THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING SPEAKING OF THE EIGHTH GRADE STUDENTS AT THE SECOND SEMESTER OF SMP NEGERI 1KRUI IN 2015/2016 ACADEMIC YEAR

( AThesis )
Submitted as A Partial Fulfillment of the Requirements for S1-Degree

By
MARNI YUNIAR RIKA
1011040100

Advisor : IwanKurniawan, M.Pd
Co-Advisor : Septa Aryanika, M.Pd
Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2017
ABSTRACT

THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING SPEAKING OF THE EIGHTH GRADE STUDENTS AT THE SECOND SEMESTER OF SMPNEGERI 1 KRUI IN 2015/2016 ACADEMIC YEAR

By:

MARNI YUNIAR RIKA

In English learning there are four skills consist of listening, speaking, reading, and writing. Speaking is one of the most difficult aspects for the students to master. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts. This research is about the implementation of jigsaw in speaking class at second semester of the eighth grade of SMP Negeri 1 Krui. The objective of the researcher is to know process and problem of teaching and learning speaking by using jigsaw.

This research was descriptive qualitative research, and research subject was the eighth grade students of SMP Negeri 1 Krui. The researcher chose class VIII A as the sample because the students of this class had various ability especially in speaking. The total sample of this research was 30 students. The techniques of collecting data were observation, interview, and questionnaire.

From the data analysis, the researcher found that in teaching speaking using jigsaw at SMP Negeri 1 Krui as follows: 1. first, during teaching learning process was done in two meetings, the teacher prepared the material first to be taught, built good relationship or made talk with the students before starting lesson, then explained purpose of the learning. 2. Second, the teacher’ problems in teaching speaking by using jigsaw were the teacher could monitor students’ activity and limit time to teaching and learning speaking by using jigsaw. 3. Third, the students’ problems in learning speaking by using jigsaw were the students’ difficulty to share opinion because they had limited vocabulary. In addition, some students felt unconfident, because they were afraid of making mistakes.
APPROVAL

Title: THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING SPEAKING OF THE EIGHTH GRADE STUDENTS AT THE SECOND SEMESTER OF SMP NEGERI 1 KRUI IN 2015/2016 ACADEMIC YEAR

Student's name: Marni Yuniar Rika
Student's number: 1011040190
Study program: English Education
Faculty: Tarbiyah and Teacher Training

To be tested and defended in the examination session
At Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies, Raden Intan Lampung

Adviser:

Co-Adviser:

Chairperson Of:

NIP. 1974052002101002
NIP. 197405152003122004

The Chairperson Of:

Chairperson Of:

NIP. 1974052002101002
NIP. 197405152003122004
ADMISSION

A thesis entitled, **THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING SPEAKING OF THE EIGHTH GRADE STUDENTS AT THE SECOND SEMESTER OF SMP NEGERI 1 KRUL IN 2015/2016 ACADEMIC YEAR** by **MARNI YUNIAR RIIA**, NPM: 1011041010, Study Program English Education was tested and defended in the examination session on Thursday, June 8, 2017.

Board of Examiners:

The Chairperson : Bambang Irfani, M. Pd
The Secretary : Deri Herdawan, M.Pd
The First Examiner : Fitriani Auliya Anwar, M.Hum
The First Co-Examiner : Iwan Kurniawan, M. Pd
The Second Co-Examiner : Septa Aryani, M. Pd

The Dean,
Tarbiyah and Teacher Training Faculty

Dr. H. Liyadi Anwar, M.Pd
DECLARATION

I hereby declare that this thesis is completely my own work. I am fully aware that I have quoted some statements ideas from various sources and they are properly acknowledged in the text.

Bandar Lampung, Agustus 2017
Declared by,

Marni Yuniar Rika
DEDICATION

Prise and gratitude to ALLAH the almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. My beloved father Mr. Thamrin and my mother Mrs. Nurlena who always pray and give me support and guidance to be success in my study and my life.

2. My beloved brother Okta Pirma Wijaya, Yudi Yansah, Rian Agusman and my lovely sister Hartina Lestari. And all my big family for your supports, motivation and love to me.

3. My beloved friends all the students of English Education Study Program especially Adela, Vivi, Lely, Laila, Novi, Umil, Ade Irma, Ade Sumista, Syukron, and Marisa.

4. My beloved teachers from elementary school to senior high school.

5. My beloved almamater and lecturers at UIN Raden Intan Lampung who have made me grown up and given motivation for my self development.
The Moses said: My Lord, enlarge my chest, easy right is all none of my business, and then take off the stiffness of my tongue, that they understand my speech. (QS. Thaha: 25-28)\(^1\)

\(^1\) Abdullah Yusuf Ali, the meaning of the Holy Qur’an, Amana Publications, Maryland, 10\(^{th}\) edition, 1999, p.306
CURRICULUM VITAE

The name of the researcher is Marni Yuniar Rika. She was born in Gunung Kemala on March 17th, 1991. She is the first child of five children of Mr. Thamrin and Mrs. Nurlena. At present, she lives in Gunung Kemala Krui Pesisir Barat.

The researcher began her study in SDN 2 Gunung Kemala and graduated in 2004. In the same year, she continued her study to SMPN 2 Krui and graduated in 2007. After that, she continued her study to SMAN 1 Krui and graduated in 2010. Next, in the same year she continued her study to IAIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.
ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled ‘the implementation of jigsaw technique in teaching speaking of the eighth grade students at the second semester of SMP Negeri 1 KRUI in the academic year of 2015/2016’ is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (UIN) Raden Intan Lampung. When finishing this thesis, the researcher obtained so much help, assistance, support and many valuable things from various sides. Therefore, the writer would sincerely thank to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.

2. Meisuri, M.Pd, the chairperson of English Education Study Program of IAIN Raden Intan Lampung.

3. Iwan Kurniawan, M.Pd, the advisor who has always patiently guided, helped and given countless time for the researcher to finish this thesis.

4. Septa Aryanika, M.Pd., the co-advisor who has guided the researcher a lot until the finishing of this thesis.
5. All lecturers of English Department in IAIN Raden Intan Lampung who have taught the researcher since the first of her study.

6. The headmaster, Yusirwan, S.A.G.M.M. The English teacher, Nurmaini, S.Pd., and all students of the eight grade of SMPNegeri 1 Krui for allowing carrying out the research in their institution and for giving the contribution while she was conducting the research there.

7. All her friends in IAIN Raden Intan Lampung.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, 2017
The Researcher

Marni Yuniar Rika
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER .....................................................................................i</td>
</tr>
<tr>
<td>ABSTRACT .................................................................................ii</td>
</tr>
<tr>
<td>APPROVAL ................................................................................iii</td>
</tr>
<tr>
<td>ADMISSION .................................................................................iv</td>
</tr>
<tr>
<td>DECLARATION ..............................................................................v</td>
</tr>
<tr>
<td>MOTTO .......................................................................................vi</td>
</tr>
<tr>
<td>DEDICATION ..............................................................................vii</td>
</tr>
<tr>
<td>CURRICULUM VITAE ..................................................................viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT ..................................................................ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS ..................................................................xi</td>
</tr>
<tr>
<td>LIST OF TABLES ........................................................................xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES ....................................................................xv</td>
</tr>
</tbody>
</table>

CHAPTER I INTRODUCTION

A. Background of the Problem ..................................................1
B. Identification of the Problem ..................................................5
C. Limitation of the Problem ......................................................5
D. Formulation of the Problem ....................................................6
E. Objective of the Research .......................................................6
F. Uses of the Research .............................................................7
G. Scope of the research ............................................................7

CHAPTER II FRAME OF THE THEORIES, THINKING AND HYPOTHESIS

A. Concept of Teaching English as a Foreign Language ..............8
B. Concept of Speaking .............................................................10
   1. Language feature .............................................................11
   2. Mental and social processing ..............................................12
C. Concept of speaking Ability ................................................13
D. Activities to Promote Speaking .............................................14
E. Concept of Teaching Speaking ..............................................20
   1. The basic Principles of Teaching Speaking ........................20
   2. Problem of Teaching Speaking ........................................23
F. Approach, Method and Technique .......................................25
G. Concept of jigsaw ...............................................................26
H. Advantages and Disadvantages of Using Jigsaw ..................29
I. Procedure of Teaching Speaking Through Jigsaw ..................30
CHAPTER III RESEARCH METHODOLOGY
A. Research Design ........................................................................................................33
B. Research Subject ........................................................................................................33
C. Data Collecting Technique ..........................................................................................34
   1. Observation ..............................................................................................................35
   2. Interview ................................................................................................................36
   3. Questionnaire .........................................................................................................38
D. Research Procedure ....................................................................................................40
E. Credibility ..................................................................................................................40
F. Data analysis ..............................................................................................................41

CHAPTER IV RESULT AND DISCUSSION
A. General Description of the Research Place ..............................................................43
B. Research Procedure ..................................................................................................48
C. Process of Teaching Speaking Through Jigsaw Technique .....................................49
D. Research Report ........................................................................................................54
E. Discussion and Findings ............................................................................................57

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion ................................................................................................................60
B. Suggestion .................................................................................................................61

REFERENCES .................................................................................................................
APPENDIXES ..................................................................................................................
LIST OF TABLES

Table 1: The Speaking Score of the Eighth Grade Students of SMP Negeri 1 Krui in 2015/2016 Academic Year ........................................3
Table 2: Class Distribution of the Eighth Grade Students of SMP Negeri 1 Krui in 2015/2016 Academic Year ........................................34
Table 3: The Specification of Observation ........................................36
Table 4: The Specification of Interview ........................................38
Table 5: The Specification of Questionnaire ........................................39
# LIST OF APPENDIXES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Observation Report</td>
<td></td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Interview Report</td>
<td></td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Instrument of Questionnaire</td>
<td></td>
</tr>
<tr>
<td>Appendix 4</td>
<td>List of Students</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a set of rules, which is used as a tool of communication. Language is a system for the expression of meaning. Furthermore, it is generally known that no communication takes place without a language. People can transfer information or messages and express their ideas and feelings with a language. Besides, they require a language to interact with other people from different countries. They use a language in common in order that they can express their feelings, opinion, and thoughts. English is an international language used by most of people throughout the world. They use it to communicate with other people from different countries. In addition, English is widely used in some fields such as education, economics, politics and trade. In addition, Brown says that language is a system of arbitrary, vocal symbols which allow people in a given culture of or other people who have learned the system.

---

of that culture, to communicate or to interest. English plays a big role for human being especially to face modern life in the globalization era.

In Indonesia, English is taught as one of the compulsory subjects which is taught from juniorhigh school to university. By learning English, the students are expected to be able to communicate in English both in written and oral forms. Language is a set of rules, which is used as a tool of communication. Language is a system for the expression of meaning. Furthermore, it is generally known that no communication takes place without a language. People can transfer information or messages and express their ideas and feelings with a language. Kayi states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It is one of the important skills that the students have to master. Through speaking, they can transfer information and ideas, and maintain social relationship by communicating our ideas to others. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. In addition, a large percentage of the world’s language learners study English in order to be able to communicate fluently.

---

A common problem for foreign language teachers is dealing with a passive class where the students are unresponsive and avoid interaction with the teacher and other students. English students tend to have difficulties to speak English in a simple form of dialog or even to tell their ideas and utterances in English. Ur states that there are some problems in speaking activities. They are inhibition, nothing to say, low or uneven participation, and mother-tongue use. The example is that the students are inhibited about trying to say something in a foreign language in the classroom. They are worried about making mistakes. Another reason is because they lack motivation to practice the target language in daily conversation. Some factors that can be the causes of the low speaking ability in Indonesia are:

1. English in Indonesia is considered as a foreign language. It is not used in daily activity.
2. Learning English is not stressed in speaking ability but more focused on structure and vocabulary.
3. Students are shamed and afraid of making mistakes.
4. English is not considered as a necessity.

Based on the preliminary research from interviewing the English teacher of SMP Negeri 1 Krui, Nurmaini, S.P.d., it was obtained that the students’ speaking ability was low. They felt unmotivated to learn English especially in learning speaking. The students’ score can be seen in table below:

---

### Table 1

**Students Speaking Score at the Second Semester of the Eighth Grade of SMP Negeri 1 Krui in 2015/2016 Academic Year**

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Number Of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>≥70</td>
<td>58</td>
<td>35.36%</td>
</tr>
<tr>
<td>2</td>
<td>&lt;70</td>
<td>106</td>
<td>64.64%</td>
</tr>
</tbody>
</table>

*Source: Document of Students’ score for English Test at the Eighth Grade Students of SMP Negeri 1 Krui in 2015/2016 Academic year*

Based on the table above, it can be seen that the students’ speaking ability is still low, because many students still got the score below the KKM of the school.

Nurmaini, S.P.d. said the KKM for the eighth grade of SMP Negeri 1 Krui was 70. It was found that the possibility was they did not know how to speak appropriate with the structure of presentation and the style.

Based on the interview between the researcher and the teacher, it was found that the teacher said that she ever used the jigsaw technique in speaking class, but it did not improve their speaking ability because there were a lot of students below the standard value. The students are still passive in the class, the students are not self confident to speak, the students are afraid of making mistake. The technique of jigsaw is about how the delivery of lesson where the teacher gives students the chance to gather opinion, make conclusions or formulate various alternative solutions.

Based on the problems faced by the teacher in teaching speaking and that faced by the students in mastering speaking, the researcher would like to do a research regarding to the teaching technique used by the teacher that can support his teaching of English.
especially for teaching speaking to the students. Thus, the researcher used Jigsaw as a teaching technique for teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui.

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the jigsaw (puzzle). The jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw, each piece—each student's part is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.  

In the research, the researcher observed the implementation of Jigsaw towards students’ speaking ability. Therefore, the researcher entitled this research: The Implementation of Jigsaw Technique in teaching Speaking at the Eighth Grade of SMP Negeri 1 Krui in the Academic Year of 2015/2016.

B. Identification of the Problem

Seeing the background of the problem above, the researcher identified the problems of the research:

---

a. The students’ speaking ability was low.

b. The students were not motivated to learn English especially in learning speaking.

c. The students’ English score was mostly below the standard.

C. Limitation of the Problem

In this research, the researcher focused on the implementation of Jigsaw technique and the problems faced by the teacher and the students in teaching speaking by using jigsaw technique at the second semester of the eighth grade students of SMP Negeri 1 Krui in 2015/2016 in the academic year.

D. Formulation of the Problem

In this research, the researcher formulated some problems as follows:

1. How is the process of implementation of jigsaw technique in teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui in the academic year of 2015/2016 by using Jigsaw?

2. What are the problems faced by the teacher in implementation of jigsaw technique in teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui in the academic year of 2015/2016?

3. What are the problems faced by the students in implementation of jigsaw technique in teaching speaking to the second semester of the eighth grade of SMP Negeri 1 Krui in the academic year of 2015/2016?
E. Objectives of the Research

Based on the formulation of the problems above, the objectives of the research are:

1. To describe the implementation of jigsaw technique in teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui.
2. To describe problems faced by teacher the implementation of jigsaw technique in teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui.
3. To describe problems faced by the student the implementation of jigsaw technique in teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui.

F. Uses of the Research

From the statements above the researcher expects the result of the research can be used:

1. For the students, to contribute the students of SMP Negeri 1 Krui in speaking especially in jigsaw technique.
2. For the teacher, to give contribution in implementation of jigsaw technique in teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui.
3. For the readers, to give information of the reader about teaching speaking by using jigsaw technique in SMP Negeri 1 Krui.
G. *Scope of the Research*

The researcher determined the scope of the research as follows:

1. **Subject of the Research**
   The subject in this research was the eighth grade students of SMP Negeri 1 Krui in 2015/2016 academic year.

2. **Object of the Research**
   Object of the research was the implementation of jigsaw technique in teaching speaking at the second semester of the eighth grade of SMP Negeri 1 Krui.

3. **Place of the Research**
   The researcher conducted the research at SMP Negeri 1 Krui.

4. **Time of the research**
   The research was conducted at the second semester of 2015/2016 academic year.
CHAPTER II
FRAME OF THEORIES AND THINKING, AND HYPOTHESIS

A. Concept of Teaching English as a Foreign Language

English is a foreign language describing situations where students were learning English in order to use it with any other English speakers in the world.\textsuperscript{1} Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions (learning theories). Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United State of America, where the people should learn English in the condition where the language is used for communication in their daily lives.\textsuperscript{2}

\textsuperscript{1}Jeremy Harmer, \textit{The Practice of English Language Teaching}, Malaysia: Pearson Education Limited, 2007, p.19

English as a foreign language has different characteristics from the mother tongue. Although the students have learned it for years, but they still get difficulties in mastering and using it in daily communication. Therefore, it is supposed to a hard work for the teacher to help them learn and master the language. Based on the statement above, the researcher assumes that in teaching English as a foreign language the teacher should prepare the material instructions and application of techniques well. Since language teaching and learning can be regarded as a process, the first role is to facilitate the communication process between the participants and the various activities. In addition, teaching means facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instructions, guiding in study of something, proving with knowledge, causing to know or understand. Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experiences, knowledge, and materials.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is known that the objective of teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities.

---

who also learn this language.\textsuperscript{4} In other words, it can be said that teaching English as a foreign language means teaching the target language, not the mother tongue in which the students have limited time to learn or communicate in English in their daily life.

B. Concept of Speaking

Siahaan states that speaking is the spoken productiveskill. It is the skill of speaker to communicate information to a listener or a group of listeners.\textsuperscript{5} Speaking is one of the four basic skills in learning a language besides listening, reading, and writing. In Oxford Advanced Learner’s Dictionary, speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, etc, while speech means the power of the action of speaking, a manner or way of speaking.\textsuperscript{6} Thus the main purpose of speaking is to send the message to another one or to be able to communicate about something by using a language and understood by someone who becomes the listener. In other words, it can be said that speaking is expressing ideas, opinions or feelings to another person in words or sounds of articulation in order to inform, to persuade, and to entertain.

Besides, Lado states that speaking is the ability to express oneself in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or

\textsuperscript{5}Sanggam Siahaan, \textit{The English Paragraph}, Yogyakarta: Graha Ilmu, 2008, p.2
express a sequence of ideas fluently.\textsuperscript{7} When they are engaged in talking to each other, it is sure that they are doing communication. There is certain generalization that they can make about the majority if communicative events and these have particular relevance for the learning and teaching process. It is clear that to be able to speak well, a person should know the elements of speaking; they are grammar, vocabulary, pronunciation, fluency, and comprehension. In other words, the researcher can conclude that speaking is an act of expressing ideas, feelings, and opinions by using speaking elements; they are pronunciation, grammar, vocabulary, fluency, and comprehension.

C. **Concept of Speaking Ability**

Speaking is the process between speaker and listener and it involves the productive skill and receptive skill understanding. To be good at speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary, and comprehension. This is supported by Littlewood who states that success is measured not only in the functional effectiveness of the language, but also in the terms of the acceptability of the forms that are used.\textsuperscript{8} Based on the preceding statement, it can be said that speaking ability is the ability to express ideas, thought, feelings and opinions orally.

Additionally, speaking ability is one of language abilities to be learned and mastered by the students in learning a foreign language. By practicing speaking the language learned, the students will more easily master it. Speaking is limited to the ability to conduct a simple conversation on some subjects, while speaking skill is a difficult one to access with precision since it is a complex skill to acquire. In communicating with other people, it is important to know the situation whether it is formal or informal. Besides, it is also important to know that the language used, in this case English, can be standard or non-standard so that they can communicate effectively.

Furthermore, it can be concluded that students’ speaking ability is their ability to express their ideas, opinion, thought, experiences and feelings using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension. It can finally be indicated with scores gained by the students from the test given.

D. Activities to Promote Speaking

There are many activities to promote speaking. As Kayi infers from many linguistics on hers in the internet on teaching English as A Second Language (TESL) Journal there are thirteen activities to promote speaking, which are:

---

1) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose so that students do not spend their time chatting with each other about irrelevant things.

2) Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. In short, it can said that through role play the students are to make a conversation based on the information and they are to speak who they are and what they think or feel. The benefit of this activity is that the students can practice speaking based on the information provided by the teacher. However, they sometimes have a difficulty and feel uncomfortable to play a role of someone else.

3) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. In short, by doing
simulation, the students practice communicating their ideas or opinions with others using media to make the situation more realistic.

4) Information Gaps

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

5) Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. In other words, with this activity the students practice generating and organizing ideas or opinion before they speak or write. The strength of this activity is that the students are trained to generate and organize their ideas before they are about to speak. On the other side, the weakness of this activity is that they need some time to think over a topic and it seems to distract their communication.
6) **Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

7) **Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and “introduce” his or her partner to the class.

8) **Storycompletion**

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on. In other words, storycompletion is an activity that can promote students’
speaking ability by completing a story read by the teacher or others. The strength of this activity is that it makes the students more aware and attentive to follow and complete a story read by the teacher. On the contrary, the weakness of this activity is that the students only have to speak based on the story or they are to only complete the story based on the clues. In other words, they are not allowed to speak out of the clues.

9) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10) Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: Diamonds Earning money, Hearts Love and relationships, Spades An unforgettable memory, Clubs Best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: the topic "Diamonds: Earning Money" is selected, here are some possible questions: Is money important in your life? Why? Or What is the easiest way of earning money? Or What do you think about lottery? However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes
or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric.

Rubrics can include the vocabulary or structures they need to use while narrating.

12) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. The strength of this activity fosters the creativity and imagination of the learners as well as their public speaking skills. The weakness of this activity, picture describing tends to make the students limit their ideas of speaking on the picture they have.

13) Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. In other words, with Find the Difference the students practice speaking
speak through pictures of events in which they have to find the differences or the similarities.

From the explanation above, the researcher used some activities in implementing jigsaw in teaching speaking they were, playing cards, discussion and story telling. Because in playing cards the students should form groups of five. Each suit will represent a topic. Each students in a group will choose a card, then each student will write 4-5 questions about that topic to ask the other people in the group. In discussion the students may to arrive at a conclusion, share ideas about an event or find solutions in their discussion group. In story telling students can briefly summarize a tale or story they heard from some body before hand. Story telling creative thinking, it also help students express idea.

E. Concept of Teaching Speaking

1. Basic Principles of Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other persons in any situation, and influence the others. For this reason, in teaching speaking skill, it is necessary to have understanding involved in speech. Harmer states that there are three reasons for teaching speaking, they are as follows:¹⁰

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.

2. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students.

3. The more students have opportunities to activate the various elements of language.

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation.

Teaching speaking is to train students to communicate. Therefore, language activities in speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere, but also to provide each student to speak, therefore, it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

There are three steps of lesson methodology of speaking.\(^\text{11}\)

**A. Pre-activity**

---

In the first step, before a teacher starts the lesson, the teacher must start the class quickly and efficiently. This can be a challenge, so being well prepared.

Key strategies of pre-activity are:

1. Checking the attendance list
2. Knowing more about the students
3. Doing daily or weekly activity
4. Telling about agenda
5. Brainstorming the students
6. Motivating the students.

B. While-activity

While-activity in speaking lesson consists of three steps, they are:

1. Modeling
   a. Teacher introduces vocabulary and structures
   b. Teacher models learning outcome
   c. Teacher engages students.

2. Guided Practice
   a. Students practice learning outcome as a class and/or in pairs
   b. Teacher provides help and feedback.

3. Independent Practice
   a. Students demonstrate learning outcome individually or in pairs.
   b. Teacher assesses learning outcome.

C. Post-activity
Be sure to stop independent practice 5 minutes before the end of class to give time for closing. Many teachers skip this step, but research shows that reflecting on the lesson is very beneficial for students learning.

1. Reflect on the learning outcome
2. Recap main point
3. Reviews any errors
4. Relate to future learning

Related to the explanation above, it is clear that teacher must be able to encourage the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with others in the class. Therefore, they can be challenged to expose their ability in speaking supported by the teacher. In this case the teacher may also give the opportunity to explore the students by giving a theme and the students was practice using jigsaw technique.

2. Problems of Teaching Speaking

Speaking is one of the important skills in English as a foreign language. It shows the best influence when seeing goal of speaking learning process, especially in English as
a foreign language. The goal of English teaching is to make students able to communicate well. There are some problems in teaching speaking.\textsuperscript{12}

1. Internal problem

There are several discussions about problems that come from body of the students themselves. The problems are commonly become obstacles in teaching speaking. The problems are:

a. Native language
b. Age
c. Exposure
d. Innate phonetic ability
e. Identity and language ego
f. Motivation and concern for good speaking

2. External problem

The effectiveness of teaching speaking does not only come from internal aspects of the students but it is also influenced by external factors. The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as second or foreign language in a nation. External factors such as:

a. Incomplete English lab.
b. Lack of hours learning English inside and outside the classroom

\textsuperscript{12}Jdaviswrites, Teaching English as a Foreign Language, \url{http://www.jdaviswrites.hubpages.com/hub/Teaching-ESL-10-Common-Classroom-Problem-and-Solutions.html} \textit{Accessed on March 13\textsuperscript{th}, 2013}. 
c. No partners to speak English outside school

d. Less interesting teaching methods used

3. The Difficulties of Teaching Speaking

English is a compulsory subject taught in junior high school and senior high school, but most of the teachers have difficulties in teaching speaking. Many factors that make a teacher experience difficulties when teaching English especially teaching speaking. Below are the factors that students’ activities in the classroom make the teacher get the difficulties in teaching speaking as follows:13

a. Students become overly dependent on teacher

b. Persistent use of first language

c. Students are defiant, rowdy, or distracting of others

d. The lesson does not go where you want it to

e. Personalities between students clash

f. Students unclear what to do, or do the wrong thing

g. Students are bored, inattentive, or unmotivated

h. Strong student dominance

i. Students are unprepared

j. Tardiness.

---

Therefore, it can be concluded that there are some factors that may cause difficulties for the teacher to teach speaking and they mostly come from the students such as the students mostly rely on the teacher, they mostly use their mother tongue, they tend to be disruptive, they are not well-motivated, the outstanding students tend to dominate the class, and they are unprepared and they are lazy to follow the activity.

F. Approach, Method and Technique
Anthony in Richards and Rodgers clarifies the differences between approach, method, and technique. He states that approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method. In other words, the arrangement of the three is that approach axiomatic, method is procedural and technique is implementation.14

In addition, Setiyadi adds that an approach is a set of correlative assumption dealing with the nature of language and the nature of language learning and teaching. A method, which is developed based on some assumptions of an approach, includes the whole plan for the presentation of language materials, while technique is implementation, meaning that a teaching or learning in the classroom. Techniques are

not exclusive to certain methods. To some extent, different methods may have some
similar techniques even though they must have other different techniques.\textsuperscript{15}

Based on the explanations above, it can be said that Jigsaw is one of techniques
because Jigsaw has to be implemented. In this case, it carries out a method in
teaching and learning of speaking.

\textbf{G. Concept of Jigsaw}

Jigsaw technique is a method of organizing classroom activity that makes students
dependent on each other to succeed. It breaks classes into groups and breaks
assignments into pieces that the group assembles to complete the (jigsaw) puzzle. It
was designed by social the jigsaw classroom is a cooperative learning technique with
a three-decade track record of successfully reducing racial conflict and increasing
positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's
part is essential for the completion and full understanding of the final product. If each
student's part is essential, then each student is essential, and that is precisely what
makes this strategy so effective.\textsuperscript{16}

\textsuperscript{15}A.g.BambangSetiyadi, \textit{Teaching English as a Foreign Language}, Yogyakarta: Graha Ilmu,
2006, p.9
Posted by Oka at 7:22 PM, \textit{Accessed on December 2\textsuperscript{nd}, 2015 at 08.20 PM}
The jigsaw technique can be useful, well structured template for carrying out effective in class group work. The class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is divided into mixed group, with one member from each team in each group.

This technique can be used equally well for assignment involving data analysis or field work and in assignments involving reading. The jigsaw classroom is a cooperative classroom technique that is considered effective in decreasing racial conflict and increasing positive educational outcomes. It was originally developed by Slavin and his colleagues in order to reduce racial animosity and tension in desegregated classroom.

Like jigsaw each piece, or student part, is important for the completion for a full understanding of the final product. Each student is essential because they each have an essential piece of information to add to the group. There are a number of benefits seen by using the jigsaw classroom approach. It is an efficient way in which to learn the material. Students are encouraged to listen, engage, and display empathy since each member of the group is important to the academic activity. Members of the group have to work together in order to establish a common goal. Each member is interdependent on each other. Cooperation and communication are necessary because no one can succeed completely unless each member contributes.\(^\text{17}\)

\(^{17}\)Robert E Slavin, *Cooperative Learning*, Bandung: Nusa Media, 2005, p.59
The meaning of the jigsaw learning is a widely used technique which has similarities with the exchange of technical group to another, with an important difference that each learner teach something to other student. Jigsaw is designed to increase learners’ sense of respectibility toward their own learning and the learning of others. Learners not only learn the material provided, but they also provide and teach the other members is their group.

Besides, Silberman states that jigsaw is similar to group learning technique where every student is to share something.\(^{18}\)

According to Richard in activities jigsaw the class is divided into groups and each group has part of the implementation to complete an activity. The class must fit the pieces together so complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.\(^{20}\)

First and foremost, it is a remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, 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 student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

Furthermore, Jigsaw is considered useful for teaching group processing, and performance assessment.

**H. Advantages and Disadvantages of Using Jigsaw**

Below are the advantages and disadvantages of using Jigsaw technique in the teaching of speaking:

1. **Advantages of using Jigsaw**
   
   a) Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
   
   b) Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
   
   c) 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.
   
   d) During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
e) Each student develops an expertise and has something important to contribute to the group.

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

g) The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.

h) Jigsaw encourages cooperation and active learning and promotes valuing all students’ contributions.

i) 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.19

From the description above, the writer can include that jigsaw is a technique should active in learning process, because the class is needed to all of 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. In conclusion, by using jigsaw the students will have opportunities to share their opinion with their friends in groups. They will have fun and serious moment to exchange their opinion with others. Therefore, the teaching learning process seems to work well.

19(http://serc.carleton.edu/sp/library/jigsaws/why.html)
2. Disadvantages of using Jigsaw

a. Learning and teaching activity need more time.

b. The teacher needs more skills because each group need different handling.\(^{20}\)

It can be concluded that by using jigsaw the students will need much time to do the activities in the speaking through jigsaw technique. Besides, the teacher is expected to have skills on how to handle students of different characters and competency.

H. Procedure of Teaching Speaking through Jigsaw

Below is the procedure of teaching speaking Jigsaw technique.

The jigsaw classroom is very simple to use. If you are a teacher, just follow these steps:

1. Divide students into 5 or 6 person jigsaw groups. The groups should be diverse in terms of gender.

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. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) her life after Franklin contracted polio,

---

\(^{20}\) \textit{ibid}
(4) Her work in the White House as First Lady, and (5) Her life and work after Franklin’s death.

4. Assignment each student to learn one segment, making sure students have direct access only to their own segment.

5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

6. From temporary ‘expert groups’ by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentation in jigsaw group.

7. Bring the students back to their jigsaw groups.

8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

9. Observation the process. If any group is having trouble, make an appropriate intervention. Eventually, is the best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

10. At the end of the session, give a quiz on the material so that the students quickly come to realize that these sessions are not just fun and games but really count.21

Based on the procedure above, it can be said that teaching speaking through jigsaw gives opportunities to the students to work cooperatively to analyze a topic and then to encourage others and share their opinion with the whole class.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design
This is a qualitative research. In this research, the researcher will use qualitative method in which it focuses on the process of teaching and learning not on the product. According to Bodgan and Taylor in Setiyadi, Qualitative research is a research that produces descriptive data in the form of written words or oral forms from the subject and its behavior that can be observed. Therefore, the goal of the research is an individual understanding and its background completely.¹

The objective of this research is to investigate speaking learning process in the classroom. In this research, the researcher was took a position as a non-participant observer. In other words, during the research, the researcher will function as an observer. She will investigate and record the whole interaction of the speaking class. Therefore, the researcher used descriptive qualitative method in order that the data on the teaching learning process can be described intensively.

B. Research Subject
Population is the whole subject of the research. Sugiyono states that population is generalization area that consists of object and subject that have certain quality and

character to be learned and to be concluded. In this research, the researcher chose the eighth grade students of SMP Negeri 1 Krui as the population of the research. The number of the population is 204 students spread in 4 classes. Below is the table of class distribution of the eighth grade students.

### Table 1
**Class Distribution of the Eighth Grade Students of SMP Negeri 1 Krui in 2015/2016 Academic Year**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>NUMBER OF STUDENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td>FEMALE</td>
</tr>
<tr>
<td>VIII A</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>VIII B</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>VIII C</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>VIII D</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

*Source: SMP Negeri 1 Krui in 2015/2016 academic year*

However, the researcher used only class VIII A as the sample of the research since in general, it was considered that the class consists of most outstanding students and they were taught by the same English teacher as the other classes.

**C. Data Collecting Technique**

In this research, there will be some steps conducted with the intention of gaining until the end of teaching learning process. Therefore, in this research, the researcher will

---

used observation and interview as the triangulation of the data of this research. They are as follows:

1. Observation

Observation is collecting data process which in this research the researcher observes the research situation of teaching learning process in the class.\(^3\) Observation is properly used in the research which is related with teaching learning process, students’ activity, and problems which may arise.

According Sugiyono, there are three kinds of observation, such as participant observation, non-participant observation, and non-structure observation.\(^4\) Furthermore, in this research, the researcher uses non-participant observation where data are collected by observing behavior without interacting with the participants.

In this research, the researcher was be an observer to get the data. The researcher was not be involved directly in the classroom activity. The researcher was make a note during the teaching learning process. In this case the researcher was note how the process of implementation of jigsaw technique in teaching speaking, students’ responses, students’ problems.

\[^3\text{ibid}\]
\[^4\text{Marguirite Lodico, Methods in Educational Research, New Jersey: Wiley Imprint, 2010, p.139}\]
Table 3
The Specification of Observation

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Pointer of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>1. Teacher asks the students questions related to the topic.</td>
</tr>
<tr>
<td></td>
<td>2. Teacher motivates students before the lesson begins.</td>
</tr>
<tr>
<td>While-activity</td>
<td>3. Teacher gives the students time to think over the answer to the question.</td>
</tr>
<tr>
<td>Teacher</td>
<td>4. Teacher introduces learning speaking and also introduce jigsaw technique.</td>
</tr>
<tr>
<td></td>
<td>5. Teacher gives the example speaking by using jigsaw.</td>
</tr>
<tr>
<td></td>
<td>6. Teacher helps student practice speaking by using jigsaw.</td>
</tr>
<tr>
<td></td>
<td>7. The teacher finds difficulties when teaching speaking by using jigsaw.</td>
</tr>
<tr>
<td>Students</td>
<td>8. The students responds when teacher teach speaking by using jigsaw.</td>
</tr>
</tbody>
</table>

2. Interview

Esterberg in Sugiyono states that interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Interview is a conversation between two people (interviewer and interviewee) where questions was be asked by the interviewer to obtain information from the interview.\(^5\)

According to Lodico, there are five types of interview; they are one-to-one, group interview, structured interview, semi-structured interview, and unstructured interview. In this research the researcher uses semi-structured interview. It is included in depth interview where in applying this interview is free and it is aimed at finding the problems more openly. In this type of interview, the interviewee will be asked about opinions and ideas and the interview then have to listen carefully to the interviewee and note what he/she says. It means that in the interview the researcher have a list of key themes, issues, and questions to be covered, but it can be changed depending on the direction of the interview. In the interview, the researcher will collected the data about problems faced by the teacher the implementation of jigsaw technique in teaching speaking.

<table>
<thead>
<tr>
<th>Table 4</th>
<th>Specification of interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>Pointer of Questions</td>
</tr>
<tr>
<td>Pre-activity</td>
<td>1. Asking the teacher how is the english competence of the eight grade students.</td>
</tr>
<tr>
<td></td>
<td>2. Asking the teacher how is the process of teaching learning especially in teaching and learning of speaking in the class.</td>
</tr>
<tr>
<td></td>
<td>3. Asking is jigsaw a good technique for teaching speaking in the class.</td>
</tr>
<tr>
<td>While-activity</td>
<td>4. Asking what are the problem in teaching speaking used jigsaw technique.</td>
</tr>
<tr>
<td>Post-activity</td>
<td>5. Asking the students have any difficulties when learning jigsaw technique.</td>
</tr>
<tr>
<td></td>
<td>6. Are the students active in learning speaking jigsaw technique</td>
</tr>
</tbody>
</table>

3. Questionnaire

The writer gave questionnaire to the student, Brian states that questionnaire is printed form for data including question or statements to which the subject are expected to respond. In this research the questionnaire that the writer use open ended questions. Setiyadi states that open ended question is series of question where the participant can answer the question by giving a short answer in the form of sentence or long answer in the form of paragraph, even long composition.

The writer was gave the questionnaire to the students in order to know the further opinions and to know the aspect that may influence the student, learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the writer finds out the respond of the students toward the teaching and learning process.

---

7 Gregori Brian, Insight of Qualitative and Quantitative Research, New Jersey: Prentice Hall, 2003, p.58
8 Ag. Bambang Seiyadi, op.cit, p.241
### Table 5
**Specification of Questionnaire**

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Pointer of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Factors</td>
<td>1. Asking the student about Likes and Dislikes in learning speaking by using jigsaw technique.</td>
</tr>
<tr>
<td></td>
<td>2. Asking the teacher can explain the material about jigsaw technique.</td>
</tr>
<tr>
<td></td>
<td>3. Asking the students about have a high motivation to learn english by using jigsaw technique.</td>
</tr>
<tr>
<td></td>
<td>4. Asking the students, about feel afraid when learning english by using jigsaw technique.</td>
</tr>
<tr>
<td>Skill Factors</td>
<td>5. Asking the students, about feel confident when speaking english.</td>
</tr>
<tr>
<td></td>
<td>6. Asking the students, about feel ashamed when speaking english.</td>
</tr>
<tr>
<td></td>
<td>7. Asking the students, about laugh when learning english.</td>
</tr>
</tbody>
</table>

#### D. Research Procedure

In conducting the research, the researcher went through the following steps:

1. Finding the subject of the research. The population is the eighth grade students of SMP Negeri 1 Krui in 2015/2016 academic year. Then, the researcher will take a sample out of the whole population.

2. Making discussion on lesson plan with the English class teacher.

3. Doing observation and taking notes on any cases taking place during the lesson.
4. Giving questionnaire and observing the students filling in the questionnaire.

5. Having an interview with the English class teacher after the teaching learning process is over.

6. Analyzing the notes taken from the observation, interview, and questionnaire.

E. Credibility

In this research, the researcher used triangulation to reveal the data as the real of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. Setiyadi states that triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research. Since the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.9

In collecting the data research, the researcher used the three data collecting techniques; they were observation, questionnaire, and interview. The observation and documentation was focused on the process of the teaching of speaking by using Jigsaw, while the interview was employed to get the data which was used to ensure the result of the observation and document analysis. In other words, in

---

collecting the data, the researcher needed the sequence of time and the data source. In conclusion, the data collecting technique took place over time with some sources of the data.¹⁰

F. Data Analysis

In this research, the researcher conducted some steps to analyzing the data, they were as follows:

1. DataReduction

   The reduction of the data in the research means as the process of selecting, abstracting, and simplifying the data gained from the note of the interview and observation. Then, this summary was analyzed to seek the important information, group the data, and select the data needed and arrange the data to the proper format so that it could give a meaningful result and conclusion.

2. DataDescription

   The next step was to describe the data gained from the result of data reduction. The information gained from observation, interview, and documentation was gathered and organized according to the research focus. From the display, the next conclusion and verification were applied.

3. Data Conclusion

The last step in analyzing the data was concluding the data and verifying the data. In this step, the researcher avoided any one-sided impression and stay openly so that she will really came up with a clear, explicit, and grounded conclusion.\textsuperscript{11}

\begin{flushright}
\textsuperscript{11}Ibid
\end{flushright}
CHAPTER IV
RESULT AND DISCUSSION

A. General Description of the Research Place

As the object of the research SMP Negeri 1 Krui is located on Jl. Raya Pesisir Barat No.1 Krui, Pesisir Barat. It was built in 1982.

Realization of high school graduates who are smart, the vision of the school is Religious, Innovative, and Creative in sustaining local arts and culture, and able to compete in the era of globalization with the mastery of science and technology.

a. Mission
To achieve the Vision, SMP Negeri 1 Krui develops the following mission:

1. Empowering educators and teachers who meet the students set.
2. Instilling a culture of discipline through clean, orderly culture and work culture.
3. Growing appreciation of the culture and art of the area so that it becomes a source of wisdom and social behavior.
4. Fostering innovation in their daily lives that can support professional development.
5. Empowering optimize all components of the school and school resources in developing the potential and interest of learners optimal.

b. Purpose of SMP Negeri 1 Krui
In general, the purpose of the school as a part of national education goals is to increase the intelligence, knowledge, personality, noble character, and the skills to live independently and to follow further education. In more detail the purposes of SMP Negeri 1 Krui are as follows:

1. Providing adequate educational infrastructure.
2. Implementing the learning process effectively and efficiently, based on local and global spirit of excellence.
3. Improving the performance of each component of the school (principal, educators, employees, students, and school committees) to jointly implement innovative activities in accordance with the Duty and Function respectively;
4. Increasing extra curricular programs by requiring scout for all citizens, in order to more effectively and efficiently in accordance with the talents and interests of students as one means developing self-learners;
5. Enhancing the quality of graduates who have attitude, knowledge, and skills are balanced, as well as increasing the number of graduates who go on to college;
6. Developing and implementing rules and regulations governing all operations of the school community;
7. Improving the quality of all kind of Human Resources educators, staff and students who can compete both locally and globally.
c. School Building

The school buildings are generally in good condition. The situation of the building of SMP Negeri 1 Krui can be presented below:

- Building area: 17,500 M2
- Principal office: 1 (good)
- Space Vice Principal: 1 (good)
- Teacher room: 1 (good)
- Administration room: 1 (good)
- Classrooms: 23 (good)
- Space Science Laboratory: 1 (good)
- Language Laboratory: 1 (good)
- Computer Laboratory: 1 (good)
- Multimedia Laboratory: 1 (good)
- Library: 1 (good)
- Counseling room: 1 (good)
- Council chamber: 1 (good)
- Sportlocker room: 1 (good)
- Mosque: 1 (good)
<table>
<thead>
<tr>
<th>NO</th>
<th>NAME OF TEACHER</th>
<th>NIP</th>
<th>POSITION</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>YUSIRWAN, S.AG,M.M</td>
<td>19590317 198202 1 003</td>
<td>Headmaster/Citizenship Teaching</td>
<td>Civil Servants</td>
</tr>
<tr>
<td>2</td>
<td>BURHANUDIN, S.Pd</td>
<td>19630424 198601 1 001</td>
<td>Vice Headmaster of Curriculum/Citizenship Teacher</td>
<td>Civil Servants</td>
</tr>
<tr>
<td>3</td>
<td>MARTINI, S.Pd</td>
<td>19631011 198403 2 003</td>
<td>Citizenship Teacher</td>
<td>Civil Servants</td>
</tr>
<tr>
<td>4</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td>Citizenship Teacher</td>
<td>Part Timer</td>
</tr>
<tr>
<td>5</td>
<td>YUSIRWAN, S.AG,M.M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>PUJI RAHAYU NINGSIH, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>PUJI RAHAYU NINGSIH, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>PUJI RAHAYU NINGSIH, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>PUJI RAHAYU NINGSIH, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>PUJI RAHAYU NINGSIH, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>PUJI RAHAYU NINGSIH, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>PUJI RAHAYU NINGSIH, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>BURHANUDIN, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>MARTINI, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>SILVIA MARSELA, S.Pd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Date of Birth</td>
<td>Date of Appointment</td>
<td>Position</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>---------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>37</td>
<td>GUNARI, S.Pd</td>
<td>19590821</td>
<td>198003 1 002</td>
<td>Social Science Teacher</td>
</tr>
<tr>
<td>38</td>
<td>PONIMIN, S.Pd</td>
<td>19600609</td>
<td>198303 1 016</td>
<td>Social Science Teacher</td>
</tr>
<tr>
<td>39</td>
<td>Hi. R. SUGIANTO, S.Pd</td>
<td>19620724</td>
<td>198601 1 001</td>
<td>English Teacher</td>
</tr>
<tr>
<td>40</td>
<td>Ir. NINING ROSMITSASARI</td>
<td>19621122</td>
<td>199503 2 001</td>
<td>English Teacher</td>
</tr>
<tr>
<td>41</td>
<td>HOTNIDA BATUBARA, S.Pd</td>
<td>19640814</td>
<td>198703 2 006</td>
<td>English Teacher</td>
</tr>
<tr>
<td>42</td>
<td>NURMAINI, S.Pd</td>
<td>19850115</td>
<td>201101 2 009</td>
<td>English Teacher</td>
</tr>
<tr>
<td>43</td>
<td>SURDIMAN, S.Pd</td>
<td>19640915</td>
<td>198808 2 001</td>
<td>Sport Teacher</td>
</tr>
<tr>
<td>44</td>
<td>YULINAR ASNAWI, S.Pd</td>
<td>19590707</td>
<td>198803 2 001</td>
<td>Sport Teacher</td>
</tr>
<tr>
<td>45</td>
<td>ASTRID ELSYIE ANGGRAIN, S.Pd</td>
<td>19670730 199002 2 001</td>
<td>Art Teacher</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>46</td>
<td>MARINA DAUD, S.Pd.,MM</td>
<td>19650817</td>
<td>199003 2 005</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>47</td>
<td>YUNAINI, S.Pd</td>
<td>19590211</td>
<td>198301 1 001</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>48</td>
<td>Hi. M. RAIS, S.Pd.,MM</td>
<td>19610831</td>
<td>198701 2 001</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>49</td>
<td>GUSMAULI, S.Pd</td>
<td>19790812</td>
<td>200801 2 016</td>
<td>Lampungnese Teacher</td>
</tr>
<tr>
<td>50</td>
<td>FITRIA MAYA, S.Pd</td>
<td>19821912</td>
<td>201001 2 019</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>51</td>
<td>KARTIKA INDIRAWATY, S.Kom</td>
<td>19820217 200212 2 004</td>
<td>Computer Teacher</td>
<td>Lampungnese Teacher</td>
</tr>
<tr>
<td>52</td>
<td>AUGUSTINA, S.Kom</td>
<td>19820217</td>
<td>200212 2 004</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>53</td>
<td>SEPTINAWATI, SE</td>
<td>19800309</td>
<td>198301 2 001</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>54</td>
<td>VERDINA DEKAWATI, SE</td>
<td>19800309</td>
<td>198301 2 001</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>55</td>
<td>MEILISA SAJDAH, S.Pd.I</td>
<td>19820217</td>
<td>200212 2 004</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>56</td>
<td>SULAMI, S.Pd</td>
<td>19820217</td>
<td>200212 2 004</td>
<td>Art Teacher</td>
</tr>
<tr>
<td>57</td>
<td>RUSTIANI, S.Pd</td>
<td>19790912</td>
<td>200701 2 019</td>
<td>Counseling Teacher</td>
</tr>
<tr>
<td>58</td>
<td>ARI HERYANTI, S.Pd</td>
<td>19800309</td>
<td>198301 2 001</td>
<td>Counseling Teacher</td>
</tr>
</tbody>
</table>

(Source: Document of SMP Negeri 1 Krui)

The Students

The number of students of SMP Negeri 1 Krui gets increased every year.

The total number of the students of SMP Negeri 1 Krui in the academic year of 2015/2016 is 691 students and the school has OSIS and some other student extracurricular activities such as:

1. Scout
2. Basket
3. Drumban
4. Dancing
5. Taekwondo

B. Research Procedure

The researcher did the research by using observation, questionnaire and interview as the research instruments. The observation and questionnaire were focused on the process of the teaching of speaking by using jigsaw, while the interview was employed to get the data which can be used to ensure the result of the observation and document analysis. The researcher found out some results of the research of the process of teaching and learning speaking in SMP Negeri 1 Krui.

In the observation, the researcher functioned as an observer to get the data. The data gained contained the place of research that is SMP Negeri 1 Krui, the English teacher and the students, and the whole activity of the teaching and learning process. During the observation, the researcher made some notes on the teaching learning process their problems faced by the teaching speaking. After that, the researcher interviewed the teacher who conducted the teaching of speaking to find out the teacher’s opinions about the problems in teaching speaking to the students.

The research was conducted at SMP Negeri 1 Krui from April 4th to May 5th 2016. In this research, the researcher included the date or planned schedules of work as follows:

1. On April 4th, the researcher met the headmaster to be get permission to do research letter at SMP Negeri 1 Krui.
2. On April 6th, the researcher met the teacher to discuss the lesson plan and technique be used.
3. On April 7th, the researcher conducted the first observation or the first meeting.

4. On April 8th, the researcher conducted the second observation or the second meeting.

5. On April 13th, the researcher conducted interview to the teacher and gave questionnaire to the students.

6. On April 16th, the researcher asked the documentation or data of the school such as history of the school, profile of the teachers, and so on.

C. Process of Teaching Speaking through Jigsaw Technique

In this research, teaching speaking by using jigsaw technique was conducted in 2 meetings. And every meeting had the same activity but the title or material was different. Every meeting lasted 45 minutes. Below are the description of the teaching speaking through Jigsaw technique.

(1) First Meeting

In the first meeting, before the teaching learning process was conducted, the teacher firstly prepared the material to be delivered.

The teacher started the class by greeting the students, “Good morning, students. How are you today?” And the students replied, “Good morning, Miss. We are fine, thank you. And you?” Then, she checked the students’ attendance. After that, the teacher reviewed the previous lesson by asking some questions. “Do you still remember our last week’s lesson?” “Ayo siapa yang masih ingat pelajaran kita minggu
lalu?” she asked. Some students answered, “buat kalimat, miss.” Some others said,”buat paragraf deskriptif, miss.” “OK, good..we studied about how to make a descriptive paragraph.” Then, the teacher tried to motivate the students and brainstormed the lesson. The teacher introduced the topic of the lesson and the technique to be used. The teacher explained the material to be learned by the students and then she introduced jigsaw technique to be used to help them speaking. The teacher gave an example of Jigsaw to the students to learn speaking.

The teacher applied Jigsaw technique in the teaching and learning speaking. She determined the groups according to the ability. Each group consisted of 5 – 6 students to make Jigsaw groups. Then, she told the class about the topic. “Well, my students..the topic for speaking using jigsaw technique today is the history of Pele. “Now, you can divide a short biography of Pele into stand-alone segments on: (1) His childhood, (2) How his name ‘Pele’ was gained (3) His achievement before international play, (4) His career after joining international competition, and (5) His career after he retired.

She assigned each student to learn one segment, making sure they had direct access only to their own segment. After that, she gave the students time to read over their segment twice and become familiar
with it. She asked them not to memorize it. And she formed temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.

Then, she gave the students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they made to their jigsaw group. After that, she asked the students to go back into their jigsaw groups and asked each student to present her or his segment to the group. The others in the group asked questions for clarification.

After few minutes and students were ready to act their performance, in front of the classroom, the teacher called the first group. The teacher gave 7 minutes to each performer. So teacher would stop their performance if the time was up.

Finally, the teacher asked the students to learn deeply to prepare for the next lesson.

Second Meeting
In the second meeting, the teacher conducted the teaching activities similar to the first meeting, but in this meeting, the material was different. Like the first meeting, the teacher started the class by saying greetings to the students, “Good morning, class. How are you today?” And the students replied, “Good morning, Miss. We are fine, thank you. And you?” Then, she checked the students’ attendance. After that, she reviewed the previous lesson by asking some questions. “Do you still remember our lesson last meeting?” “Do you still remember the speaking activities using jigsaw?” she asked. Some students answered, “Ya, miss.” Some others said, “speaking jigsaw lagi ya, miss.” “Yeacch, today we are going to practice speaking using jigsaw technique again.”

Then, the teacher tried to motivate the students and brainstormed the lesson. The teacher explained the material to be learned by the students and then she made sure that they would practice speaking using jigsaw technique again.

The teacher applied Jigsaw technique in the teaching and learning speaking. She determined the groups according to the ability. Each group consisted of 5 – 6 students to make Jigsaw groups. Then, she told the class about the topic. “Well, everybody...please listen to me, the topic for speaking using jigsaw technique today is the history of
Oprah Winfrey. “Now, you can divide a short biography of Oprah Winfrey into stand-alone segments on: (1) Her family, (2) Her childhood, (3) Her life with her grandmother, (4) Her life with her mother, and (5) His career after he retired.

The, she assigned each student to learn one segment, making sure they had direct access only to their own segment. After that, she gave the students time to read over their segment twice and become familiar with it. She asked them not to memorize it. And she formed temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Then, she gave the students in these expert groups time to discuss the main points of their segment and to rehearse the present they made to their jigsaw group. After that, she asked the students to go back into their jigsaw groups and asked each student to present her or his segment to the group. After 10 passed, the teacher asked "are you ready"?, “Yes Miss”, the student. Don’t forget that your performance time just minutes, so I hope you could finish what your discuss before the time passed” the teacher added. “Ok Miss”, and the other students were as audiences, so keep silence, please, the teacher asked.
Then the teacher called the first group and showed their performance.

After all of students had finished in performance, the teacher continued evaluate and discuss students’ errors that arose in their performance.

a. **Observation Report**

In collecting the data, the researcher did an observation. The observation was conducted by the researcher to observe the teaching process and the problems that arose during the teaching process faced by the teacher. In the observation process, the researcher prepared an observation sheet. This observation was conducted during the teaching and learning activities.

The observation sheet was in the form of a table that contained the aspect that showed the activities of the teacher, the role of the teacher and the problems faced by the teacher during the teaching and learning process.

Furthermore, the problems faced by the teacher and the students in teaching speaking by using jigsaw technique are as follows:

a. Teaching learning process was done on two meeting, the classroom atmosphere in teaching and learning speaking by using jigsaw technique, are the students looked active in learning speaking by jigsaw, but some of them looked less respond in learning speaking.
b. The teacher had difficulty to calm the students and seemed disturbed each other during speaking by using jigsaw. And this condition seemed disturbing another class.

c. Teacher looked to lack the time all students performance. In the performance activity, many pair students asked for additional time while the teaching learning time only 40 minutes.

d. Some students felt unconfident. It happened because many reasons such as they were ashamed, and also afraid of making mistakes.

e. Some students find difficulty to speak, because they have lack vocabulary.

**B. Questionnaire Report**

Based on the questionnaire filled by the students, the researcher could describe that students response was varied. However the researcher found that the students had some problems in learning speaking through jigsaw technique at SMP Negeri 1 Krui.

a. Some students felt unconfident. It happened because many reasons such as they were ashamed and also afraid of making mistakes.

b. Students had difficulties in managing given by the teacher for their performance. They thought 10 minutes were not enough to make a good performance.

c. Some students had difficulty to give their ideas because they have limited vocabulary.
C. Interview Report

To support the data of observation, the researcher also employed an interview. The interview gave to the teacher to know about her opinion, and also problems during the implementation by jigsaw in speaking class.

Based on the result of interview, the teacher believes that jigsaw is a good technique for teaching speaking. Because it is not just fun technique but it can also make students practice what the teacher has taught, so that the students get new experience and they hardly forget the lesson. On the other hand, in the interview activity the teacher expressed some difficulties and problems in teaching speaking using jigsaw technique, they are as follows:

1. The teacher thought that she needed much time to do jigsaw technique.
2. The teacher told that she had difficulty to handle students activity and difficult to persuade the students to practice speaking English because the students not eager to talk say anything.
3. The teacher said that some students had difficulties in their performance because some of them had limited vocabulary.
C. Discussion and Findings

1. Process of Teaching Learning Speaking by Using Jigsaw

Teaching learning process was done in two meetings. The classroom atmosphere in teaching and learning speaking by using jigsaw technique is that the student looked active in learning speaking by using jigsaw, but some of them looked less responsive in learning speaking by using jigsaw.

The process of implementation of jigsaw in speaking class was follows: in pre-activity, the teacher prepared the material first to be taught, built good relationship or made small talk with the students before starting lesson, then explained purpose of the learning.

In while-activity, the teacher explained the material clearly to the students, made discussed the questions related to the topic of the material then gave modeling to the students of speaking using jigsaw and make a group, guided the students to practice speaking in their group by using jigsaw and then the students practice in front of the class. In the post-activity the teacher reviewed any errors when the students perform and learning speaking using jigsaw and also informed material for the next meeting.
E. Problems faced by the teacher in Teaching Speaking by Using Jigsaw

Having conducted the research, the researcher found some problems during the implementation of jigsaw in teaching speaking at SMP Negeri 1 Krui. There as follows:

1. The teacher problems in teaching speaking by using jigsaw are the teacher cannot monitor students’ activity.
2. The teacher had limited time to teaching and learning speaking by using jigsaw.
3. The teacher said that some students had difficulty in their performance because some of them had limited vocabulary.

F. Problems faced by the Students in Learning Speaking by Using Jigsaw

Having conducted the research, the researcher found some problems during the implementation of jigsaw in teaching speaking at SMP Negeri 1 Krui. There are as follows:

1. Students felt difficult to share they opinion. It happened because they have limited vocabulay.
2. Some students felt unconfident. It happened of many reasons such as they were ashamed and also afraid making mistakes.
These findings supported by Wijaya. He said that there some problems that would arise while students speaking in the class, they are as follows:

1. Inadequate or appropriate teaching.
2. Classroom environment.
3. Health problems.
4. Lose of confidence.
5. Emotional or behavioral problems.
CHAPTER V
CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew the conclusion and suggestion

A. Conclusion

Based on data analysis, it can be concluded that:

1. The implementation of jigsaw was done in two meetings, and it got positive responses from the students. During teaching learning process was done two meetings, the classroom atmosphere in teaching and learning speaking by using jigsaw are the students looked less respond in learning speaking.

2. Teachers’ problems in the implementation of jigsaw technique in teaching speaking were the teacher cannot monitor students’ activity and limited time to teaching and learning speaking by using jigsaw.

3. The students’ problems in learning speaking by using jigsaw were the students have difficulty to share their opinion because they have limited vocabulary. Furthermore, some students felt unconfident, because they were ashamed and also they afraid of making mistakes.
B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions:

1. For the Teacher
   
   a. The teacher should give the students more speaking practice in order they can practice their speaking ability.
   
   b. The teacher should provide a variety of teaching methods or techniques, especially in teaching speaking to make the students’ speaking activities more interesting and attractive.
   
   c. The teacher should prepare the material well before she teaches using media.

2. For the Students
   
   a. The students should have more time to practice speaking, do not feel ashamed and afraid of making mistakes because mistakes are part of learning process.
   
   b. The students should expand vocabulary that can be easily used in their speaking activity.
   
   c. Keep trying hard and be nice students as always.
REFERENCES


## Appendix 1

### OBSERVATION REPORT

<table>
<thead>
<tr>
<th>No.</th>
<th>The Observed</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did the teacher ask the students questions related to the topic?</td>
<td>Yes, she did. Teacher make question to stimulate student opinions on topics that will be discussed.</td>
</tr>
<tr>
<td></td>
<td>Did the teacher motivate students before the lesson begins?</td>
<td>Yes, she did. Before the lesson begins, the teacher gives motivation to the students.</td>
</tr>
<tr>
<td>2.</td>
<td>Did the teacher give the students time to think over the answer to the question?</td>
<td>Yes, she did. Teacher give the student time to think over the answer to the question.</td>
</tr>
<tr>
<td></td>
<td>Did the teacher introduce learning speaking and also introduce jigsaw?</td>
<td>Yes, she did. Teacher explains the meaning of jigsaw and how to speak using jigsaw.</td>
</tr>
<tr>
<td>3.</td>
<td>Did the teacher give the example speaking by using jigsaw?</td>
<td>Yes, she did. The teacher gives an example of speaking by using jigsaw.</td>
</tr>
<tr>
<td>4.</td>
<td>Did the teacher help student practice speaking by using jigsaw?</td>
<td>Yes, she did. Teacher help students practice speaking when they are confused to speak.</td>
</tr>
<tr>
<td>5.</td>
<td>Did the teacher find difficulties when teaching speaking by using jigsaw?</td>
<td>Yes, she did. Teachers find it difficult when teaching speaking using jigsaw.</td>
</tr>
<tr>
<td>6.</td>
<td>Did the student respond when teachers teach speaking by using jigsaw?</td>
<td>Yes, they did. Students respond to what is being taught by the teacher.</td>
</tr>
</tbody>
</table>
However, not all students respond, most of the students are busy with their own activities.
Appendix 2

INTERVIEW REPORT

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How is the English competence of the eighth grade students?</td>
<td>I think the English competence of the eighth grade students is good enough. As you can see that they are able to follow the English lesson well. And they show curiosity to learn English more and more.</td>
</tr>
<tr>
<td>2.</td>
<td>How is the process of teaching learning especially in the teaching and learning of speaking in the class?</td>
<td>The process of teaching learning speaking is was done in two meetings. The classroom atmosphere in teaching and learning speaking by using jigsaw is that the students looked active in learning speaking by using jigsaw.</td>
</tr>
<tr>
<td>3.</td>
<td>Is Jigsaw a good technique for teaching speaking in the class?</td>
<td>I think so. Jigsaw technique is good to motivate the students to work in groups.</td>
</tr>
<tr>
<td>4.</td>
<td>What are the problems you face in teaching speaking through Jigsaw technique?</td>
<td>The teacher cannot monitor students’ activity, the teacher had limited time to teaching speaking by using jigsaw, some the students felt unconfident, and make a lot of noise. And it may disturb another class.</td>
</tr>
<tr>
<td>5.</td>
<td>Do the students have any difficulties when learning speaking through Jigsaw technique?</td>
<td>Some the students felt unconfident. it happened because of many reasons such as they were ashamed and also afraid of making mistakes.</td>
</tr>
<tr>
<td>6.</td>
<td>Are the students active in learning speaking through Jigsaw technique?</td>
<td>Yes, They are active, but some the student still unconfident</td>
</tr>
<tr>
<td>7.</td>
<td>In your opinion, what is the most difficult problem in teaching speaking through Jigsaw technique?</td>
<td>The most difficult problem is to make the students understand what to do with the technique, so they feel like to be involved in the activity.</td>
</tr>
</tbody>
</table>
Appendix 3

REPORT OF QUESTIONNAIRE

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like to learn English? (Apakah kamu suka belajar bahasa inggris?)</td>
<td>Yes</td>
<td>57.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indifferent</td>
<td>38.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>3.85</td>
</tr>
</tbody>
</table>

The data above showed that most students prefer learn English. It shows that only 3.85 students dislike learn English. This condition is very good as the primary capital to learn English.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Do you like learn speaking? (Apakah kanu suka belajar speaking?)</td>
<td>Yes</td>
<td>65.36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indifferent</td>
<td>23.06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>11.58</td>
</tr>
</tbody>
</table>

The data above showed that most of students are interesting in speaking. It shows that up to 65.36 students like learn English. It is indicated that are many students who are like speaking.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Do you like to learn speaking by using jigsaw? (apakah kamu suka belajar speaking menggunakan jigsaw?)</td>
<td>Yes</td>
<td>58.62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indifferent</td>
<td>33.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>7.69</td>
</tr>
</tbody>
</table>

The data above shows that most of students are like learning English by using jigsaw.
<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Do you feel less confident when practice speaking by using jigsaw? (Apakah kamu merasa kurang percaya diri ketika praktik speaking menggunakan jigsaw?)</td>
<td>Yes</td>
<td>31.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indifferent</td>
<td>41.37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>27.58</td>
</tr>
</tbody>
</table>

The data above shows that most of students are less confident with their skill in speaking. It is one of students problems in speaking.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Do you feel afraid of making mistakes when practice speaking by using jigsaw? (Apakah kamu merasa takut salah ketika praktik speaking menggunakan jigsaw?)</td>
<td>Yes</td>
<td>48.27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indifferent</td>
<td>27.58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>24.13</td>
</tr>
</tbody>
</table>

The data above shows that most of students are still afraid of making mistakes in their performance speaking by using jigsaw. It is one of students problems in speaking.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Answer</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Do you agree if the jigsaw is used when learning speaking? (Apakah kamu setuju jika jigsaw digunakan ketika)</td>
<td>Yes</td>
<td>86.20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indifferent</td>
<td>10.34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>3.44</td>
</tr>
</tbody>
</table>
The data above shows that most of the students are agree if the jigsaw be used when learning speaking.
INSTRUMENT OF QUESTIONNAIRE

Responden / nama: 

Kelas: 

Sekolah: 

Hari / tanggal: 

1. Penjelasan

II. Isian Kuesioner

Jawablah pertanyaan-pertanyaan dibawah ini dengan memberikan tanda silang pada salah satu pilihan A,B,C.

1. Apakah anda menyukai belajar speaking atau berbicara bahasa inggris menggunakan jigsaw?
   a. Suka
   b. Kurang suka
   c. Tidak suka

2. Apakah guru dapat menjelaskan materi tentang speaking atau berbicara menggunakan jigsaw dengan jelas dan mudah di pahami?
   a. Ya
   b. Kurang jelas
   c. Tidak

3. Apakah anda memiliki motivasi yang tinggi untuk belajar speaking atau berbicara bahasa inggris menggunakan jigsaw?
   a. Ya
   b. Kurang jelas
   c. Tidak
4. Apakah anda merasa takut ketika akan berbicara bahasa inggris?
   a. Ya
   b. Biasa saja
   c. Tidak

5. Apakah anda memiliki percaya diri untuk berbicara menggunakan bahasa inggris?
   a. Ya
   b. Biasa saja
   c. Tidak

6. Apakah anda merasa malu ketika anda akan berbicara bahasa inggris?
   a. ya
   b. biasa saja
   c. tidak

7. Apakah anda banyak tertawa ketika belajar speaking bahasa inggris menggunakan jigsaw?
   a. Ya
   b. Biasa saja
   c. tidak
### Appendix 4

**STUDENTS’ NAME OF THE SAMPLE CLASS**

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Siswa</th>
<th>Gander</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aditya Setiawan</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Anandito Putra</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Arianto</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>Asrul Sani</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Ayu Anggelia</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Bella Rosa</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Budi Kurniawan</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>Citra Artalisa</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Daniar Akbar</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Dewi Andriani</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Diana Lutfi</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Dwi Irmayana</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Elang Supriatna</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>Endarti</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Faiz Abdullah</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>Firmansyah</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>Fauziah</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Gena Hendarsih</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>Harry Mukti</td>
<td>Male</td>
</tr>
<tr>
<td>20</td>
<td>Hartati Salman</td>
<td>Female</td>
</tr>
<tr>
<td>21</td>
<td>Innayah</td>
<td>Female</td>
</tr>
<tr>
<td>22</td>
<td>Iin Sholeh</td>
<td>Male</td>
</tr>
<tr>
<td>23</td>
<td>Jeffry Maulana</td>
<td>Male</td>
</tr>
<tr>
<td>24</td>
<td>Lany Alviani</td>
<td>Female</td>
</tr>
<tr>
<td>25</td>
<td>M. Abdi Cahyadi</td>
<td>Female</td>
</tr>
<tr>
<td>26</td>
<td>Marinda Ulfa</td>
<td>Female</td>
</tr>
<tr>
<td>27</td>
<td>Mas Ayu Winarsih</td>
<td>Female</td>
</tr>
<tr>
<td>28</td>
<td>Mitra Utami</td>
<td>Female</td>
</tr>
<tr>
<td>29</td>
<td>Safira</td>
<td>Male</td>
</tr>
<tr>
<td>30</td>
<td>Zidan</td>
<td>Female</td>
</tr>
</tbody>
</table>
Name : MARNI YUNIAR RIKA
Student Number : 1011040100
Title : THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING SPEAKING OF THE EIGHTH GRADE STUDENTS AT THE SECOND SEMESTER OF SMPNEGERI 1 KRUI IN 2015/2016 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>NO.</th>
<th>DAY/DATE</th>
<th>CONSULTED MATERIAL</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bandar Lampung, ………………………2017
Advisor

Iwan Kurniawan, M.Pd
NIP. 197405202000031002
CONTROL CARD

Name: MARNI YUNIAR RIKA
Student Number: 1011040100
Title: THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING SPEAKING OF THE EIGHTH GRADE STUDENTS AT THE SECOND SEMESTER OF SMP NEGERI 1 KRUI IN 2015/2016 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>NO.</th>
<th>DAY/DATE</th>
<th>CONSULTED MATERIAL</th>
<th>SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bandar Lampung, ..........................2017
Co-Advisor

Septa Arvanika, M.Pd