CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The fundamental function of language is instrument of communication. English is used by millions of people around the world. Nowadays, English has become the language for commerce, technology, and politics as well as education. English has contributed a lot to the development of human civilizations. The progress that human has made so far in the field of science, technology and culture cannot be separated from role that this language has played so far.

Speaking is one of important skills in language learning besides listening, writing, and reading. According to Fulcher (2003:23) speaking is the verbal use of language to communicate with others. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions, feelings they want other people to understand. Then listener turn words trying to reconstruct the perceptions that they are meant to understand.

The newest English Curriculum, Kurikulum Tingkat Satuan Pendidikan (KTSP) expects Senior High School students to be able to actively communicate in English. In teaching learning English as the foreign language, most students cannot speak English well. In general, some people realize that there are some factors of difficulties of speaking ability. There are internal and external factors. Internal factors come from the students themselves. These concern with the psychological and physical aspects for instance the activity the memorizing or thinking whether it is inherent or caused by other factors. The other factor is feeling ashamed. It can make students afraid of making interactions with their peer group during teaching learning process. It also

makes students afraid to express their ideas even though they do not understand because they want to take a risk of being laughed for their friends.

External factors come out of the students. It concern with the teaching learning technique. The teacher must choose a suitable technique of teaching speaking. Nowadays, in teaching speaking, usually the teacher orients to the students' English book. Teacher teaches them by asking the students to read the dialogue in front of the class. These activities do not give any contribution to make students speak English fluently; therefore, students cannot improve their speaking ability and passive in teaching learning process.

Based on the writer's experience on teaching practice (Praktek Pengalaman Lapangan: PPL) in Senior High School, most of the students cannot speak English fluently, therefore, they are passive in class. The students will have low ability in expressing their idea. Actually the students' lack of English acquisition at the school is influenced by the technique of teaching. Teacher usually asks the students to memorize a dialogue in teaching speaking. The teacher asks the students to read the dialogue then memorize it before it is spoken in front of class. As a result, memorize technique is not efficient and effective for students to increase their speaking ability. They still cannot develop their ideas or opinion.

There are have been some previous conducted on this technique (Jigsaw) on speaking ability. According to Arends, (2001) stated this technique is one of cooperative learning technique which suggest students more active and responsible for each other in comprehending the material to get the achievement maximally. Slavin (2005) said that Jigsaw technique is one methods most flexible in method cooperative. The unique characteristic of Jigsaw is that students are members of their teams. It was developed and tested by Elliot Aronson.

So, to solve those problems, the writer is interested use cooperative learning by using Jigsaw, because it is a group work method for learning and participating in the group learning activities, one of them is speaking learners will be responsible for taking the knowledge gained from one group and repeating it to new listeners in their original group. By using Jigsaw technique the learning will be better because the students' find another interesting way in speaking class. They are very active, and everyone will exchange the information in expert group and present it in their home team. It will make students more productive, and they feel exciting as well.

Related to the explanation above writer would like to conduct a study on

"The Effect of Jigsaw Technique in Speaking Ability"

1.2 The Problem of the Study

Based on discussion in the background of the study above, the researcher formulates of the research problem as follows:

"Does the use of Jigsaw technique significantly affect in students speaking ability?"

1.3 The Objective of the Study

The objective of this study is to find out whether the Jigsaw technique affects the students speaking ability.

1.4 The Scope of the Study

There are many method of teaching English using cooperative learning they are: Student Team Achievement Division (STAD), Jigsaw, Think Pair Share (TPS), and Number Head

Together (NHD), Team Games –Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC). The scope of this study is focused on the process of the students speaking class by using Jigsaw technique.

1.4 The Significance of the Study

The result of the study is expected to be used theoretically and practically:

1) **Theoretically**

   a. The result of this study is expected to be able to widen the skill of teachers in using Jigsaw technique in order to improve students speaking ability.

   b. As a reference to other researchers who want to study Jigsaw technique more intensively in teaching speaking?

2) **Practically**

   a. The result of this study is suggested to apply Jigsaw technique to be able to increase students speaking ability.

   b. The use of Jigsaw in speaking can make the students to be more enjoyable in doing their tasks associated with the speaking materials.

1.5 The Hypothesis of the Study

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study (Kumar in Sahril, 2012).

The hypothesis of this study will be prepared as a tentative answer for the research problem stated previously. In this case the alternative hypothesis is stating as follows:

Ha: Jigsaw technique significantly affects the students speaking

   Ability.

Ho: Jigsaw technique doesn't significantly affect the students

   Speaking ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

1.1 Theoretical Framework

In conducting a research, theories are needs to explain some concepts applies concerning to the research. The theories must be clarified to avoid confusion. The following theories are used in this study.

2.1.1 Speaking Ability

According to Nunan (2003: 64) said, speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning". It could not be separated from listening. Speaking is verbal use of language to communicate with others. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Moreover, speaking is used for different purposes to involve different styles. For instance, someone is purpose may be to make social context with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends. Whereas, Richard (2002:201) adds that when we engage in this discussion with someone to the other. The purposes may be to seek or express opinion, to persuade someone about something, or to clarify information. In some situation we use speaking to give instruction or to get things down. We use speaking to describe thing, to complain about people behavior, to make polite request or to certain people with jokes and anecdotes. Each of this difference purpose for speaking implies knowledge of the rule that account for how spoken language reflect that context or situation in which speech occur, the participant involve and their specific rule and relationship and the kind of activity the speaker are involved in.

Based on explaining, the writer can simplify that speaking ability is the fundamental media used to convey messages, knowledge, emotions, feelings, ideas, and opinion directly in social interaction.

2.1.2 The Purpose of Speaking Ability

Murad (2009:19) adds that speaking skills have been found to be a fundamental skill necessary for a child success in life. According to Tarigan (1981:15-16) said that the main purpose of speaking is to communicate. In order to be able to deliver thought effectively, the speaker should understand the meaning of everything that want to be communicated; she/he should be able to evaluate the effect of the communication to the listener; and able to know the principle that base the speaking situation, both collectively and individually. Whether as social tool or business or professional tool, basically speaking has three main purposes: to inform, to entertain, and to persuade. The combination of each purpose is also possibly occurring in speaking.

Joanne Baker (2003:5) states that there are some very educational reasons to practice speaking during a lesson. Speaking activities can reinforce the learning of new vocabulary, grammar or functional language. Speaking activities give students the chance to experiment with language they have already known in different topics.

2.1.3 Technique to the Teaching of Speaking Ability

Dobson in Jonris (1987: 23) says that there are some effective techniques for teaching speaking can be applied in classroom such as:

1. *Dialogues*. A short conversation between two people presented as a language model- the dialogue often receive top billing in the manipulative phase of language learning. In

repeating dialogue, the students practice pronunciation and memorization and it can help the students develop fluency in English.

2. ***Small-group discussion***. Small- group discussion is excellent way to give students opportunities to speak English.

3. ***Debate.*** Debate help students to speak more fluently and during a debate they can represent their feeling on a issue.

4. ***Song.*** Singing is a popular activity throughout world and the students often delight in learning English songs. In teaching an English song. It can help students to improving oral comprehension, group spirit is fostered through singing, and singing allows the students' interest in learning English.

5. ***Games***. Language games an add fun and variety to conversation sessions if the participants are fond of games. Games are especially refreshing after demanding conversational activities such as debates or speeches. A game can help the students to stimulus in additional conversation.

2.1.4   The Aspect of Speaking Ability

Similar ideas proposed by Harmer (2003:271) that the ability to speak fluently presupposes not only a knowledge o language features, such as knowing of connected speech, expressed devices, lexis and grammar but also the ability the ability to process information and language on the spot. So, there are some essential aspects of language which must be mastered by people. They are consisting of utterance or pronunciation, grammar, vocabulary, fluency, content and comprehension.

1. **Pronunciation**

Pronunciation is one of the important thing in order that message is acceptable. A good speaker should be able to choose and use words appropriateness of expression, sentence, voice and a good intonation as well.

2. Vocabulary

Vocabulary cannot separate with the words; it can be message, an idea, and etc. this idea (message) must to convey through speaking. Speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lot in order that communication is developed. Richard (2002:259) clarifies that knowing a minimum of about 3000 words was required for effective speaking. Therefore, the speaker will be more fluent and easily in speaking process to the other depend on how much were they mastered vocabulary.

3. Fluency

According (Rohaniyah, 2008:10) Fluency is a goal at this level but only within limited utterance lengths, fluency does not have to apply only to long utterance. There are some features of fluency. First, pauses may be long but not frequent. Pausing is equaled important, because the speakers have to draw breath. But if it always, for example is sentence "what-can-i-do-for-you". This sentence is very clear, but the speaker is not fluent speaker. Second, pauses are usually filled. Therefore, the important thing in fluency is the appropriate placement of pauses. Natural-sounding pauses are those that occur at the intersection of clauses, or after group of words that form a meaningful unit. For instance, may I have – your name,- please? The last, there are long runs of syllables and words between pauses. The speaker can use strategies if he need time to think. For example he says "uh, um, or I mean, etc". These words can fluent the speaking.

4. Grammar

Richard (2002:141) explains that grammar competency is an umbrella concept that includes increasing expertise in grammar (morphology and syntax), vocabulary and mechanics (sound of letter, syllables, pronunciation of word, intonation and a stress).

5. **Content and meaning**

Content and meaning are important in speaking process. so the speaker should plan or prepare material before expressing his/her ideas. Dealing with this statement, content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about. In the other hand, speaking ability is reflected frequently of speaking what is used to speak about. In this case, completeness of idea, thought or sense either it is talked simple or not. The content of speaking must be systematic, logical and attractive.

2.1.5 Kinds of Oral Communication

Byrne in Rehana (2008:3) mentions that oral communication consists five general types they are:

1. **Intrapersonal Communication**

Communication can be established between people to the others. In this case the person speaks to himself as no one to communicate. It is generally happened when someone think or communicate in this mind. Nevertheless, it can also be aloud because someone occasionally hears speaking with himself with loudly voice. This communication is called monologue, for example; when someone had a dizzy mind in deciding whether he had to continue his study or not. He tried to communicate to himself for finding out his potential and leak. This was done

because he did not want to fail in the way of his study. When he taught the problem over, he did produce aloud voice, so no one can hear his voice and understand what was thought by him. Nevertheless, someone occasionally say, "What way should I take? This question was actually just to him, not to the others.

2. **Interpersonal communication**

The common communication is interpersonal communication where someone speaks with someone else. Thus, there are two people involved in this communication, speaker and the hearer. For instance "Jane is going to meet Dark for discussing, their problem concerning this thesis". They convey their problem to each other and try to solve the problem by themselves, they do not involve to the other ones, but just they themselves.

3. **Group Communication**

Group communication is happened when several people involve in discussion together. It has the same opportunity to speak and listen. They usually speak by return although it may any presenter and then they will establish discussion section.

4. **Public communication**

Public speaker is happened when a speaker speaks to audience. In this case, he dominates talking and the other just listen speech. For instance, "speech", that is sometimes held at the campus, the dean of faculty is the speaker and all students are in audience who just listen the speech.

5. **Mass Communication**

Mass communication is similar to public speaking because the single speaker communicates to public or audience. However, there also has different namely mass communication is done through media such as radio and television. Therefore, the speaker and listener do not face to face in room.

2.1.6 Types of Classroom Speaking

Brown (2001: 266-268) identifies six categories apply to the kinds of oral production that students are expected to carry out in classroom. They are:

1. Imitative

Imitative speaking is kinds of practicing an intonations or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. This activity usually performed in form of drilling.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed for practicing some grammatical aspect of language. It can be in the form o self-initiated or pair work activity.

3. Responsive

Responsive speaking is meant by being able to give replies to the questions or comments in meaningful in authentic one.

4. Transactional

In this case transactional is more done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive.

5. Interpersonal

Like in transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for the transmission of facts and information. These conversations are little trickier for learners because they can involves some factors such as slang, ellipsis, sarcasm, a casual register, etc. this often makes the learners find it difficult to understand the language, or even misunderstood.

6. Extensive

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2.2 Cooperative Learning

Cooperative learning is a teaching method by which learners study by helping one another in small groups in their learning process in order to achieve a common objective Açıkgöz (in Fatma, 2003:2).

According (Johnson, 2001:95) Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of achievement.

Based on the definition above, the writer concludes that Cooperative learning is one of the most remarkable and fertile areal of theory practice in education. It is a learning strategy with

several students as members of a small group who have different level of ability. In completing the task group, every student or group members should work together and help each other to understand the subject. Cooperative learning can be used in any levels of study.

2.2.2 The Kinds of Cooperation Learning

Cooperative learning consists of fourteen techniques (Lie, 2008:54). The techniques can be applied many times in different subjects at school. The techniques are:

1) Make a Match

This technique is developed by Lorna Curran (1994). One of the special qualities of this technique is the opportunity of the students to find his/her match while learning about certain concept or topic. This technique can be applied in all subjects and to all level education.

2) Pair Exchange

This technique lets students to be cooperative with other students using   exchanging ideas method.

3) Think-Pair-Square

Think-Pair-Square is developed by Frank Lyman and Spencer Kagan. This   technique lets student to learn independently as well as to learn together with others. This technique also optimizes the students' participation. It gives the students eight times more chances than the classical methods to be known and to show their participation to others.

4) Questions and Greeting

This technique practices the students' knowledge and skills. They can make some questions on their own so that they will be more enthusiastic to learn and finally will be able to answer their friends' questions.

5) Numbered Head Together

This technique gives the student opportunity to share their ideas to each other and to consider the best answer. This technique supports the students to be cooperative.

6) Structural Numbered Head

Lie (2008:67) modified the Numbered Head techniques in to Structural Numbered Head technique. It makes it easier for teacher to split up the students' assignment so that the students will commit their responsibility in dependability to each other

7) Two Stay Two Stray

This technique is developed by Spencer Kagan (1992) and can be used together with Numbered Head technique. The structure of this technique gives students chance to share results and information to other groups.

8) Grouping Around

This technique gives the students chance to contribute and to listen to others statement or others point of view.

9) Jingling Button

This technique is developed by Spencer Kagan (1992). This technique gives the students the same opportunity to explain his/her opinion.

10) Class Around

In this technique, the students go around the class and show their works. Then, they may see other groups' work.

11) Inside-Outside Circle

This technique is developed by Spencer Kagan. It gives students chance to share information in the same time. The most suitable material for this technique is the material which needs exchange opinion and information between the students.

12) Bamboo Dancing

This technique is modified from Inside-Outside Circle technique (Lie, 2008:67). It is modified because of the condition of most classroom cannot provide the Inside-Outside Circle technique. In this technique, the students will make face to face line like two stems of bamboo. Here, the students will share information in the same opinion.

13) Jigsaw

This technique is developed by Arenson as a cooperative learning technique. This technique can be used in teaching reading, listening, writing, or speaking. This technique merges the reading skill, writing skill, listening skill, and speaking skill. In this technique, the teacher observes the students' schemata or experiences and helps students to activate their schemata. Besides, the students work in a collaborative situation and also have many chances to digest the information and to increase their communication skill.

14) Paired Storytelling

This technique is developed as an interactive approach among students, teacher and learning materials (Lie, 2008:71). This technique can be used in teaching reading, listening, writing, or speaking. The most suitable learning materials for this technique are the narrative or

descriptive materials, but it doesn't mean this technique is not suitable for other language materials. In this activity, the students are stimulated to develop their ability to think and to imagine.

2.3 Jigsaw Technique

2.3.1 Jigsaw Technique

According to Nunan (2003:56) Jigsaw technique are bidirectional information gaps. Each person in a pair or group has some information the other person need. Jigsaw is one of cooperative learning technique which suggests students more active and responsible for each other in comprehending the material to get the achievement maximally. Slavin (2005: 247) said that Jigsaw Technique is one of the methods most flexible in method cooperative. The unique characteristic of jigsaw is that students are given portion of the total learning task master and teach that segment to the other members of their team. It was developed and tested by Elliot Aronson and his colleagues at the University of Texas and then adapted by Salvin and his colleagues (Arends, 2001:323)

In the application of Jigsaw technique, the students separate from their own groups and from new groups with the other students who are responsible or preparing the same subject. These groups, called "groups o experts" try to make other students understand the subject; they make plans about how they can teach the subject to their friends, and prepare a report. Afterwards, they turn to their own group and teach their subjects to them with help of the reports

they have prepared. In the last stage, stage of completing, teachers can perform some activities with individuals, small groups or the whole class in order to unify students learning. For instance, she/he can make one of the home groups or individual students make presentations in the classroom on their subjects. In the evaluation stage, the study is completed by making the evaluation proposed by the cooperative learning method. Proposed by the cooperative learning method by Sahin (2010:778).

This technique allows students to actively participate in learning process. By being constantly subjected to this technique, they should feel more comfortable about their roles. Ways of evaluating the groups can enhance the effectiveness of the Jigsaw technique by making each student have a sense of responsibility for their group's performance Sahin (2010:778).

2.3.2   Steps of Jigsaw Technique in the Classroom

Compared with traditional teaching method (traditional = teacher-centered learning, where the students are very passive and less participate in learning), the Jigsaw classroom has several advantages, such as: most teachers find it easy to learn, most teachers enjoy working with it, it can be used or an hour per day, and it is free for the taking (Aronson, *http://www.jigsaw.org/overview.htm*).

The following are the steps in implementing Jigsaw technique in class.

1. Divide students into 5 or 6 person Jigsaw groups. The group should be diverse

   In term of gender, ethnicity, race and ability.

2. Appoint one student from each group as the leader. Initially, this person should

   Be the most mature student in the group

3. Divide the day's lesson into 5-6 segments/materials of discussion.

4. Assign each student to learn one segment/material, and make sure students have

   Direct access only to their own segment/material.

5. Give students time to learn their segment/material in detail.

6. From temporary 'expert group' by having one student from each Jigsaw group

   join other students assigned to the same segment/material. Give students in

   these expert groups time to discuss the main points of their segment/material

   and to rehearse the presentations they will make to their Jigsaw groups.

7. Bring the students back into their Jigsaw groups.

8. Ask each student to present her/his segment/material to the group. Encourage

   Others in the group to ask questions for clarification.

9. Float from group to group, observing the process. If any group is having

   trouble, make an appropriate intervention.

10. At the end of the session, give a quiz on the material so that students quickly

   come to realize that these sessions are not just fun and games but really count.
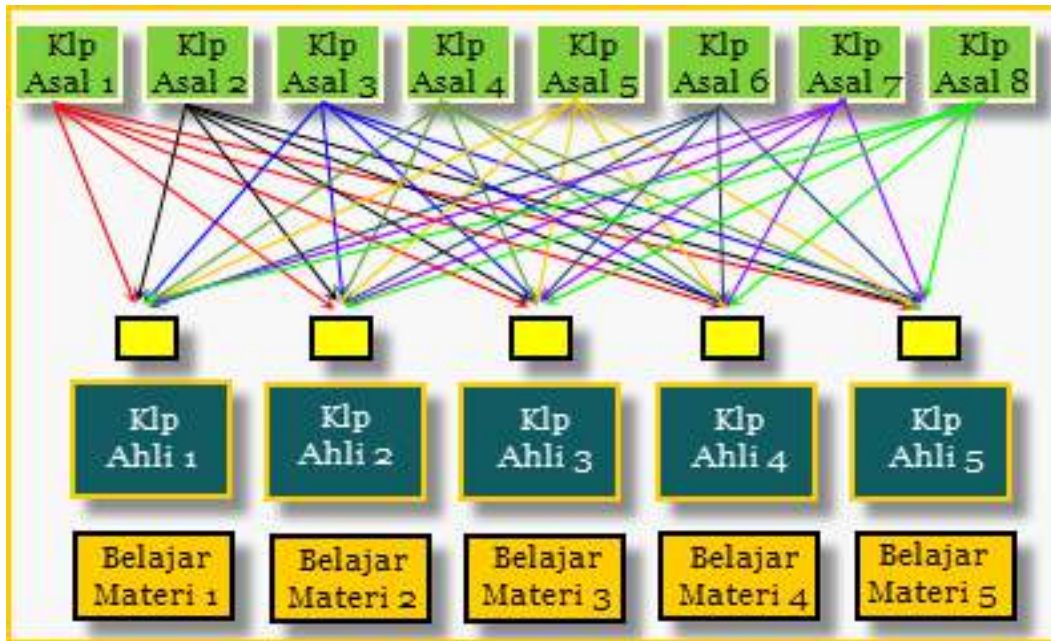
Figure 2.3.2 the illustration that showing Jigsaw Team (Trianto, 2009:74)

Based on the above statement, the writer can conclude that jigsaw technique is simple technique for practicing in the classroom.

2.3.3 Advantages and disadvantages of Jigsaw Technique

As a teaching technique, Jigsaw has some advantages (*http://serc.carleton.edu/sp/library/jigsaw/why.html*) as follows:

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 a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.

5. Each student develops an expertise and has something important to contribute to the group.

6. Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion.

7. The group task that follows individual peer teaching promotes discussion, Problem-solving, and learning.

8. Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.

9. Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in 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.

From the description above, the researcher can includes that Jigsaw is a technique should active in learning process, because the class is needed to all students or individually comprehend the material well. Finally, they teach themselves in their groups to one another. By this way, all of them will develop their speaking skill as well.

Beside there are expects and researcher declare that Jigsaw is an effective technique which has many advantages. Yet, Jigsaw technique has also disadvantages which may happens in implementing in learning process, there are:

1. In Jigsaw technique, learning and teaching activity need more time.

2. The teacher needs more skills because each group needs different handling.

2.4   Conceptual Framework

Speaking is one of English basic skills which should be mastered by students. By mastering speaking, students will be able to communicate their thoughts, and ideas, and to express their mind effectively and efficiently. To be mastered in speaking need good technique during in achieving that goals. The technique of teaching an important to transferable the knowledge, the interesting technique in teaching speaking can be make the students will have the ability to express their feeling and ideas by spoken English language.

Based on the related study above, researcher thinks Jigsaw technique is suitable and effective technique to improve students' ability in teaching speaking. So, in this research, the writer aims to find out whether the use of Jigsaw technique significantly affect in students

speaking ability and to find out what is perception of students when Jigsaw technique is applied in the speaking class.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study is an experimental research which means that there is a certain experimentation applied to the sample. There are two variables in this study, namely using Jigsaw Technique as Independent Variable and students' speaking skill as Dependent Variable.

In conducting the experimental research, the sample is divided into two groups, namely experimental group and control group. The experimental group is the group that receives treatment by using Jigsaw technique, while the control group is the group that receives a different treatment or is treated by using conventional method. The design can be figured out as the following:

Table 3.1

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Using Jigsaw Technique	✓
Control	✓	Using conventional method	✓

3.2 Population and Sample of the Research

3.2.1 Population

According to Arikunto (2002:108) a population is a set (or collection) of all elements possessing one or more attributes of interest. The population of this research is the second year students of SMA Negeri 1 Kisaran. There are six parallel classes of second year students, which consist of 120 students. Therefore the average number of students in each class is 20.

3.2.2 Sample

According to Arikunto (2002:108), sample is a part of the population is observed. The sample of this research is XI-IPA 1 and XI-IPA 3 students of SMA Negeri 1 Medan that consist of 40 students which will be selected by using cluster random sample technique.

3.3 The Instrument of Collecting Data

To collect the data, the writer will give a speaking test. Both control and experimental group will give pre-test and pot-test. The treatment will be conducted after the administration of pre-test. The experimental group will be taught by using Jigsaw Technique, while control will be taught by using conventional method. The writer will record the students speaking performances in pre-test and post-test.

3.4 Scoring the Test

In scoring the data of this research, oral test was given to the students in order to evaluate the students' speaking competence. Some criteria should be considered which were adapt FSI Proficiency Rating, the component which needs to be scored are: pronunciation, grammar, vocabulary and comprehension. Each components was rated on four-point scale.

3.4.1 Pronunciation

1. Pronunciation Frequently unintelligible (0)

2. Frequent gross errors and very heavy accent make understading difficult, requires frequent repetition. Score (2)

3. 'foreign accent' require concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabuary. (score 2)

4. Marked 'foreign accent' and occasional mispronunciation that to do not interfere with understanding. (score 2)

5. No conspicious mispronunciation, but would not be take for a native speaker. (score 3)

6. Native pronunciation, with no trace of 'foreign'. (score 4)

3.4.2 Grammar

1. Grammar almots entirely inappropriate or inaccurate, except in stock phrases. (score 6)

2. Constant erors showing control of very few controversional micro skillor major patterns, and frequently preventing communication. (score 12)

3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding. (score 18)

4. Occasions errors showing imperfect control of some conversation micro skill or some pattern, but no weakness that causes misunderstanding. (score 24)

5. Few, errors with no pattern of failure. (score 30)

6. No more than two errors during the conversation. (score 36)

3.4.3 Vocabulary

1. Vocabulary limitid to minimum courtesy requirements. (Score 4)

2. Vocabulary limited to the basic personal areas and very familiar topics (time, food, transportasion, family). (Score 8)

3. Choice of the words sometimes inaccurate, limitations of vocabulary prevent discussion of some common familiar topic. (score 12)

4. Vocabulary adequate to discuss special interest and any nontecnical subject with some circumlocutions. (score 16)

5. Vocabulary broad, precise and adequate to cope with complex practical problem and varied social situations. (score 20)

6. Vocabulary apparently as accurate abd extensive as that of an educated native speaker. (score 24)

3.4.4 Fluency

1. Long pauses, utterance left unfinished or no respon. (score 2)

2. Speech is very slow and uneven for short or routine sentences. (score 4)

3. Speech is frequently hesistant and jerky; sentences may be left uncompleted. (score 6)

4. Speech is occasionally hesistant, wit some unevenness caused by rephrasing and grouping words. (score 8)

5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness. (score 10)

6. Speech in all professional and general topics is an effortless and as smooth as a native speaker's. (12)

3.4.5 Comprehension

1. Understand too little to respond conversation initations ot topic nominations. (score 4)

2. Understand only show very simple speech on topic of general interest: requires constant repetitions and rephrasing. (score 8)

3. Understand careful, somewhat simplified speech directed to him or her with considerable repetition and rephrasing. (score 12)

4. Understand quite well normal educated speech directed to him or her, but requirs occasional repetition and rephrasing. (score 15)

5. Understands everthing in normal educated conversation, expect for every colloquial or low-frequency items or exceptionally rapid or slurred speech. (score 19)

6. Understands everithing in informal and colloquial speech to be expected of an educated native speaker. (score 23)

Table 3.2

Conversational English Proficiency Ratings

Proficiency Description	1	2	3	4	5	6
Accent	0	2	2	2	3	4

Grammar	6	12	18	24	34	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total						

3.5 The Procedure of Collecting Data

The technique of teaching the experimental group and the control group is different. The experimental group is taught by using Jigsaw Teaching, while the control group is taught by using conventional method. In this research, the procedures of collecting data are divided into three parts. They are pre-test, treatment and post-test.

3.6.1 Pre- Test

In this research, before the experimental groups are given the treatment, both of the groups are given the pre-test. It is conducted in order to know the students speaking of both groups. The result of this test will be compared with the post test to find out the effect of Jigsaw Technique in students speaking skill.

3.6.2 Treatment

Treatment is the process when the researcher applies the technique in the field. The sample is treated in different way: Jigsaw technique and conventional method in order to find out the effectiveness of Jigsaw technique in teaching speaking skill. Treatment consists of four

meetings. Each meeting present different topic. Each topic is the example of descriptive text focus on physical appearance and personality.

The teaching- learning activities are shown below:

Table 3.3 Treatment for Experimental Group

Meeting	*Teachers' Activity*	*Time*
Pre-test	*Teacher gives test to the students*	*45*
First Meeting	1. *Teacher greets students, gives motivation and checks the attendance list.*	5
	2. *Then the teacher explains to the students about Descriptive Text, how is generic structure and give the example by showing picture and writing the explanation in the whiteboard, (Modeling)*	20
	3. *The students are asked their opinions and experience about how to describe a person that their know and discuss the other example of descriptive text.*	15
	4. *The students are asked to speak up in front of the class to explain how to describe person orally.*	20
	5. *Researcher records the students' voice.*	20
	6. *Teacher closes the class*	

Second Meeting **Researcher** **gives treatment** **(Jigsaw** **Technique).**	1. *Teacher greets the students, gives motivation and* *checks the attendance list*	*5*
	2. *In this meeting, it's time for students to lead class.*	*10*
	3. *The teacher explains about how to describe a person focus on physical appearance and personality*	*20*
	4. *Teacher divides students into 5 or 6 person Jigsaw group. The group should be diverse in terms of gender, ethnicity, race and ability. Appoint one student from each group as the leader. Initially, this person should be the most mature students in the group.*	*30*
	5. *Teacher divides 6 materials about describe a person topic to team jigsaw.*	*15*
	6. *Teacher gives students time to learn more their material in detail.*	*10*
	7.*Teacher asks the students to form temporary 'expert Group by having one student from each Jigsaw group joint other students assigned to the*	*5*

	same material. Teacher give students in these expert groups time to discuss the main point of their material and to rehearse the presentations they will make to their Jigsaw groups.	
	7. *The teacher support all the student to speak makes sure that all students must speak up.*	*10*
	8. *The teacher asks the students from expert group to share their opinion for their Jigsaw team.*	*10*
	9. *The teacher give assessment for all students as a description what must the teacher do for the next time as an improvement.*	*15*
	10. *The teacher closes the class.*	*5*
Third Meeting ***Researcher gives post-test/Speaking test.***		*5*
	1. *Teacher greets the students, gives motivation and checks the attendance list.*	*5*
	2. *Teacher asks the students to sit based on their Jigsaw group before.*	*20*
	3. *Researcher asks the students to present his/her*	

Meeting	Teachers' Activity	Time
	material to the group in front of class.	*20*
	Encourage others in the group to ask questions	
	for clarification.	*20*
	4. *Teacher records the students' voice.*	*15*
	5. *Researcher transcribes the students' voice in to*	
	written text.	
	6. *Researcher scores the students.*	

Table 3.4 Teaching Procedures for Control Group

Meeting	Teachers' Activity	Time
Pre-test	*Teacher gives test to the students*	*45*
First	1. *Teacher greets the students, gives motivation and checks attendance list.*	*5*
	2. *Teacher explains about Descriptive Text and gives the example how to describing person.*	*15*
	3. *Teacher explains difficult words.*	*10*
	4. *Teacher asks the students to demonstrate their works orally in front of class.*	*20*
	5. *Teacher asks students to remind Descriptive text and how to describing person*	*15*
		5

	6. *Teacher closes the class.*	

3.6.3 Post Test

After the treatment has been done, the post-test is administered to experimental and control group. The result is corrected accurately in order to find out if the effect of after the treatment has been done, the post-test is administered to experimental and control group. The result is corrected accurately in order to find out if the effect of Jigsaw Technique on the students' speaking skill is significant or not.

3.6 Technique of Analyzing Data

In this research, the data was analyzed from the experimental and control group. The data was analyzed by using t-test formula. The reason for choosing this formula because it simple enough to be presented.

The formula of t-test was used in analyzing the data, T-test is one of the method in analyzing the data in scientific writing. The formula is described as follow :

$$t_{obs} = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2}} \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}$$

Where :

Mx   = the mean score of experimental group

My   = the mean score of control group

Dx^2 = the stansdard deviation of experimental group

Dy^2 = the standard deviation of control group

Nx = the total number samples of experimental group

Ny = the total number samples of control group

3.8 *Procedure of Analyzing the Data*

1. *Collecting the data from the scoring of the experimental and control group.*

2. *Identifying the score of the students who were being treated and were not.*

3. *Comparing the score.*

4. *Drawing the conclusion and answer the hypothesis*

5. *Writing some findings.*