Reg. Number 18 0202 0154, a student of English Language Education Study Program of Palopo, has been examined and defended in **Munaqasyah** session which was carried out on November, 9<sup>th</sup> 2022. Coincided with Rabiul Akhir, 14<sup>th</sup> 1444 H. it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.


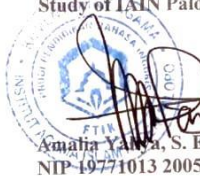
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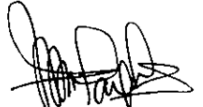
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## HALAMAN PERSETUJUAN TIM PENGUJI

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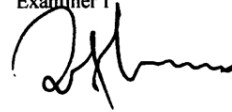
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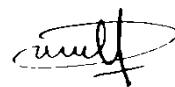
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Palopo, November 9<sup>th</sup> 2022  
The researcher,



Rahmawati Malla

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## **APPENDICES**

Appendix 1: Surat Izin Meneliti

Appendix 2: Surat Keterangan Selesai Meneliti

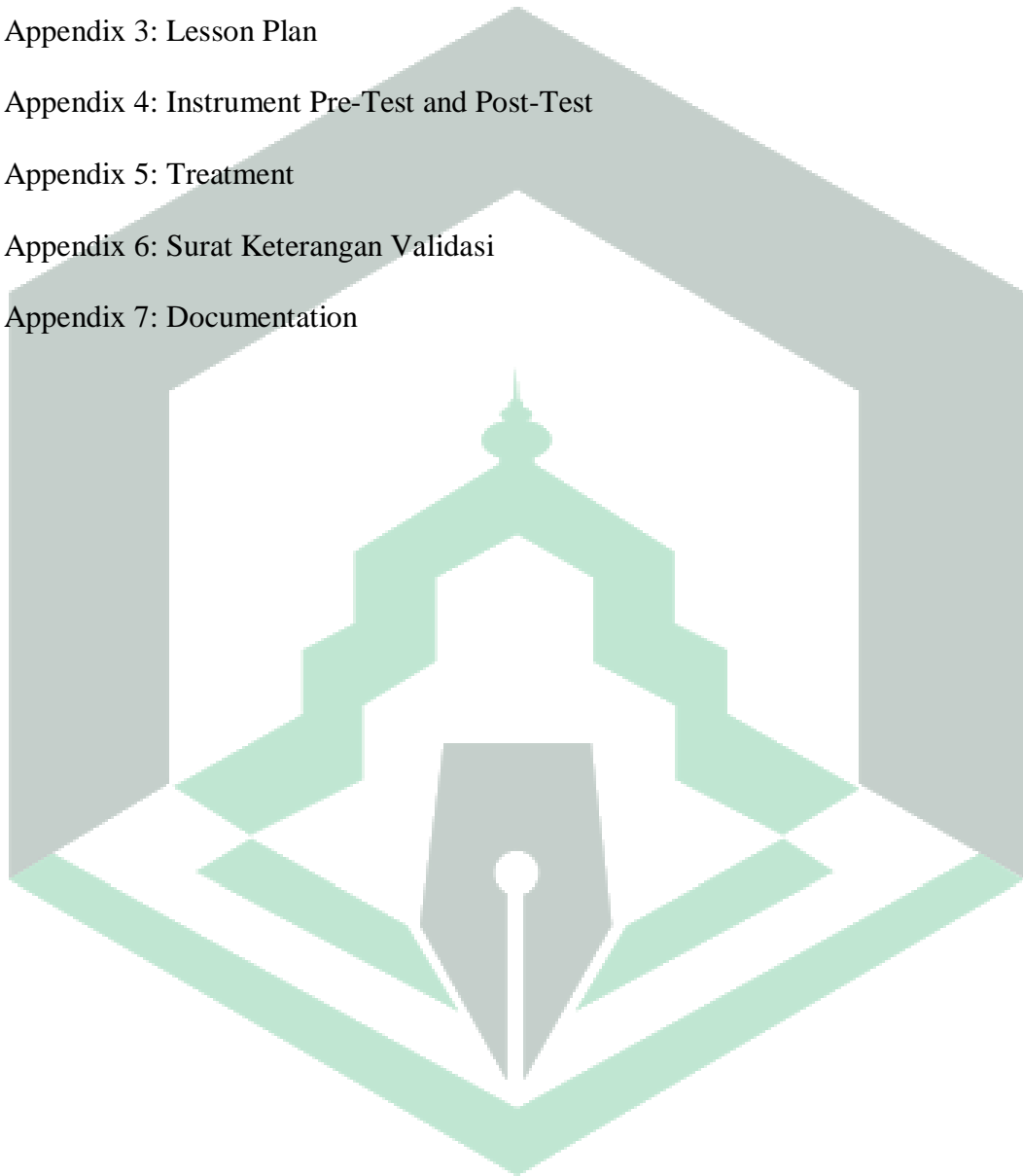
Appendix 3: Lesson Plan

Appendix 4: Instrument Pre-Test and Post-Test

Appendix 5: Treatment

Appendix 6: Surat Keterangan Validasi

Appendix 7: Documentation



## ABSTRACT

**Rahmawati Malla, 2022,** *“The Effectiveness Of Using Jigsaw Technique in Telling Luwu folklore To Improving Students Speaking Skill At The Second Grade of Junior High School 8<sup>TH</sup> Palopo”*. Thesis English Language Study Program Tarbiyah and Teacher Training Faculty for College of Islamic Institue (IAIN) Palopo. Supervised by the First consultant Dr. H. Rustan S., M.Hum. and the second consultant Fadliyah Rahma Muin, S.Pd.I., M.Pd.

The objectives of this research are to determine whether or not the use of jigsaw technique can improve the students speaking skill and to find out the students perception about using jigsaw technique to improving the second grade student of SMP Negeri 8<sup>th</sup> Palopo speaking skill. The researcher adapted the pre-experimental method in this research. The population was 20 students. The researcher used a total sampling sample consisting of 20 students. The instruments in this research were Test and Tape recorder. The researcher collected the data through speaking test. The data was analyzed statistically by using SPSS 22 edition. The result of the research indicated that the mean score in the post-test stage is higher than the score on the pre-test score ( $54.50 > 38.00$ ). In addition, the tailed sig-2 tailed is 0.000 smaller than the standart significant 0.05 (5%). While, the  $t_c$  ( $t_{count}$ ) is 9,093 is higher than  $t_t$  ( $t_{table}$ ) 2.093 on  $df=19$ . It means, alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. It represents that the effectiveness of jigsaw technique in contributing to help the students to improve speaking skill.

Keyword: Speaking Skill, Jigsaw Technique.

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is a productive skill. When people speak, they can produce text, and it should be meaningful. From speaking, we can express our ideas, thoughts, feelings, and opinions to others. Learning English is learning about the structure of language itself and learning how to make English as a tool to communicate with others; thus, the students need more practice to speak English properly. Nunan, defines that, English Speaking skill is very important in global era right now, because English speaking skill is an interactive process of constructing meaning to involves producing and receiving and processing information.<sup>1</sup>

English speaking skill is important as a basis, and goal of teaching English. Speaking is the process of building and sharing meaning through the use of second language learning and teaching. It means students should be able to communicate with the other to get or to share information and express what they feel.

By using jigsaw technique students' abilities increase. Based on pre-observation research, when researcher while doing teaching practice (PPL) in SMP Negeri 8<sup>th</sup> Palopo, what makes speaking lessons very difficult to build in class is that the activities involved are quite boring and also activities carried out in class do not give students the opportunity to speak. It is a part of teaching technique which is best used on cooperative learning as teaching strategies. In

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<sup>1</sup> Nunan, David, *Language Teaching Methodology*. Malaysia city: Pearson education Ltd.2000

applying this strategy, teachers are to form small teams, each with students of different levels of ability. Besides it is very important in communicative language and interacting in different social context and different social roles. Researchers conduct research to overcome problems related to student conversations. Based on observations in SMP Negeri 8<sup>th</sup> Palopo made while teaching and teaching problems that arise in the teaching process are: 1. The students are less confident and lack vocabulary 2. The English teacher does not use various strategies in teaching speaking. 3. Students lack confidence and can't think of anything to say, so giving the method can build students' enthusiasm and interest in speaking.

Jigsaw is viewed as a technique 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 semester.<sup>2</sup> According to Rusman (2008: 215), the Jigsaw Type Cooperative learning model is learning that is carried out by encouraging students to express opinions and manage information so that students are directly able to improve communication skills from the material that has been studied.<sup>3</sup> This technique is effective to apply in teaching process because it can help students to develop expertise in concept, topic or principle, apply the language of the discipline and practice self and peer teaching. It means, it can improve students' ability especially in speaking skill by using jigsaw technique. It can make students understand more about the topic of the material in speaking skill.

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

<sup>3</sup> Rusman. 2012. Model-Model Pembelajaran Mengembangkan Profesionalisme Guru. Depok : PT. Raja Grafindo Persada.

The researcher use south Sulawesi folklore because it becomes local wisdom of people in south Sulawesi that also the place that the writer going to do the research. According to Sukmawan and Setyowati (2107:298), the use of folklore in foreign language classes can help the teacher to train the students' language and communication skills in reading, speaking and writing. At the same times it is help them to build awareness of the students to enrich the cultural literacy, cultivate respectful behavior, and train their critical thinking and everlasting the local wisdom of South Sulawesi itself.<sup>4</sup> Based on the problems found, this study focuses on the use of jigsaw techniques to improve students' speaking skills. This study uses the group discussion method, so that students can work together, and build good communication with their friends. Researchers use the jigsaw technique as a strategy for students in junior high school because it can improve students' creative ideas, can improve students' critical thinking, student communication becomes smoother and forms of learning that are easy to apply by students.

Therefore, the researchers applied this method in learning English so that it was easier for students to communicate. Jigsaw is part of the best teaching technique used in cooperative learning as a teaching strategy. In implementing this strategy, the teacher forms small teams, each consisting of students with different levels of ability. Furthermore, they should use various learning activities to increase students' understanding. The researcher considers that this kind of learning strategy is suitable to be used in learning English such as to improve

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<sup>4</sup> Sukmawan, Setyowati. 2017. The Use of Folklore in Foreign Language. Accessed on December 10 2018 from <https://media.neliti.com/media/publications/209717-none.pdf>.

students' speaking fluency. and The effect of using jigsaw technique will help students constructing sentences. So that the learning process will take place in a fun and interesting way. The use researcher choose jigsaw technique as strategy for students in junior high school because it can improve students creative ideas, can improve students critical thinking, train to analyze through pictures, and form of learning that easy to apply by students. In addition, the researcher also gave folklore as a story that students would tell because apart from being a teaching material. Furthermore, this folklore as a media that has been applied in learning so students did storytelling activity using folklore especially about legends.

Based on the description above, the researcher is interested in conducting research which is entitled “The effectiveness of using jigsaw technique in telling Luwu folklore to improving students speaking skill at the second grade of junior high school 8<sup>th</sup> palopo”.

### **B. Problem of research**

Based on background above, the problem of this research can be formulation: “Is the use of jigsaw technique effective to improve the English speaking skill at the second grade of junior high school 8<sup>th</sup> Palopo?”

### **C. Objective of the research**

Based on the research problem, the objective of the research can be formulation as follow: The objective of the research is to find out whether using jigsaw technique at the second grade of SMPN 8<sup>th</sup> Palopo is effective to improve students' speaking skill.

#### **D. Significance of the research**

The result research are expected to give some benefits for the following people:

a. Junior High School English Teachers

The result can be by the English teacher as information or input to improve the teaching and to increase the students speaking ability through using jigsaw technique.

b. For the Students'

The action of the research are useful to motivate the students to practice speaking English a lot in the classroom.

c. For the teacher

The research can be one of the most reference for junior high school. English teacher in the use of jigsaw technique to improve the students speaking skill.

d. For The Other Research's

The result can be useful for other researchers as information or reference to conduct a further research dealing with speaking skill through using jigsaw technique to increase the speaking skill, especially the students of the school.

#### **E. Scope Of The Research**

The scope of this research is focused on improving speaking skills by using the jigsaw technique to teach the second grade of SMPN 8<sup>TH</sup> Palopo. Researcher asses students with fluency, accuracy, and



comprehensibility. The lesson that the researcher used in this research is narrative text Luwu (folklore). Then, the researcher also focuses on students' perceptions about using jigsaw technique through folklore in their learning process.

## **F. Operation Definition of Terms**

The definition key term based on the title of the research as follow:

### **a. Speaking**

Speaking is a process where we can interact with others and produce an appropriate outcome in want of a good talking impact as will be good example of someone asking us by language and a clear and clear way of speaking so that we will communicate or interact accordingly with what we expect with other that is discussed will be able to connect.

### **b. Jigsaw technique**

Jigsaw is one cooperative learning method in which students learn together in a group and responsible in understanding the materials for each other. Jigsaw is group with five students are set up. Each group member is assigned some unique material to learn and then to teach his group members. To help in the learning, students across the class work on the same subsection get together to decide is important and how to teach it.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous study

The researcher found some researcherS related to this research as follow:

Fakhruddin (2016) in his research “*Effectiviness of jigsaw on students speaking skill in Majalengka University*” found that there was significant difference between teaching speaking using jigsaw method and without it. The main factors affecting this success are the students’ interest in the teaching and learning activities given using jigsaw.<sup>5</sup>

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 participant 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.<sup>6</sup>

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<sup>5</sup> Fakhruddin. *Effectiveness of Jigsaw on Students’ Speaking Skill in Majalengka University*. Thesis. Majalengka. Majalengka University.

<sup>6</sup> Dina, Evi 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)

Astriani (2013) in her research “The Influence of Jigsaw Technique Toward Students’ Speaking Ability of The Second Year at Madrasah Aliyah Darul Ulum Tandun” found that about using jigsaw technique show that there was significant influence between students who were taught conventional and who were taught by jigsaw technique one. The result shows that the score of test is higher than table. He is rejected and the  $H_a$  is accepted. In other word, jigsaw technique can influence the Second Year at Madrasah Aliyah Darul Ulum Tandun.<sup>7</sup>

Azizah (2017) In her research “*improving students Activeness in speaking using jigsaw II SMAN 1 kendawangan*” found that this research was to improve students activeness in speaking , especially in discusing and presenting the material using jigsaw II To class XI IPA 1 of SMAN 1 Kendawangan with students number was 27 students. Based on the analysis of the observation and the result of students activeness in speaking especially, the use of jigsaw II could improve students activeness in speaking especially in discussing and presenting the material.<sup>8</sup>

Dyana (2013) in her research “*Using Jigsaw Technique To Improve Speaking Skill For The Science Students Of Grade XI-1 At SMAN 2 Yogyakarta In The Academic Year Of 2011/2012*” found that the result show that there was an

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<sup>7</sup> Astriani. 2013. The Influence of Jigsaw Technique Toward Students’ Toward Students’ Speaking Ability of The Second Year at Madrasah Aliyah Darul Alam Tandun. Thesis. Darul Alam Tandun. Madrasah Aliyah Darul Alam Tandun

<sup>8</sup> Azizah. 2017. *Improving Students’ Activeness in Speaking Using Jigsaw II of SMAN 1 Kendawangan*. Thesis. Pontianak. Tanjungpura University Pontianak.

*improvement on students' motivation to learn and practice in English.* They become more active in participate 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 English and jigsaw made students interact more with their friends in English. Not only that, the students' interview showed that they become more confident in speaking in English anxious.<sup>9</sup>

From the statement above, the researcher concludes that the use of the jigsaw technique in the teaching and mastery methods that have been determined can improve the students' ability to increase the expected learning abilities through the researcher and include speaking skills. The similarity of the 5 studies and the consequences above explain that the use of the jigsaw technique in the classroom as a method to improve students' speaking skills in the teaching and learning process has the same result that the jigsaw method is proven capable and successful in improving students' learning abilities. and the difference from the results of the research above is most effective in terms of the level of education and the material used when using the jigsaw technique.

In this study, researchers used narrative texts to improve students' speaking skills by using fairy tales, so that they could not only improve speaking skills but also get moral values from stories given to students. In addition, researchers also found that the jigsaw technique can improve student communication, critical thinking, and self-confidence. Then the location and subject of this study were different, where the researcher used a pre-experimental

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<sup>9</sup> Dyana. 2013. Using Jigsaw Technique To Improve Speaking Skill For The Science Of Grade XI-1 At SMAN 2 Yogyakarta In The Academic Year Of 2011/2012.

research method and chose class VIII.7 with a total of 20 students. By using this jigsaw technique, it really builds student communication, student cooperation, and student critical thinking. So this jigsaw technique is very suitable for teachers in implementing learning.

## **B. Theoretical Review**

### **1. The concept of speaking skill**

#### **a. Definition of speaking skill**

Speaking is one of skill which is very important to be mastered by students in order to be good communicator. Speaking is important for language learners. with speaking we can make an understanding about information around us and we can make communication in another person, because communication is the effective giving and receiving of information between communicator and the receiver. Good communication comes in many forms and styles so speaking is one of the based Skills that can be including to the important skill between other skills. Speaking is tool to make connection each other in the world.<sup>10</sup> Speaking is an interactive process of constructing meaning that includes producing, receiving, and processing information.<sup>11</sup> Speaking is an interactive process of constructing meaning that includes producing, receiving, and processing information.<sup>12</sup> Speaking skills in English are a person's skill to convey thoughts to anyone verbally,

<sup>10</sup> Herbert, *Speaking Skill*, (New York : Oxford University, New Edition 1997),p.223

<sup>11</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second edition (Englewood Cliffs, NJ: Prentice Hall Regents, 1994), 272.

<sup>12</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second edition (Englewood Cliffs, NJ: Prentice Hall Regents, 1994), 272.

however speaking skill are difficult to develop if they are not trained continuously and can be done with colleagues in the classroom, or other lecturers who can speak English. The goal is to improving speaking skill, enrich the use of vocabulary, improve language structure, perfect vocabulary words, English sentences and train hearing so that it is easy to catch messages from the other person. Therefore, human being will use this skill if they want to express everything that they have in their mind. Human speak to tell people about their wishes, intentions, or needs. Therefore, the correct way of speaking will make sure the success of interaction among people.<sup>13</sup>

b. Components of speaking skill

According to Heaton, There are three components of speaking. They are accuracy, fluency, and comprehensibility.<sup>14</sup> The used of those components of speaking can affect the listener's ability to perceive, to be clear, and understand the speaker's messages. As a result, the process of communication will be well managed.

1) Fluency

Fluency is defined as the ability to speak communicatively, fluently, and accurately. Fluency is how speakers use the language quickly and confidently with few hesitations or unnatural pauses, false

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<sup>13</sup> Siti Surinah, Rivi Antoni, Umami Rasyidah, "An Analysis on Students' Speaking Skill at The Second Grade Smp 8 Rambah Hilir," (24 februari 2015): 1. <https://media.neliti.com>

<sup>14</sup> J.B. Heaton, *Writing English Language Test*, 1 edition (New York: Longman Group Limited, 1988), 100

starts, and word searches.<sup>15</sup> Fluency usually refers to expressing oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, they allow students to express themselves freely without interruption.

a. Pronunciation

Harmer (1991:15) said that when he first hears English spoken he usually complains that English speech is too difficult to understand. His listening and speaking are still is because he has been to oral speech. Not only does his poor vocabulary because the trouble also inability to recognize the problem.<sup>16</sup>

b. Vocabulary

Hirai (2010:45) said that "vocabulary is the basis for the development of language, very simply put, without knowing the vocabulary of language, higher level language use (pronunciation, syntax, expository writing) was difficult if not impossible."<sup>17</sup>

2) Accuracy

Accuracy is the ability in the use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is

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<sup>15</sup> David Nunan and Caroline Linse, *Practical English Language Teaching: Young Learners*, 1 edition (New York: McGraw hill, 2005), 47.

<sup>16</sup> Harmer, J. 1991. *The Practical of English Languages Teaching*. London: Logman Group.

<sup>17</sup> Hirai, Debra L. Cook, and friends. 2010. *Academic Language Literacy Strategies for Adelescents A "How to" Manual for Educators*. New York: Routledge Companion.

achieved to some extent by allowing students to focus on the elements of phonology grammar and discourage in their spoken output.

### 3) Comprehensibility

Comprehension is the ability to understand the meaning of the text and integrate it with what the reader knows. The ability of individuals to understand the text is influenced by their skills and ability to process information. Comprehension refers to the fact that participants fully understand the material, even when procedures are complicated and difficult.<sup>18</sup> Because comprehension is very important for oral communication to get good respond of speech, so, doesn't misunderstanding.

#### c. The importance of speaking

The main purpose of speaking is to communicate. Speaking is important tool to communicate or to deliver the ideas about what the speaker will say to their audience. That is why, speaking is very important. They are three important of teaching speaking skill in the classroom:<sup>19</sup>

There are some tips to improve speaking skill:

1. Practice as much as possible, practice may not make you perfect , but it will make you better
2. Listen much English as you can like native speaker

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<sup>18</sup> Lous Cohen, Lawrence Manion, and Keith Morrison, Research Method in Education, Fifth edition (London: Routledge Falmer, 2005), 51.

<sup>19</sup> Harmer, Jeremy, How to Teach English, 1 edition (England: Pearson Education Limited, 2007). 123



3. Use new vocabulary
4. Make your vocabulary active. always repeat because it is very important part to improving your speaking
5. Ask friend to correct you, if you have a good friend who speak English then ask them to correct you sometimes.
6. Do not be shy.

One of the major reason why students don't improve their speak English is because they are too shy to speak. Maybe they are worried about making mistakes, or sometimes they are just naturally shy people. Don't worry, people will know if you are not a native speaker.

#### d. Problem of Speaking

##### 1. Inhibition

Speaking requires some degree of real-time exposure to an audience learner are often inhibition about trying to say things in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

##### 2. The Nothing to say

Even they are not inhibition, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

##### 3. The Low participation

Only one participation can talk he or is to be heard: and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

#### 4. The Mother use tongue

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not discipline in using the target language in the learning process.

## 2. The Concept of Narrative Text

### a. Definition of Narrative Text

There are many types of English, including narrative text. The narrative text is a story with problematic events and tries to find a solution to solve the problem. The narrative is a representation of an event or a series of events. It means that the narrative definition focuses on the sequence.<sup>20</sup> The story can be fiction (stories, fairy tales, legends, mysteries, science fiction, and historical fiction) or non-fiction (history, autobiography, and news reports).<sup>21</sup>

From the definition above, it can be concluded that narrative text is a story presented in chronological order that consists of a problem and how to

<sup>20</sup> Sindi Fantika, and Ratmanida, "Using Pictures to Tell Stories in Teaching Speaking Narrative Text to Senior High School Students," *Journal of English Language Teaching* 5, no. 1 (September 2016): 27, <http://ejournal.unp.ac.id/index.php/jelt/article/view/7263>.

<sup>21</sup> Gerald Prince, *Narratology: The Form and Functioning of Narrative* (Berlin: Mouton Publisher, 1982), p. 61

solve them. Also, the purpose of narrative text is to amuse and educate the reader.

#### b. Generic Structures of Narrative Text

There are three generic structures of narrative text, they are:

- 1) Orientation this part is the opening of the paragraph, which contains introduction characters who involve in the story, time and place where the story happened.
- 2) Complication this part is about the problem of the story that began, and the main character attempts to solve the problem.
- 3) Resolution this part is the ending of the story containing the problem solution. It can be a happy ending or a sad ending.

#### c. Social Functions of Narrative Text

The narrative text has the function to amuse and educate the learners because the content of narrative text could give the moral value when the students write the story. It could be a changer machine for students' attitudes and the best way to influence their minds. When the students read or watch a movie, they believe that all the characters and events in the story are really life in reality.

## 1. The Concept of Jigsaw Technique

### a. Definition of jigsaw technique

Jigsaw is one cooperative learning in which students learn together in a group and responsible in understanding the materials for each other. According to spencer (1944), jigsaw is groups with five students are set up. Each group member is assigned some unique material to learn and then to teach his group members. To help in the learning, students across the class work on the same subsection get together to decide what is important and how to teach it. After practicing in these “expert” groups the original reform and students teach each other. The purpose of jigsaw is to develop team work and cooperative learning skills within all students. Jigsaw helps to develop a depth of knowledge not possible if the students were tried and learn the material on their own, because students are required to present their finding to home group. This technique will often disclose student’s own understanding of a concept as well as reveal any misunderstanding.

The jigsaw technique is an efficient way to learn the course material in a cooperative learning style. The jigsaw process encourages reading, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal each person depends on all the others. No students’ can be success completely unless everyone works well together as a team. In addition, the learning objectives of jigsaw method are to train learners to get used to discussing and preparing

individually to help blow about something of main material to his classmates. This model encourages students to work together in groups.

b. The implementing of jigsaw

- 1) Some steps the implementing of jigsaw, there are eleventh steps  
jigsaw: The researcher divides the students into 4-5 groups
- 2) The researcher explained to the students how to use the jigsaw task in speaking
- 3) Each group will be given one topic
- 4) Students discuss about the story or topic given
- 5) All of students divide themselves into other groups to discuss the results of their discussions
- 6) The Students come back to their Jigsaw groups
- 7) Each group will present the results of their discussion in front of the class
- 8) The researcher moves from one group to another to observe the process. Intervention if there are groups that have problems or there are other groups that share

c. The benefit of using jigsaw

- 1) Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- 2) Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.

- 3) Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- 4) During jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
  - a) Each student develops an expertise and something important to contribute to the group
  - b) Each student's also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion.
  - c) The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
  - d) Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.
  - e) Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in the class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

#### d. The advantages of jigsaw

According to Aronson (1970), there are some advantages of jigsaw:<sup>22</sup>

- 1) Most teacher find jigsaw easy to learn
- 2) Most teachers enjoy working with it
- 3) It can be used with other teaching strategies
- 4) It works even if only used for an hour per day

#### e. The Disadvantages Of The Jigsaw

- 1) Error in terms of contents and lack of partitions from students
- 2) And it usually happens a group of students' who observe can be disturbed
- 3) This can make the whole group not pay attention to real information
- 4) Another case that often arises in group in when a student does not hold his responsibilities.<sup>23</sup>

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<sup>22</sup> Aronson, E.1970. *The Jigsaw Classroom*, (Online), (<https://www.jigsaw.org>, diakses 25 Agustus 2018).

<sup>23</sup><https://text-id.123dok.com/document/oz12jo63y-advantages-of-jigsaw-technique-disadvantages-of-jigsaw-technique.html>

## 2. Folklore

### a. Definition of Folklore

Folklore is a story that comes from the people and is spread by word of mouth until it is finally known by the wider community. This story is a fictional story that cannot be proven or justified.

According to Sisyono and his friends, folklore is a literally work that has developed in traditional societies.<sup>24</sup> This story is spread by word of mouth and usually the identity of the author is unknown (anonymous). In addition the poet Suripan Sadi Hutomo interprets folklore as stories that are passed down from generation to generation orally.<sup>25</sup> Folklore can be interpreted as a form of expression of a culture that exists in society through speech, which has a direct relationship with cultural aspects and social values of the community itself. Sometimes there are some folklore are able to offer physical evidence as a form that the story is indeed true. However, not a few of the evidence or phenomena that can be explain scientifically are not as contained in folklore. Nevertheless, folklores are value as cultural and historical treasures and are immortalized in written form.

Folklore is stories, customs and beliefs that are passed from one generation to the next. While according to Cambridge Dictionary, folklore is

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<sup>24</sup> Laudia Tysara, "Mengenai Cerita Rakyat Dari Para Ahli", September 10, 2022, <https://m.liputan6.com>.

<sup>25</sup> Indonesia Student, "Pengertian Cerita Rakyat Menurut Ahli", Januari 27, [indonesiastudents.com](https://indonesiastudents.com), september 19 2022.



the traditional stories and culture of a group of a people. There are different types of folklore in the world. Each region has different folklore usually contains a certain meaning about everyday life. It contains messages that can be learned from. Beside that in this research, the researcher only use folklore from Indonesia in several an are whose folklore is very famous.

b. Characteristics of Folklore

1. Folklore is a story that are conveyed orally and passed down from generation to generation.
2. Folklore is story about life in the past.
3. Traditional in nature, so many assumptions if analyze today as a myth.
4. Identical folklore are unknown authors or creators.<sup>26</sup>
5. Folk stories usually have one or more of these elements. In almost every folktale. Something very magic happens. Tree and animals speak. God drescend from the heaven and change things in supernatural ways, wizard, withes, fairiesor goblusmay cause mischief or perform wonders. Fantasy magic and supernatural intervention in the course of ordinary events makes a good story and appeal to the readers imagination.
6. Folk stories always contain a moral. In other words, they teach important lesson about human nature that is clear and convincing. It is the moral lesson they teach that make them live through the centuries.

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<sup>26</sup> Indonesia student, "6 Pengertian Cerita Rakyat Menurut Para Ahli, Ciri Dan Manfaatnya," January 27, 2022, <https://Indonesia.students.com>.

Parents use them to live well with a deeper understanding of their fellow human being.

Alaini is classified folklore into three types, namely verbal folklore, partly verbal folklore and non-verbal folklore.<sup>27</sup> Folklore is a story that comes from the community and developed in society in the past which is a characteristic of every nation that has a diverse culture including the rich culture and history of each nation.

Folklore has its own characteristics as a cultural product. Folklore can be identified based on the characteristics that mark it, namely: (1) its distribution and inheritance is usually is done orally, it is spread through word of mouth; (2) folklore is traditional, it is distributed in a relatively fixed form or in a standard form; (3) folklore exists in versions, even different variants; (4) folklore is anonymous, its creator is no longer known; (5) folklore usually has a formulaic or patterned form, for example to express the beauty of a girl using cliché words “like the moon and fourteen days”; (6) folklore has uses in collective life; (7) folklore is pralogical, that is, it has its own logic that is not in accordance with general logic; (8) folklore becomes the common property of certain collectives<sup>28</sup> (Amir).

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<sup>27</sup>Alaini, Nur Nining, "Cerita Rakyat Putri Mandalika Sebagai Sarana Pewarisan Budaya dan Local Genius Sasak" dalam Endraswara, Suwardi (ed.). *Folklor dan Folklife dalam Kehidupan Dunia Modern: Kesatuan dan Keberagaman*. (2013) Yogyakarta: Penerbit Ombak.

<sup>28</sup> Amir, Adriyenti, "Sastra Lisan Indonesia" (2013) p. 162, Yogyakarta: Penerbit And

### c. Function of Folklore

Endraswara says that folklore is part of a collective culture, which is spread and passed down from generation to generation, among any kind of collective, traditionally in different versions, both in oral form and examples accompanied by gestures or tools reminder helper. Besides that, there is also a function of folklore;<sup>29</sup>

#### 1. Entertainment facility.

By listening to folktales, such as fairy tales, myths or legends, it is as if we are invited to travel to other realms that we do not encounter in our daily life experiences.

#### 2. Education facility

So basically folklore wants to convey a message or mandate that can useful for listeners or readers.

#### 3. As a reinforce of socio-cultural values that apply in society

In folklore there are usually ethical and moral teachings that can be used as guidelines for the community.

Folklore can provide information and a better understanding of social life. Folklore is the best literature that is read with various characteristics, themes, and formats that are adapted to the child's development.<sup>30</sup> The main purpose of folklore is to convey a moral lesson and present useful information

<sup>29</sup> Endraswara, "Folklore Nusantara: Hakikat, Bentuk, Fungsi", (2013), Yogyakarta: Penerbit Ombak.

<sup>30</sup> Ida Ayu Made Sri Widiastuti, "Balinese Folklore As A Learning Device To Enhance Srtudents" Speaking Skill and Socio-Linguistic Competence," *International Journal Of Linguistics And Discourse Analytics* 1, no 1(September 2019): 63-68. <https://ijolidadenpasarinstitute.com>

and everyday life lesson in an easy way for the common people to understand. Folk tales sugarcoat the lesson of hard life in order to give the audience pointers about how they should behave.

#### d. Types of Folklore

As we know, Indonesia is known to have a lot cultural wealth. Indonesian ethnicity, language and customs are wealth that we must preserve. One of Indonesian culture is folklore. Almost every region in Indonesia has a different and interesting folklore. This condition underlies why folklore is always introduced to children from an early age. That is why it is important as the next generation to continue to preserve the culture that exists in Indonesia through this folklore.

In general, folklore texts tell about an incident in a place or the origin of a place. The characters in folklore are usually manifested in the form of humans, gods and animal. There are eight types of folklore namely:

##### 1. Fables

Fables are folktales where the protagonist is an animal and the animal behaves like a human. Examples are the Clever Mouse Deer and the Cunning Wolf Story.

##### 2. Legend

Legend is a story that contains the origins of a place, such as a story about Malin Kundang, The Origin of Lake Toba and The Formation of Tangkuban Perahu.

### 3. Myth

Myth is a story that contains about gods or stories that are sacred and mystical. An example of this folklore is the story of Nyai Roro Kidul and The Queen Of South Beach.

### 4. Sage

Sage is a story that contains elements of a story, such us Damarwulan and Roro Jonggrang.

### 5. Funny

Story A funny story is part of a folklore with witty or funny elements so that it can evoke laughter. The example story is “Abunawas Mau Terbang (Jawa Timur)”.

### 6. Parallel

Parallel is a folklore in which the characters are human or animal. Example: Ants And Grasshoppers.

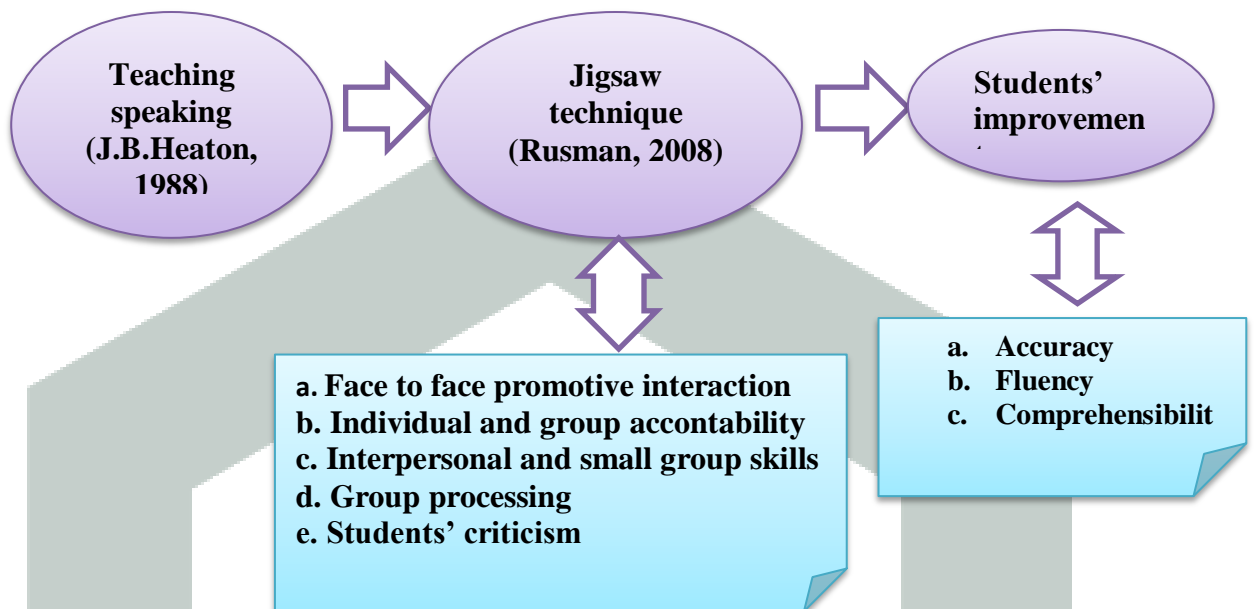
### 7. Parabels

Parabels are folklore that describe moral stories with inanimate characters. An example is The Story of A Pair of Slops.

### 8. Epos

Epos is a folklore in which it contains a heroic story. Examples of folklore that are classified as epos include The Mahabarata.

### C. Conceptual Framework



**Chart 2.1 Conceptual Framework**

Based on the conceptual framework above the researcher used pre-experimental research with one group pre-test and post-test design. In this conceptual framework shows the teaching and learning process is carried out and guided to achieve maximum results with design learning models based on the subject and to train students' thinking with jigsaw technique. Use group work to improve students' speaking Ability. In learning speaking, it is divided into the accuracy and fluency to measure the students' speaking ability.

Speaking is a communication process between speaker and listener. In there is a process in which the speaker expresses ideas, thoughts, opinions, and perception. This speaking is an important subject for students to learn student. However, to increase students' interest in learning English without shy and afraid especially in speaking, the teacher must prepare accordingly media that

can make students feel happy and can be more active during teaching and learning process. For this reason, researchers use the jigsaw method as learning to improve students' speaking skills.

The jigsaw technique is an efficient way to learn the subject matter with a cooperative learning style. The jigsaw process encourages reading, engagement, and empathy by giving each group member an important part to play in academic activities. Group members must work together as a team to achieve a common goal, everyone is dependent on others. No student can be completely successful unless everyone works well together as a team. In addition, the purpose of learning the jigsaw method is to train students to get used to discussing and preparing individually to help blow something on the subject matter to their classmates. This model encourages students to work together in groups. By using this jigsaw method is very helpful to improve students' speaking skills.

Using folklore in teaching and learning process is suitable to face the situation of young generation nowadays that almost adopt all of western culture. Therefore, through this strategy, the students are expected to learn more about moral value in narrative text through our local folklore and intend to build the students nationalism and to remain them about our local wisdom besides our modern styles. In addition, the researcher also gave folklore as a story that students would tell because apart from being a teaching material. Furthermore, this folklore as a media that has been applied in learning so students did storytelling activity using folklore especially about legends.

There may be some way to enhance students talking talents through jigsaw responsibilities, the teacher will make students interested in the learning technique. In reference to the significance of speaking competencies in the students in beginner learner have a look at as an English teacher need to search for some effective way of teaching with the aid of the use of jigsaw obligations. One way for effective studying teaching is considered to be useful if student teacher create a good situation and use jigsaw obligations inside the gaining knowledge of method to make effective teaching speaking, can improving speaking skill motivation the students' speaking skills by using jigsaw responsibilities solving problem can enhancing college students speaking skill.

#### **D. Hypothesis**

Based on the review of related literature, the writer formulated the hypothesis follows:

**Ha :** The use of jigsaw technique is effective to improve student's speaking skill in SMPN 8 Palopo.

**Ho:** The use of jigsaw technique is not effective to improve student's speaking skill in SMPN 8 Palopo.



**CHAPTER III**  
**THE RESEARCH METHOD**

**A. Research Method and Design**

In this research, researcher used Pre-Experiment method. Pre-Experiment is defined as a method with a systematic form to find the influence of one variable with another variable by giving experiment group.

Researcher used Pre-Experiment design, precisely one group pre-test post-test. Pre-experiment design that is focused on one class that is given the test (pre-test and post-test) and treatment without any class comparison. In this design were given pre-test, treatment, and then pro-test. The design of this research was described as follow:

Table 3.1 The Design of One-Group Pre-Test and Post-Test

<b>Pretest</b>	<b>Treatment</b>	<b>Post-test</b>
O <sub>1</sub>	X	O <sub>2</sub>

Where:

O<sub>1</sub>: Pretest

X: Treatment

O<sub>2</sub>: Post test

## **B. Time and Location of the Research**

This research was conducted on 4<sup>nd</sup> August – 21<sup>nd</sup> September 2022.

This research will be conducted at SMPN 8<sup>th</sup> Palopo. Dr. Ratulangi street No. 66 Balandai, Bara District, Palopo city, South Sulawesi Province.

## **C. Population and Sample**

### **a. Population**

The population of this research is students of the second grade in SMPN 8 Palopo. The total numbers of the population were 20 students consisted of one class.

### **b. Sample**

In determining the sample, the researcher used a total sampling technique. Where the researcher choose one class as a sample, namely VIII.7 which consists of 20 students. The researcher chose this class because this class still speaking skill. In addition, students also feel bored with the methods and techniques taught by the teacher.

## **D. Research Variable**

In this part, the researcher included the dependent and independent variables.

- 1) The dependent variable is the students' speaking skill, where in speaking skill become the device that would be used by the humans to speak or to tell their idea to the other people. Therefore, the students might also need to use jigsaw to tell their idea through by easy. Except, the speaking skill become influencing a jigsaw.

- 2) The independent variable is jigsaw. Jigsaw is a method to spark off the balance of questioning. Then whilst we train English the use of a jigsaw and carries information so that it could help students to recollect or improve words and generate an idea so we can talk without difficulty, particularly to describe and strategies in speaking. So, jigsaw is prompted through speaking skill.

### **E. Instrument of The Research**

The Instruments of the research are:

a. Test

The researcher in instrument in collecting the data was speaking test through pre-test and post-test. The pre-test would be given before applying jigsaw technique in the class, so that the researcher would be able to know the ability of the students in speaking skill. While post-test and would be given after applying jigsaw technique as the teaching strategy. Used pre-test and post-test to find out the development of the students speaking skill after being treated by jigsaw technique.

Tape recorder it is used to record the students' speaking skill in pre-test and post-test. The researcher used a tape recorder to record the learners' voice. If there was something unclear in the expression of opinions by learners, the researcher can listen again through a tape recorder.

## **F. Procedure of Collecting Data**

In collecting the data, the writer did some procedures, such as:

### **a. Giving pre-test**

Pre-test is done before giving any action. It aims to measure the extent to which students speak. In the test, students are given a test with narrative text the student and understand the story of narrative text Luwu (folklore) then one by one come forward to retell the story using their own language for 2 minute.

### **b. Giving Treatment**

After doing the pre-test researcher provided treatment to improve the student speaking skill this treatment was completed by using jigsaw technique for six meeting.

The test was given with the following procedure:

- 1) The first preparation to open the lesson, by greeting and praying together
- 2) Teacher checking student attendance and after that entering the material
- 3) After the teacher has finished explaining the teacher gives the students to ask what if there is from the material that has not been understood
- 4) After all students understand the teacher prepares the material, according to what has been discussed previously

- 5) After that the teacher give instruction about the next learning that is by using technique that have prepared teacher that is jigsaw technique
- 6) The stages of the process of using jigsaw technique as follow:
  - a) Teachers instructed students to create groups of 1-5 people
  - b) Each people in the team get different material
  - c) Members from other teams that have the same sub-material form a new group (expert group) and discuss
  - d) After the discussion is finished the students return to the their group and alternate teammates from the origin
  - e) Group representatives report the results of their discussion.
- 7) The final stage the teacher again took over the class and again concluded from all the results discussed by the student.
- 8) Giving motivation
- 9) Closing
- c. Giving post-test

The post-test was given to the students after doing the pre-test and treatment, the researcher gave another fictional story to the students and asked to understand the content of the story then the students came forward one by one to retell the story using their own language based on the story. This test is to find out whether students have difficult results after being given treatment or not.

## G. Technique of Data Analysis

Data analysis technique were carried out find out a method used in these activities. Data analysis was needed, after data collection through pre-test, treatment, and post-test to find out how successful the effect of using jigsaw technique to improve speaking skill. To analyzed the data, the writer used to following steps:

### 1. Formulation

$$\text{Score} = \frac{\text{The Total of The Students' Correct Answer}}{\text{The Total of Items}}$$

$$P = \frac{F}{N} \times 100$$

Keterangan :

P: Percentage

F: Frequency

N: Number of Sample

### 2. The scoring the student in speaking

In measuring the students speaking of accuracy, fluency, and comprehensibility in speaking, the researcher used level of classification scores as follow:

#### a. Accuracy

Table 3.2 Rubric Score of Accuracy <sup>31</sup>

<sup>31</sup> J.B. Heaton, *Writing English Language Test*, 1<sup>st</sup> edition (New York: Longman Group Limited, 1988), 100

No.	Classification	Score	Criteria
1.	Excellent	6	Pronunciation only very slightly influence by the mother tongue, two or three grammatical errors.
2.	Very Good	5	Pronunciation is very slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
3.	Good	4	Pronunciation is still moderately influence by the mother tongue but no serious phonological errors. A few grammatical and lexical errors some of which cause confusing.
4.	Average	3	Pronunciation seriously influenced by mother tongue. Only a few serious phonological errors, and several grammatical and lexical some of which cause confusing.
5.	Poor	2	Pronunciation seriously influence by mother tongue with errors causing a breakdown in communication many “basic” grammatical and lexical errors.
6.	Very Poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language approach and areas practiced in the course.

## b. Fluency

Table 3.3 Rubric Score of Fluency<sup>32</sup>

No.	Classification	Score	Criteria
1.	Excellent	6	Speak without too great an effort with a fairly wide range of expression. Search

<sup>32</sup> J.B. Heaton, *Writing English Language Test*, 1 edition (New York: Longman Group Limited, 1988), 100.

			for word occasionally by only one or two unnatural pauses.
2.	Very Good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
3.	Good	4	Although he has to make an effort and search for words, there are not many unnatural pauses. Fairly smooth. Delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range expression
4.	Average	3	Has to make an effort for much of time. Often has to search for desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at the times. Limited range of expression.
5.	Poor	2	Long pause while is he searches for desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
6.	Very Poor	1	Full of long and unnatural pauses. Very halting and fragmental delivery. At gives up making the effort. Very limited reange of expression.

## c. Comprehensibility

Table 3.4 Rubric Score of Comprehensibility <sup>33</sup>

No.	Classification	Score	Criteria
1.	Excellent	6	Easy for the listener to understand the speaker's intonation and general meaning, very few interruptions or clarification required.
2.	Very Good	5	The intonation of the speakers and

<sup>33</sup> J.B. Heaton, *Writing English Language Test*, 1 edition (New York: Longman Group Limited, 1988), 100



			general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
3.	Good	4	Most of what of the speakers say is easy to follow. His intonation always clear but several interruptions are necessary to help him convey message or seek clarification.
4.	Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of speakers more complex or longer sentences.
5.	Poor	2	Only small bit (usually short sentences and phrases) can be understood and the with considerable effort by someone who is to listening to the speaker.
6.	Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

### 3. Tabulating students' score

The students' speaking scores in the pre-test and post-test will be tabulated using the Heaton assessment model.

### 4. Converting students' score

The result of the students speaking tests were determined by classification students, it be seen in the below.<sup>34</sup> After giving the students speaking point, the researcher score the students point by using the following formula.

<sup>34</sup> H. Douglas Brown. (2004). *Language Assessment: Principle and Classroom Practices*. United State of America: Pearson Education, Inc.

$$\text{score} = \frac{\text{The gain score}}{\text{the maximum score}} \times 100$$

### 5. Classifying students score

The score of the students was classified into six levels, as follow:

The scoring classification of the students speaking skills.

Table 3.5 The classification score for test

Classification	Scale	Score
Excellent	6	86-100
Very good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very poor	1	≤ 25

### 6. Calculating the rate percentage of the students score

The percentage and the mean score of the students score on speaking test both one pre-test and post-test were calculated by using SPSS 22 Version.

### 7. Assessing the Hypothesis Acceptability

$t\text{-table} \geq t\text{-count}$  : The rejected null hypothesis

$t\text{-count} < t\text{-table}$  : Received null hypothesis

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

This chapter will discuss the data has been analyzed and tabulated statistically, which consists of students' scores in pre-test and post-test, the classification of student scores on the pre-test and post-test, as well the average value and standard deviation of pre-test and post-test scores.

##### 1. Analysis of Students' Score In Test

###### a. Pre-test

In this section, the researcher shows that the students' scores completely in pre-test students' scores in accuracy, fluency, and comprehensibility presented in the tables, mean score standard deviation, and the rate percentage of students' scores were calculated by using SPSS 22. It was tabulated by the following table as follows:

Table 4.1 The score of students' speaking skill in the pre-test

No.	Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 1	2	2	2	30
2	RD 2	2	3	3	40
3	RD 3	2	2	2	30
4	RD 4	2	3	3	40
5	RD 5	2	2	2	30
6	RD 6	2	3	3	30

7	RD 7	3	3	4	50
8	RD 8	3	3	3	45
9	RD 9	2	2	2	30
10	RD 10	3	3	3	45
11	RD 11	3	3	2	40
12	RD 12	2	2	2	30
13	RD 13	3	4	4	55
14	RD 14	2	3	2	35
15	RD 15	2	2	2	30
16	RD 16	2	2	2	30
17	RD 17	2	2	2	40
18	RD 18	3	4	3	50
19	RD 19	2	3	2	35
20	RD 20	3	3	3	45
		45	54	51	760
TOTAL		MEAN SCORE			38,00

The table 4.1 shows the scoring of students speaking skills in the pre-test. The speaking skill has three aspects consisting of accuracy, fluency, comprehensibility. In this section, the researcher presented and tabulated the mean score of students' speaking skill one by one with using SPSS 22, as can be seen as the following tables:

Table 4.2. Descriptive Statistics of Student's Pre-test Score

	N	Minimu m	Maximu m	Mean	Std. Deviation
Pretest	20	30	55	38.00	8.176
Valid N (listwise)	20				

a. Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researcher calculated it by using SPSS 22. The result can be presented in the descriptive statistics table as follows:

Table 4.3 Descriptive Statistics of Accuracy in pre-test

	<b>N</b>	<b>Minimu m</b>	<b>Maximu m</b>	<b>Mean</b>	<b>Std. Deviation</b>
Accuracy	20	2	3	2.35	.489
Valid N (listwise)	20				

As can be seen in the table 4.3, the high score of students is 3 and the lowest score is 2. Then, it also indicated that the mean score of students' accuracy in the pre-test is (2, 35) and the standard deviation error is. Through material, the researcher got students' scores in accuracy before treatment. The accuracy score presented through the table of rate percentage score as can be seen as the following tables:

Table 4.4 The Rate Percentage Score of Students' Accuracy in pre-test

<b>No.</b>	<b>Classification</b>	<b>Scale</b>	<b>Pre-Test</b>	
			<b>Frequency</b>	<b>Percentage</b>
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	7	35%

5	Poor	2	13	65%
6	Very Poor	1	0	0%
Total			20	100%

Table 4.4 indicates that the score of accuracy showed that no students who got excellent, very good, good, very poor categories (0%). The majority of 13 students (65%) got a poor score, 7 students (35%) got average. It can be conclude that a majority of 13 (65%) have poor skills inaccuracy in the pre-test of speaking.

b. Fluency

For looking at the mean score of students' fluency in a pre-test, the researcher calculated it by using SPSS 22. The result can be presented in the descriptive statistics table as follow:

Table 4.5 Descriptive Statistics of fluency in pre-test

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Fluency	20	2	4	2.70	.657
Valid N (listwise)	20				

As can be seen in the table 4.5, The high score of students is 4 and the lowest score is 2. Besides, it also indicated that the mean score of students' fluency in the pre-test is 2.70 and the standard deviation .657. Before treatment, the researcher gave a test to know the students' fluency. Fluency score is

presented in the table rate percentage score that can be seen from the table shown as follow:

Table 4.6 The Rate Percentage Score Of Students' Fluency In Pre-Test

<b>Pre-Test</b>				
<b>No</b>	<b>Classification</b>	<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	10%
4	Average	3	9	45%
5	Poor	2	9	45%
6	Very Poor	1	0	0%
Total			20	100%

Table 4.6 indicates that the score of fluency in percentage. There are no students who got an excellent, very good and very poor category. The majority of the 9 students (45%) get the poor score and average category for 9 students (45%) and 2 students (10%) get good category.

#### c. Comprehensibility

For looking at the mean score of students' comprehensibility in a pre-test, the researcher calculated it by using SPSS 22. The result can be presented in the descriptive statistics table as follow:

Table 4.7 Descriptive Statistics of Comprehensibility pre-test

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Comprehensibility	20	2	4	2.55	.686
Valid N (listwise)	20				

Table 4.7, the high score of students is 4 and the lowest score is 2. Beside it also indicated that the mean score of students' comprehensibility in the pre-test is 2.55 and the standard deviation is 686. Before treatment, the researcher gave a test to know the students' comprehensibility. The comprehensibility score is presented through the table rate percentage score. It can be seen from the table shown as follow:

Table 4.8 The Rate Percentage Score Of Students' Comprehensibility In The Pre-Test

<b>Pre-Test</b>				
<b>No</b>	<b>Classification</b>	<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	2	10%
4	Average	3	7	35%
5	Poor	2	11	55%
6	Very Poor	1	0	0%
Total			20	100%



Table 4.8 shows the score of comprehensibility taken by the researcher in percentage. There are no students who got excellent, very good, and very poor categories (0%). There are 11 students (55%) got poor category. And there were 7 students (35%) got average categories. 2 students (10%) got good score.

b. Post test

In this section the researcher showed the rate percentage of students' scores of speaking skill in the post test. The result was presented in tables, these complete of students' score in speaking skill as follow:

Table 4.9 The Score Of Students' Speaking Skill In The Post-Test

No.	Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 1	3	4	4	55
2	RD 2	3	4	4	55
3	RD 3	4	4	4	60
4	RD 4	3	4	4	55
5	RD 5	3	4	4	55
6	RD 6	3	4	4	55
7	RD 7	4	4	4	60
8	RD 8	4	3	4	55
9	RD 9	3	4	4	55
10	RD 10	3	3	4	55

11	RD 11	4	3	4	55
12	RD 12	3	3	4	55
13	RD 13	4	5	5	70
14	RD 14	3	4	4	55
15	RD 15	3	3	3	45
16	RD 16	2	3	3	40
17	RD 17	3	3	3	45
18	RD 18	3	4	4	55
19	RD 19	3	4	4	55
20	RD 20	3	5	5	55
		61	75	79	1,090
TOTAL		MEAN SCORE			54,50

Table 4.9 states that the scoring of students speaking skills in the post-test. The speaking skill has three aspects consisting of accuracy, fluency, comprehensibility. On the other side, the researcher also analyzed students' score in speaking skill, which had been given treatment by using jigsaw technique. It was presented through the distribution frequency and percentage table as follow:

Table 4.10 Descriptive Statistics of Post-test Score

	<b>N</b>	<b>Minimu m</b>	<b>Maximu m</b>	<b>Mean</b>	<b>Std. Deviation</b>
Posttest	20	40	70	54.50	6.048
Valid N (listwise)	20				

## 1. Accuracy

For looking at the mean score of students' accuracy in a post-test, the researcher calculated it by using SPSS 22. The result can be presented in the descriptive statistics table as follow:

Table: Table 4.11 Descriptive Statistics of Accuracy in post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	20	2	4	3.20	.523
Valid (listwise)	N 20				

As can be seen from table 4.11 the higher test score of students is (4) and the lowest score is (2). Besides that, it also indicates the mean score of students' accuracy in the post-test is (3.20) and the standard deviation e (.523).

On the other side, the researcher got a score of the students' accuracy who had been given treatment by using narrative text to speak up and it presented through the table percentage scores. It can be seen from the table shown as follow:

Table 4.12 The rate percentage score of students' accuracy in post-test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	5	25%

4	Average	3	14	70%
5	Poor	2	1	5%
6	Very Poor	1	0	0%
Total			20	100%

Table 4.12 indicated the score of accuracy in percentage. There are no excellent, very good, and very poor score (0%). The majority of students 14 students (70%) got average classification. And, there are 5 students (25%) got good score.

## 2. Fluency

For looking at the mean score of students' fluency in a post-test, the researcher calculated it by using SPSS 22. The result can be presented in the descriptive statistics table as follow:

Table: 4.13 Descriptive Statistics of Fluency Score Post test

		<b>Minimu</b>	<b>Maximu</b>			
		<b>N</b>	<b>m</b>	<b>m</b>	<b>Mean</b>	<b>Std. Deviation</b>
Fluency		20	3	5	3.75	.639
Valid	N	20				
(listwise)						

As can be seen from table 4.13 the highest score of students is 5 and the lowest score is 3. Besides, it also indicates the mean score of students' fluency in the post-test is (3.75) and the standard deviation errors are (639).

After the treatment is done, the researcher gave a test to know the students' fluency. It was presented through the table rate percentage score. It can be seen from the table as follow:

Table 4.14 The rate percentage score of students' fluency in post-test

<b>Post-Test</b>				
<b>No</b>	<b>Classification</b>	<b>Rating</b>	<b>Frequency</b>	<b>Percentage</b>
1	Excellent	6	0	0%
2	Very Good	5	2	10%
3	Good	4	11	55%
4	Average	3	7	35%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
<b>Total</b>			20	100%

Table 4.14 shows the score of fluency percentage. It showed there is no students got excellent, poor, and very poor score (0%). The majority of 11 students or (55%) got a good score. Only 2 students (10%) got very good score. And there are 7 students (35%) got average categories.

#### c. Comprehensibility

For looking at the mean score of students' comprehensibility in a post-test, the researcher calculated it by using SPSS 22. The result can be presented in the descriptive statistics table as follow:

Table: 4.15 Descriptive Statistics of Comprehensibility score in post test

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Comprehensibility	20	3	5	3.95	.510
Valid (listwise)	N 20				

As can be seen from table 4.15 the highest score of students is 5 and the lowest score is 3. Besides, it also indicates the mean score of students' comprehensibility in the post-test is (3.95) and the standard deviation (.510).

On the other side, the researcher also had made the score of the student's comprehensibility and it was presented through the table rate percentage scores. It can be seen from the table shown as follows:

Table 4.16 The rate percentage score of students' comprehensibility in post-test

<b>Post-Test</b>				
<b>No</b>	<b>Rating</b>	<b>Rating</b>	<b>Frequency</b>	<b>Percentage</b>
1	Excellent	6	0	0%
2	Very Good	5	2	10%
3	Good	4	15	75%
4	Average	3	3	15%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
Total			20	100%

Table 4.16 indicates the score of comprehensibility there are no excellent, poor and very poor categories (0%). But there are 3 students got average categories (15%) and 2 students (10%) got very good score. And the majority 15 students (75%) got good categories.

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, comprehensibility) one by one, this research also presented the total mean score and standard deviation if in pre-test and post-test, then compare both of them. The result presented in the descriptive statistics table as follow:

Table: 4.17 Paired Samples Statistics of Pre-test and Post-test

		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>
Pair 1	Pretest	38.00	20	8.176	1.828
	Posttest	54.50	20	6.048	1.352

Table 4.17 Besides, the standard deviation error in pre-test was (1.828) and (1.352) in the post-test. The table above also shows that the mean score in the pre-test was (38.00) and in the post-test were (54.50). It concludes that the students' score improved from (38.00) to (54.50).

Table 4.18 The paired samples correlations of pre-test and post-test

		<b>N</b>	<b>Correlation</b>	<b>Sig.</b>
Pair 1	Pretest & Posttest	20	.484	.030

Table 4.18 is paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment 0,484. It means that there was a significant correlation between students' skill in teaching speaking by jigsaw method before and after treatment.

Table 4.19 The Paired Samples Test Correlation of pre-test and Post-test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pa	Pretest	-							
ir	Posttest	16.50	7.452	1.666	19.987	13.013	9.903	19	.000
1		0							

From table 4.19, the paired sample test, the researcher got a data that  $t_{count} = 9.903$  and  $df$  (degree of freedom) = 19. According to the value of  $t_{table} = 2.093$ . Based on the result,  $t_{count}$  was higher than  $t_{table}$ ,  $t_c > t_t$ .

$$9.903 > 2.093$$

Related to the research result that ( $t_0 > t_t$ ) the ( $t_{count}$ ) was higher than ( $t_{table}$ ). It was concluded that there was significant and improvement different in teaching speaking before and after using jigsaw technique. Because of that the researcher believe that using jigsaw technique was effective in teaching students' speaking skills at the second grade of junior high school 8 palopo. Result shows that the



alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. It means that there is a significant difference before and after implementing jigsaw as the learning in teaching speaking skill.

## **B. Discussions**

In this research, the students can improve speaking skills by using technique to improve speaking skill through folklore activities. In addition, students can find information and moral messages in folklore, knowing the meaning of the vocabulary contained in the story. Moreover, the researcher found that the use of folklore in the classroom made the students more active, for example in asking and speaking. and further enhance student communication, critical thinking and more active discussion in the class.

The improvement of students' speaking skill is caused applying jigsaw technique to students' in post-test. In pre-test the researcher gave the students' instruction to speak in front of the class before applying jigsaw technique. After the researcher given the treatment to the students' become active and more enjoyable to speak in learning process through working group in the classroom. The description of data collection through speaking test was explained in previous findings section show that the students' after the application of jigsaw technique is significant.

The pre-experimental class showed differences in the test before and after the researcher gave the treatment. The researcher showed that students who used the jigsaw technique to improved their speaking skills through folklore, there are differences in students test result after the treatment stage. The process starts with

pre-test, it can see that the mean score in the stage was 38.00 and it increased into 54.50 scores in the post test. Followed by six section jigsaw learning process. The Students then completed post-test to understand learning outcomes from previous treatments. For the study, researchers had 20 students complete a pre-test, treatment, and post-test. Students narrate the narrative text and have students retell the story in front of the class. This activity is designed to overcome student boredom and build student confidence.

During the research process, the researchers found some problems in the classroom like:

1. The Students are still shy and nervous to stand in front of friends.
2. Students still read the text to speak because they do not have enough vocabulary to speak. So, it makes it difficult for them to speak without reading text.
3. Some students do not like to memorize English vocabulary because they think English is difficult to pronounce.

After the treatment, a post-test was conducted to check the development of students' speaking skills. The researcher asked the students to read the text of the story "the mouse deer and the elephant". The researchers gave students 8 minutes to understand the story. After that, the students came forward and spoke again. While conducting the post-test, the researcher looked at the growth of the following major students from the past:

1. Students' weaknesses have been reduced. Many students retell better improve their points in accuracy, fluency, and comprehension.

2. Students are able to use several expressions when they retell the story.
3. Students are more confident in retelling stories using jigsaw.
4. Some students have dared to speak in front of the class, so they look more relax even though the pronunciation is still lacking but this is better than before.

From the treatment the result using jigsaw, it can be said that the post-test result have increased. The mean score in the post-test was higher than the mean score in the pre-test ( $54.50 > 38.00$ ). Mainly, the value of that  $t_c$  ( $t_{count}$ ) = 9.903 was higher than and While the  $t_t$  ( $t_{table}$ ) = 2.093. for this reason it can be conclude that using jigsaw effectively improve speaking skill in the second grade of SMP Negeri 8<sup>th</sup> palopo.

The researcher detected that students found a new ambiance by using a jigsaw in learning to speak well. According to statistical scores, this study proves the effectiveness of the jigsaw in improving students' speaking skills. After measurement using SPSS 22 edition, the results showed that the significant 2-tail score was 0.000, which is smaller than the standard significant score of 0.05 (5%). The calculation of the score of this statistical analysis shows that  $H_a$  is accepted. While  $H_0$  is rejected. This proves that the jigsaw technique shows differences in student scores, precisely in speaking skills. In this study there were 20 students as a sample in the pre-experimental class.

After applying jigsaw technique on speaking, the students' speaking was improve because they were used some new vocabulary that the students find during the learning process. The students were familiar with the vocabulary they

knew so that the students actively speaking and more enjoyable to appear in teaching learning activities, so the students were fluent in speaking. Based on the result of data analysis the researchers conclude that the use of jigsaw technique is effective to improve the students' speaking ability in teaching process. This is supported by previous researcher Fakhruddin (2016) in entitled "Effectiveness of jigsaw on students speaking skill in Majalengka University" found that there was significant difference between teaching speaking using jigsaw method and without it. The researcher found that using jigsaw technique can improve students speaking skill.<sup>35</sup> Next, previous findings that supported Astriani (2013) in her research "The Influence of Jigsaw Technique Toward Students' Speaking Ability. found that about using jigsaw technique show that there was significant influence between students who were taught conventional and who were taught by jigsaw technique one. The researcher found after applying jigsaw technique the students were more active and enjoy able in teaching and learning activities and also they were more familiar with the words they learned so that their speaking ability improved.<sup>36</sup> Gabby Maureen Pricilia, in her research entitled "The Effect of Folktale Based Storytelling Method on 52 Students Speaking Ability Institute Pendidikan Tapanuli Selatan" There is a significant effect of using the folktale based storytelling method on students' speaking ability from the results hypothesis testing.<sup>34</sup> Storytelling can be one of the media to be taught to students

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<sup>35</sup> Fakhruddin. *Effectiveness of Jigsaw on Students' Speaking Skill in Majalengka University*. Thesis. Majalengka. Majalengka University.

<sup>36</sup> Astriani. 2013. *The Influence of Jigsaw Technique Toward Students' Toward Students' Speaking Ability of The Second Year at Madrasah Aliyah Darul Alam Tandun*. Thesis. Darul Alam Tandun. Madrasah Aliyah Darul Alam Tandun

because in this case students are interested in storytelling techniques because it is so fun so they can express story ideas according to their version.<sup>37</sup> In addition, storytelling has a positive impact on students, besides improving students' speaking skill, students can also increase their vocabulary and be more confident in speaking and can improve the communication, critical thinking students. Meanwhile, Ravi Akbar (2022) stated that by using folklore as media, students become more active in speaking and the students are able to have enthusiasm seriousness in doing every activity in English learning process.<sup>38</sup>

The effect of the jigsaw technique to improve students' speaking skills, communication, discussion, critical thinking, and collaboration in the classroom. we can conclude that the effect of the jigsaw technique can be improve students' speaking skill. The results of this study indicate that the students' speaking skill improved efficiently and effectively after participating in the teaching and learning process using the jigsaw technique. In addition, the effect of the jigsaw technique can increase student interactions with teachers and other students.

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<sup>37</sup> Gabby Maureen, "the Effect of Folkl tale Based Storytelling Method on Students' Speaking Ability Institut Pendidikan Tapanuli Selatan" (Tapanuli Selatan: Padang Sidempuan) p. 27.

<sup>38</sup> Mochammad Ravi Akbar, "The Implementation of Teaching Folklore Speaking Skill Through Story Completion Technique at the Tenth Grade Social class of SMA Nuris Jember" (UIN Jember) p. 62.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the data that has been analyzed, using the jigsaw technique can improve students' speaking skills through Luwu narrative texts (folklore). There is a significant difference between before and after being given treatment with learning using the jigsaw technique. So, it can be concluded that the use jigsaw technique is effective in improving students' speaking skills in eighth grade at SMPN 8 Palopo.

#### B. Suggestions

Based on the conclusions and implications mentioned before, there were some suggestions for the English teacher, the students, and the other researchers as follows;

1. For the teacher

The English teacher needs to improve her teaching quality. It is related to her managerial skills in handling the techniques, materials, and students. She should use some interesting techniques in teaching speaking because the technique is an important thing in the teaching and learning process and will eventually affect the students' speaking VIII.7 skill. She also should be creative in using the materials. In relation to Jigsaw technique, she needs to use various routines and classroom English which were appropriate to her students' level of proficiency and make sure her students listen, understand and can use them. She also needs to give

various interesting activities to increase the students' involvement. as language is a mean of communication, she should pay more attention to the speaking learning process and give the students more opportunities to practice their English orally as it is in Jigsaw technique.

## 2. For the students

An English teaching and learning process can run effectively if every component works hand in hand for better accomplishment. The students, as the subjects of the learning process should actively get involved in the activities during the teaching and learning processes. If they think and feel English as a difficulty subject to learn, they should seriously learn it, not choose to ignore or abandon the learning process. They need to pay more attention and want to learn the subject. as the quote says practice makes perfect.

## 3. For the researchers

The researcher suggests to the teacher should be creative in teaching English especially speaking because in teaching speaking need more method or technique in improving it.

Finally, the writer realizes that this thesis is far from being perfect and because of that, constructive critics and advice are expected for the perfection of the thesis. The writer hopes that the results of this research can be useful for the readers.

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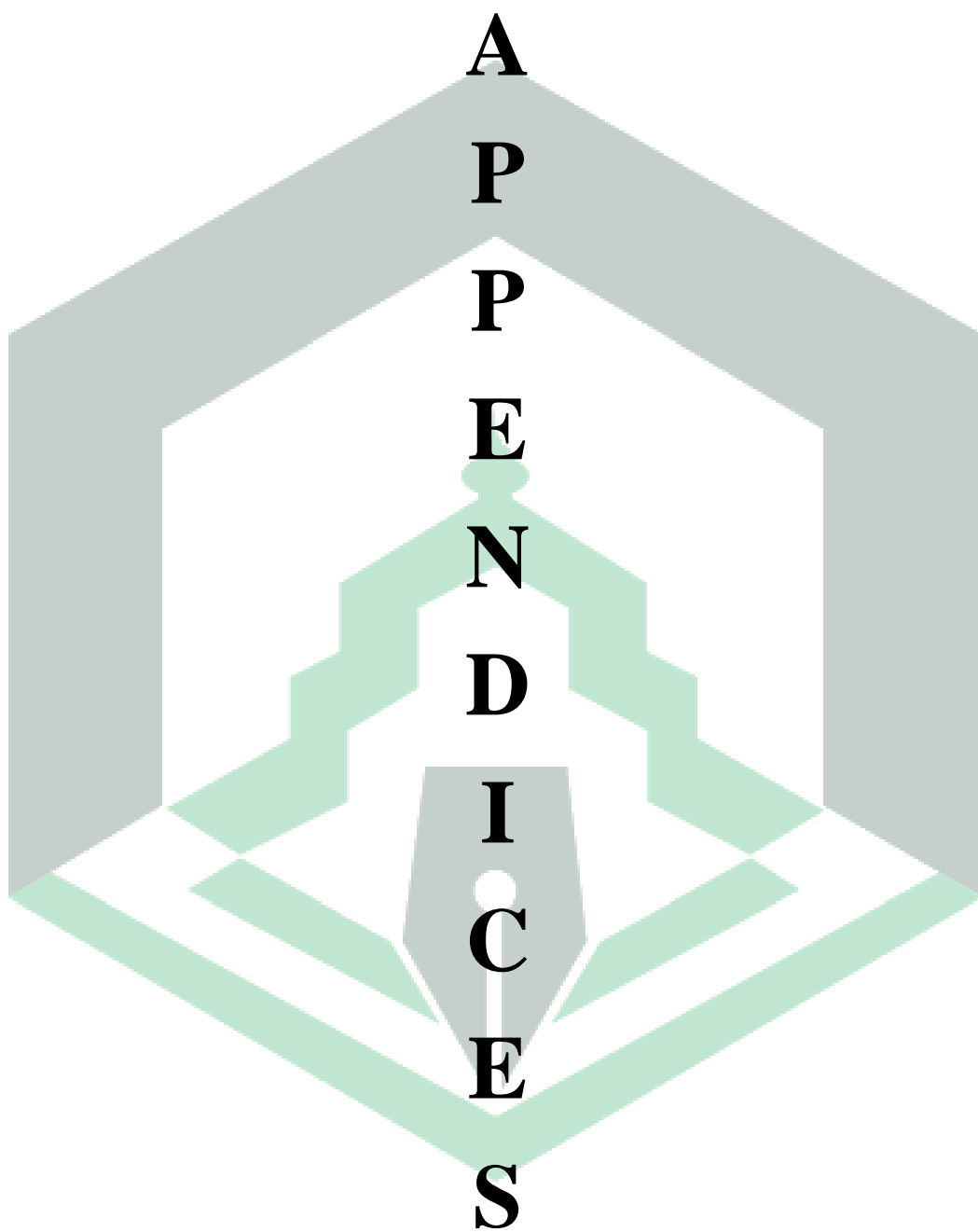
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## CURRICULUM VITAE



The researcher, Rahmawati Malla was born on August 24<sup>st</sup> 2000 in Masiku, kecamatan Towuti, kabupaten Luwu Timur. She is the eight child from nine siblings, five brothers and four sisters. Her father's name is Alm.malla and her mother's name is Hajaria. The researcher finished her study SD Negeri 273 Masiku. She graduated in 2012 and then she continued her study at SMP Negeri 2 Towuti, she graduated in 2015. Next, she keeps going to continue her education at MA. Darunnajah Timampu, and become member of scout in school with position as a leader of scout. She graduated from MA. Darunnajah Timampu in 2018. She always kidding. Her hobbies are volly ball and listening to music. In 2018, she continued her study in English Language Education Study Program Tarbiyah and Teacher Training Faculty state Islamic institute (IAIN) Palopo of English program S-1 degree.

In the end study at the state institute for Islamic studies (IAIN) Palopo, wrote a thesis entitled is "The Effectiveness Of Using Jigsaw Technique To Improving Student Speaking Skill At The Second Grade Of Junior High School 8<sup>th</sup> Palopo".







PEMERINTAH KOTA PALOPO  
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**ASLI**

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**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Dibenarkan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : RAHMAWATI MALLA  
Jenis Kelamin : Perempuan  
Alamat : Jl. Balandi Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 18 0202 0154

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE TO IMPROVING STUDENTS SPEAKING SKILL AT THE SECOND GRADE OF JUNIOR SCHOOL 8 PALOPO**

Lokasi Penelitian : SMP NEGERI 8 PALOPO  
Lamanya Penelitian : 04 Agustus 2022 s.d. 04 November 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
  3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
  4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
  5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.
- Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 05 Agustus 2022  
a.n. Kepala Dinas Penanaman Modal dan PTSP  
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5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**APPENDIX 2:**

**SURAT KETERANGAN SETELAH  
MENELITI**



**PEMERINTAH KOTA PALOPO**  
**DINAS PENDIDIKAN**  
**SEKOLAH MENENGAH PERTAMA NEGERI 8 PALOPO**  
 Alamat : Jl. Dr. Ratulangi No. 66 Balandi Palopo (0471) 22921



**SURAT KETERANGAN PENELITIAN**

Nomor: 421.3/209/SMPN.8/IX/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : RAHMAWATI MALLA  
 NIM : 18 0202 0154  
 Tempat / Tgl Lahir : Masiku, 24 Agustus 2000  
 Jenis Kelamin : Perempuan  
 Pekerjaan : Mahasiswi  
 Program Studi : Pendidikan Bahasa Inggris  
 Alamat : Jl. Bitti

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 4 Agustus S.D 21 September 2022, untuk kepentingan penulisan Skripsi dengan judul **"THE EFFECTIVENESS OF USING JIGSAW TECHNIQUE TO IMPROVING STUDENTS SPEAKING SKILL AT THE SECOND GRADE OF JUNIOR SCHOOL 8 PALOPO"**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 21 September 2022



**ST. N. HADIJAH, S.Pd., M.Pd**  
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**APPENDIX 3:  
LESSON PLAN**



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

**Sekolah** : SMPN 8 PALOPO  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : VIII / Ganjil  
**Materi pokok** : Narrative Text Luwu (folklore)

**A. Tujuan Pembelajaran**

Pada saat mengimplementasikannya siswa diharapkan mampu memahami, mengetahui, merancang, menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan dan tulisan narrative teks sederhana: Tentang cerita dongeng atau legenda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.

**B. Materi dan Strategi Pembelajaran**

**1. Materi Pembelajaran**

Guru menyampaikan materi narrative text dan siswa memahami dan mengidentifikasi materi narrative text, kemudian siswa mempersentasikan di depan kelas sesuai dengan kelompoknya menggunakan tehnik jigsaw

**2. Strategi Pembelajaran**

- a. Teori : Constructivism
- b. Pendekatan : Constructivist Approach
- c. Model : Project Based-Learning
- d. Metode : Diskusi, Presentasi, Tanya Jawab.
- e. Teknik : jigsaw
- f. Perangkat : Rpp, Buku, Rubrik
- g. Moda : Offline

**C. Assessment/ Evaluasi Pembelajaran**

- 1. Tes
- 2. Non Tes

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 8 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII .7
Pertemuan	: 1 <sup>st</sup> (Treatment)
Alokasi waktu	: 1 x 60 Menit
Materi Pokok	: Narrative text (Nenek Pakande)

### A. Standar Kompetensi

- Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar

- Membaca text fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan, tekanan dan berkaitan dengan lingkungan sekitar.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Pada saat mengimplementasikan siswa diharapkan mampu memahami mengetahui merancang menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan atau tulisan.
- Menjawab pertanyaan isi text
- Menemukan main idea dalam text narrative
- Menceritakan kembali ringkasan cerita di depan kelas atau atau depan kelompoknya

### D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Prin out Materi, Hp, Buku,, Dan alat tulis
- **Alat/Bahan:** spidol, papan tulis, Kamus.
- **Sumber Belajar:** Kelas VIII.7
- **Perangkat :** Rpp. Dan Rubrik

### E. Metode pembelajaran: jigsaw

### Langkah-Langkah Pembelajaran

### Kegiatan Pendahuluan (10 Menit)

Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi narrative text
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

### Kegiatan Inti ( 40 Menit )

<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi yang dipelajari.
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi narrative text.
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi narrative text yang telah mereka pelajari.
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi narrative text Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

### Kegiatan Penutup (10 Menit)

Menanyakan kesulitan siswa selama proses pembelajaran.
Menyimpulkan materi pembelajaran

## F. Penilaian Hasil Pembelajaran

### Penilaian Pengetahuan: Speaking Skill

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 8 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII .7
Pertemuan	: 2 (Treatment)
Alokasi waktu	: 1 x 60 Menit
Materi Pokok	: Narrative text (La Dana Dan Kerbaunya)

### A. Standar Kompetensi

- Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar

- Membaca text fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan, tekanan dan berkaitan dengan lingkungan sekitar.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Pada saat mengimplementasikan siswa diharapkan mampu memahami mengetahui merancang menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan atau tulisan.
- Menjawab pertanyaan isi text
- Menemukan main idea dalam text narrative
- Menceritakan kembali ringkasan cerita di depan kelas atau atau depan kelompoknya

### D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Prin out Materi, Hp, Buku,, Dan alat tulis
- **Alat/Bahan:** spidol, papan tulis, Kamus.
- **Sumber Belajar:** Kelas VIII.7
- **Perangkat :** Rpp. Dan Rubrik

### E. Metode pembelajaran: jigsaw

### Langkah-Langkah Pembelajaran

<b>Kegiatan Pendahuluan (10 Menit)</b>	
Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai	
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi narrative text	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.	
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.	
<b>Kegiatan Inti ( 4 0Menit )</b>	
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi yang dipelajari.
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi narrative text.
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi narrative text yang telah mereka pelajari.
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi narrative text Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
<b>Kegiatan Penutup (10 Menit)</b>	
Menanyakan kesulitan siswa selama proses pembelajaran.	
Menyimpulkan materi pembelajaran	

## F. Penilaian Hasil Pembelajaran

Penilaian Pengetahuan: Speaking Skill

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 8 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII .7
Pertemuan	: 3 (Treatment)
Alokasi waktu	: 1 x 60 Menit
Materi Pokok	: Narrative text (Timun Mas)

### A. Standar Kompetensi

- Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar

- Membaca text fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan, tekanan dan berkaitan dengan lingkungan sekitar.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Pada saat mengimplementasikan siswa diharapkan mampu memahami mengetahui merancang menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan atau tulisan.
- Menjawab pertanyaan isi text
- Menemukan main idea dalam text narrative
- Menceritakan kembali ringkasan cerita di depan kelas atau atau depan kelompoknya

### D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Prin out Materi, Hp, Buku,, Dan alat tulis
- **Alat/Bahan:** spidol, papan tulis, Kamus.
- **Sumber Belajar:** Kelas VIII.7
- **Perangkat :** Rpp. Dan Rubrik

### E. Metode pembayaran: jigsaw

### Langkah-Langkah Pembelajaran

<b>Kegiatan Pendahuluan (10 Menit)</b>	
Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai	
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi narrative text	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.	
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.	
<b>Kegiatan Inti ( 40 Menit )</b>	
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi yang dipelajari.
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi narrative text.
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi narrative text yang telah mereka pelajari.
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi narrative text Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
<b>Kegiatan Penutup (10 Menit)</b>	
Menanyakan kesulitan siswa selama proses pembelajaran.	
Menyimpulkan materi pembelajaran	

## F. Penilaian Hasil Pembelajaran

**Penilaian Pengetahuan:** Speaking skill

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 8 Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII .7
Pertemuan	: 4 (Treatment)
Alokasi waktu	: 1 x 60 Menit
Materi Pokok	: Narrative text (Tangkuban Perahu)

### A. Standar Kompetensi

- Memahami makna dalam cerita pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar

- Membaca text fungsional dan cerita pendek sederhana berbentuk narrative dengan ucapan, tekanan dan berkaitan dengan lingkungan sekitar.

### C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Pada saat mengimplementasikan siswa diharapkan mampu memahami mengetahui merancang menganalisis, berbagi, mengidentifikasi dan keterampilan melakukan baik secara lisan atau tulisan.
- Menjawab pertanyaan isi text
- Menemukan main idea dalam text narrative
- Menceritakan kembali ringkasan cerita di depan kelas atau atau depan kelompoknya

### D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Prin out Materi, Hp, Buku,, Dan alat tulis
- **Alat/Bahan:** spidol, papan tulis, Kamus.
- **Sumber Belajar:** Kelas VIII.7
- **Perangkat :** Rpp. Dan Rubrik

### E. Metode pembayaran: jigsaw

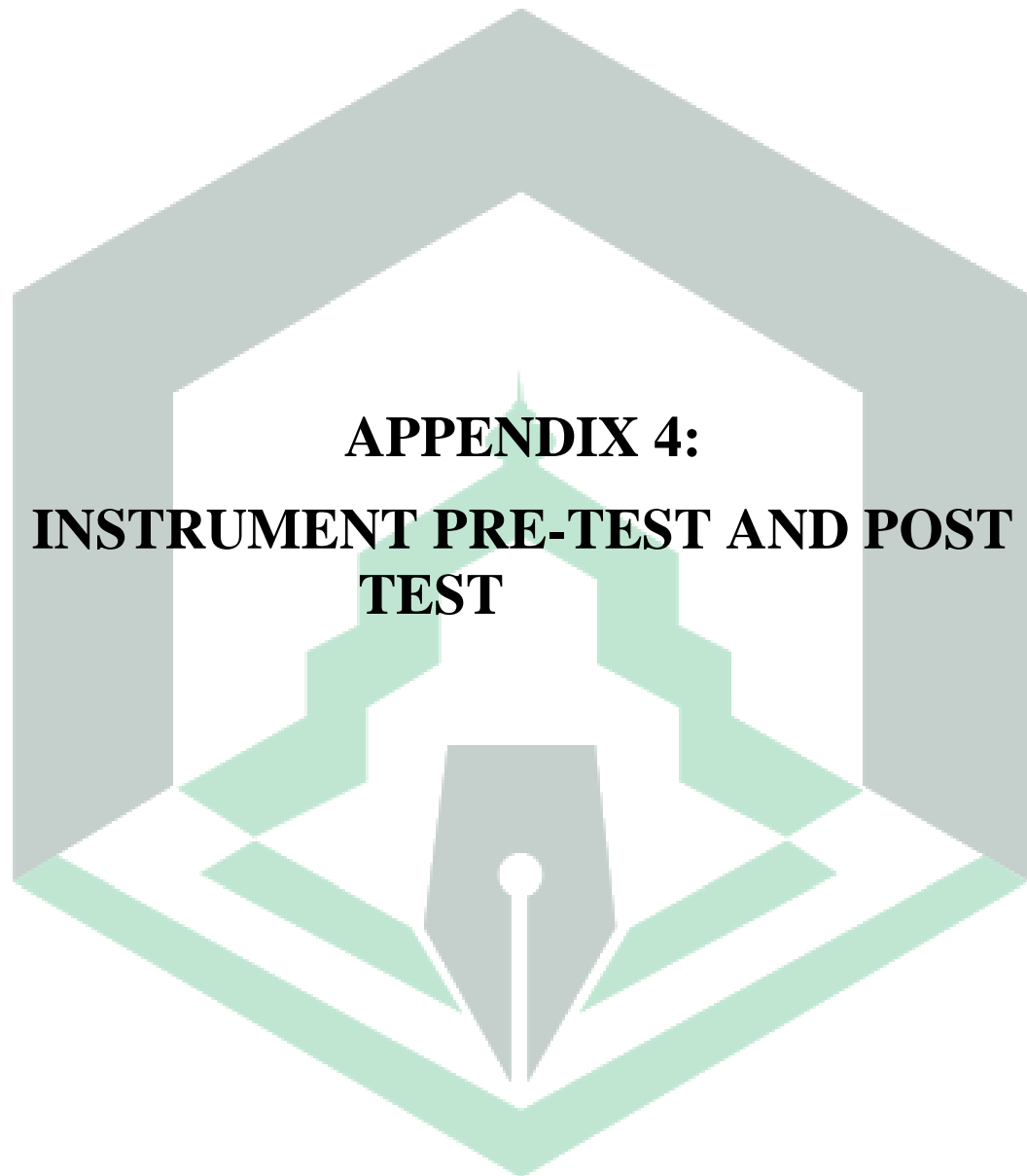
### Langkah-Langkah Pembelajaran



<b>Kegiatan Pendahuluan (10 Menit)</b>	
Melakukan pembukaan dengan salam dilanjutkan dengan berdoa sebelum kegiatan pembelajaran dimulai	
Guru mengecek kesiapan siswa dalam belajar baik fisik maupun psikologi siswa	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi narrative text	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Memotivasi kegiatan belajar siswa dengan mengaitkan materi, yang di pelajari dengan kehidupan sehari-hari.	
Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.	
<b>Kegiatan Inti ( 40 Menit )</b>	
<b>Kegiatan Literasi</b>	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi yang dipelajari.
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi narrative text.
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai materi narrative text yang telah mereka pelajari.
<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait materi narrative text Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.
<b>Kegiatan Penutup (10 Menit)</b>	
Menanyakan kesulitan siswa selama proses pembelajaran.	
Menyimpulkan materi pembelajaran	

## F. Penilaian Hasil Pembelajaran

Penilaian Pengetahuan: Speaking skil



**APPENDIX 4:  
INSTRUMENT PRE-TEST AND POST  
TEST**

## INSTRUMENT PRE-TEST OF SPEAKING SKILL

In the pre-test, the researcher gives the topic “The Rabbit and the Turtle”

### **Direction:**

- a. Giving a story to students
- b. Understanding the content of the story
- c. And then students come forward to retell the story using their own language.

### **The Legend of Lake Toba**

Long time ago, in a village in the northern part of Sumatra island there lived a young orphan farmer. He lived from farming and fishing . One day he was fishing a very beautiful fish . The color is golden yellow. When he holds, the fish turned into a beautiful princess. He doomed to be a fish for violating a ban. He will turn into a kind of creature who first touched it . Because the human touched, then she turns into a princess.

The young man fascinated by the beauty of the princess and ask her to marry. The application is accepted on condition that the young man would not tell the origin of the princess who comes from fish.He agreed the terms. After a year, the couple blessed with a boy. He has a bad habit that is never satiated . He ate all the food.

One day the child was eating all the food from their parents. The young man was very annoyed said: "The basis, this child, breeds fish ! " That statement by it self had unlocked the secrets of their promise has been violated. Hearing the words of the father, the child complained to her mother, asking what the meaning of his father's 92 words. Knowing the husband had broken a promise.The princess and son disappeared mysteriously . The land of their former footing bursts a springs. Then the water that flows from the spring growing bigger and bigger. And become a vast lake.Now, The lake is called Lake Toba

## INSTRUMENT POST TEST OF SPEAKING SKILL

In the post-test, the researcher gives the topic “The Mouse Deer and The Elephant”

**Direction:**

- a. Giving a story to students
- b. Understanding the content of the story
- c. And then students come forward to retell the story use their own language in front of class

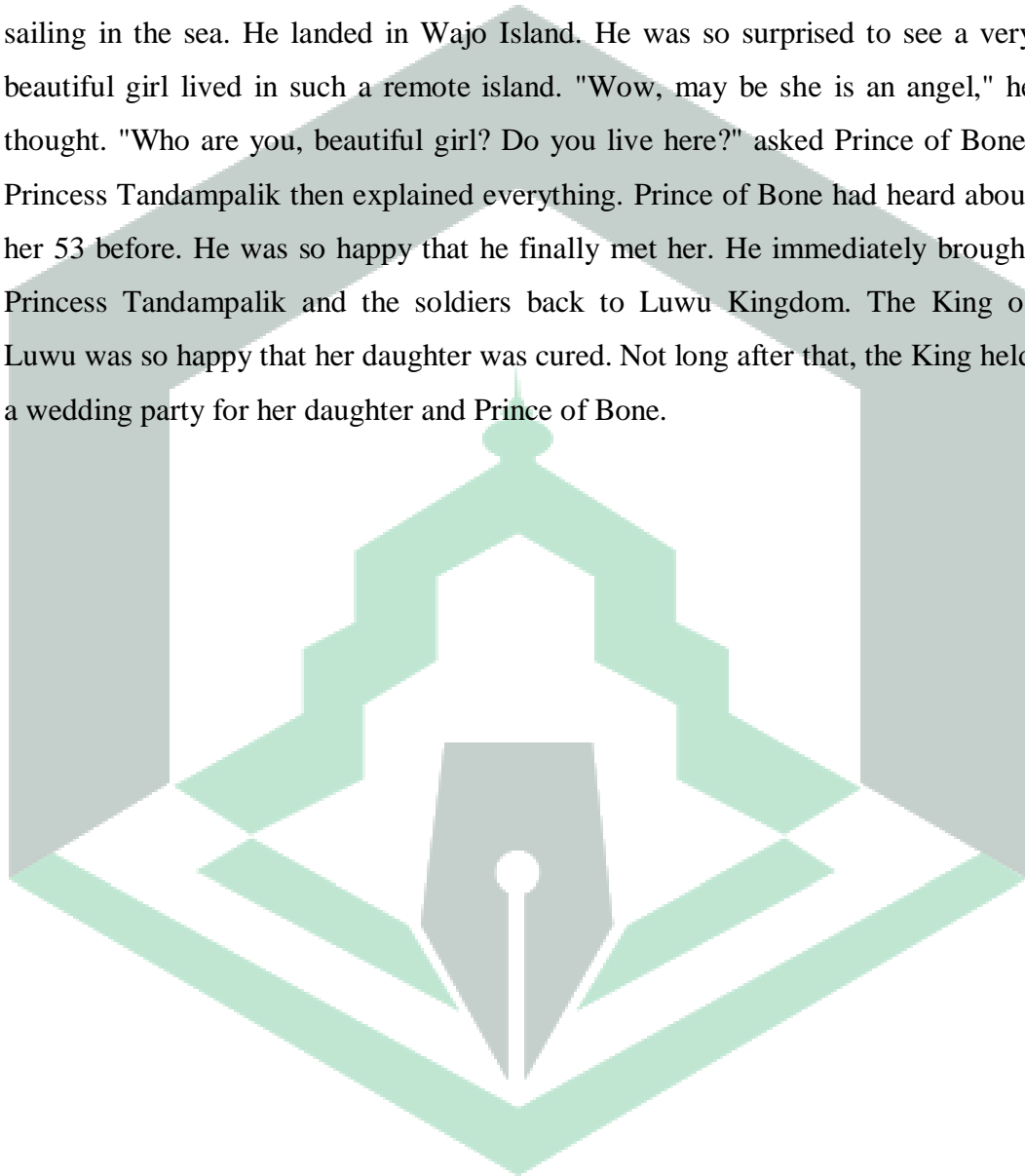
### PRINCESS TANDAMPALIK

KING of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. She was very beautiful. Any man who saw her would fall in love with her. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom. Then, King of Bone paid a visit to Luwu in order to propose Princess Tandampalik to be her daughter in-law. His son, Prince of Bone, was still single. King of Luwu actually did not want to accept the proposal.

According to the culture, he could not have a son-in-law who lived very far from him. Otherwise, he would suffer from terrible disease. But, he knew if he refused it, kingdom of Bone would attack Luwu. Many of his people would suffer. After that, King of Bone came to Luwu and talked about the marriage proposal. King of Luwu said he needed time to decide. King of Bone understood and went home. Suddenly, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was in a remote island named Wajo Island. The princess was not alone. Some soldiers accompanied her. The princess was sad. But she knew if she stayed in the kingdom, many people would be

infected. So she was not angry with her father for making her stay in a remote island.

Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back! In the mean time, Prince of Bone was sailing in the sea. He landed in Wajo Island. He was so surprised to see a very beautiful girl lived in such a remote island. "Wow, may be she is an angel," he thought. "Who are you, beautiful girl? Do you live here?" asked Prince of Bone. Princess Tandampalik then explained everything. Prince of Bone had heard about her 53 before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.





## TREATMENT

### STORY 1

#### NENEK PAKANDE

The folklore of South Sulawesi, Eyang Pakande, is a legend that is believed by the people of Soppeng. Launching [Histori.id](http://Histori.id), it is said that long ago there was a peaceful village, but a grandmother came who was actually a devil who eats babies and children.

Often village children disappear without knowing where to go. Residents suspect that it was Grandma Pakande. The residents then made a plan to expel Grandma Pakande led by a young man named La Beddu. The residents scared Pakande's grandmother with the arrival of a big giant.

After careful planning, Granny Pakande's trap worked. Pakande's grandmother ran away from the village. But he left a message to watch over the little ones from a distance. This legend is the reason why small children are forbidden to go out at maghrib or at night.

This South Sulawesi folklore about Grandma Pakande has many moral messages that can be learned. Among them believe that good will win. And every crime will be exposed and punished.

### STORY 2

#### La Dana dan Kerbaunya

La Dana and the Buffalo is a South Sulawesi folktale originating from Tana Toraja. Launching [p4tktkplb.kemdikbud.go.id](http://p4tktkplb.kemdikbud.go.id), this story tells the story of a farmer's son from Toraja who is famous for his ingenuity named La Dana.

Sometimes he uses his ingenuity to deceive people. So that ingenuity then becomes cunning. One day La Dana and her friends were invited to attend a death party. It is customary in Tana Toraja that every guest will receive buffalo meat. La Dana was given the hind legs of a buffalo. While his friend received almost all parts of the buffalo except the hind legs.

Then La Dana suggested to his friend to combine the parts of the meat and exchange it for a live buffalo. The reason is that they can raise the animal until it is fat before slaughter. They were lucky because the proposal was accepted by the host. Long story short, the live buffalo was kept by a friend of La Dana. La Dana also outsmarted her friend by interrupting her every time asking when the buffalo would be slaughtered. His friend was annoyed and told La Dana to take the buffalo. As a result, La Dana got a fat, live buffalo from her friend.

The moral message that can be drawn from the folklore of South Sulawesi, La Dana and the Buffalo is that the goal will be achieved by using reason and mind, but not to the detriment of others.

### **STORY 3**

#### **Timun Mas**

Once upon a time, an old widow wanted a daughter to live with her in the village. Knowing her wish, a huge giant visited her house. He gave her a cucumber seed. He told the old widow that there will be a baby inside the cucumber. The giant promised to come back for the baby once she turned sixteen.

The old widow planted the seed in her yard. By the next morning, a cucumber grew. She cut it open and found a baby girl inside. The old widow was so happy and named the baby Timun Mas. Day by day, Timun Mas grew into a beautiful lady. The widow remembered what the giant had warned her. So when Timun Mas turned sixteen, the widow told her to run into the jungle with a bag of salt. "You must not let the giant catch you," the widow cried out as Timun Mas ran into the jungle.

The giant came and asked the widow for Timun Mas. The widow refused to tell him and so he went into the jungle. He angrily called out for Timun Mas. Timun Mas heard his voice and ran away from him. The giant chased her. Timun Mas threw the salt that the widow had given her. It turned the jungle into a muddy field. The muddy field swallowed the giant and he was never seen again.



Finally, Timun Mas returned home and lived happily ever after with the old widow

#### STORY 4

##### **Tangkuban Perahu**

Long time ago, there was a prince that so in love with the beautiful woman named Dayang Sumbi. The prince was changed into a dog named Tumang after marrying Dayang Sumbi and had a son named Sangkuriang. Sangkuriang often went to hunt with Tumang. He did not know that Tumang was his father.

One day, Sangkuriang met a deer in the forest. He remembered that his mother really liked the heart of a deer. He shoot the deer but he missed. He got really disappointed. then he shot Tumang and get his heart and brought it to his mother. Dayang Sumbi was very happy until she asked him when Tumang was. Sangkuriang told the truth that it was Tumang's heart. Dayang Sumbi get angry and hit Sangkuriang's forehead. Then Sangkuriang left the house. Dayang Sumbi was praying to the God for having the eternal beauty. The God gave what her wish for.

After that she met the mature Sangkuriang and they loved each other. They decided to get married. Dayang Sumbi asked about the Sangkuriang's scar in his forehead. He answered that he was hit by his mother. Dayang Sumbi was shocked and told him that she was his mother. Sangkuriang did not believe her. Then dayang 81 Sumbi agreed that they were still husband and wife with one condition sangkuriang had to make a big boat in a night. Sangkuriang said that he was able to do that however, Dayang Sumbi made the chicken crowing, it was sign that Sangkuriang run of the time. Sangkuriang was so mad and kicked the boat. The boat was known as Gunung Tangkuban Perahu



**APPENDIX 6:  
SURAT KETERANGAN  
VALIDASI**

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Dr. MASRUDDIN, S.S., M.Hum  
 Jabatan/Pekerjaan : Lektor Kepala  
 Instansi Asal : Institut Agama Islam Negeri Palopo

Menyatakan bahwa soal *post-test* dengan judul:

*The Effectiveness of Using jigsaw technique to improving students speaking skill at the second grade of junior high school 8 palopo*

dari mahasiswa:

Nama : Rahmawati Malla  
 Program Studi : Pendidikan Bahasa Inggris  
 NIM : 18 0202 0154

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

.....  
 .....  
 .....  
 .....

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 10 Agustus 2022

Validator,



Dr. MASRUDDIN, S.S., M.HUM

NIP: 19800613 200501 1 005

tidak perlu

**DOCUMENTATION**

**PICTURE 1: PRE-TEST**

**a. Student Activities in Class during pre-test**



**PICTURE 2: TREATMENT**



**2. Student Activities in Class when doing treatment and forming groups**

**PICTURE 3: POST-TEST**



**3. Student Activities in Class when given a post test**

