IMPROVING STUDENTS' SPEAKING SKILL BY USING JIGSAW (A CLASSROOM ACTION RESEARCH AT THE 8TH YEAR OF SMP N 2 PRACIMANTORO)

RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is an essential need for human being. Language is the tool of communication which plays an important role to reveal an intention to someone else. Since Indonesian people face AFTA 2010 or free market, communication in English language is badly needed because English language is an international language. The language can be expressed in the spoken or written forms. There are some elements in the communication, such as the speaker, hearer and the media that are used in communication.

Speaking is an important skill because one of the keys in English communication is speaking ability. Indonesian has to be able to master English as an international language. By mastering speaking skill, they can carry out conversation with others, give ideas and change the information with interlocutor and people are able to know the situation that happen in the world. English language is not only taught and learned, but it is used as a habit. Now, English is not only taught in big cities but also in remote villages. So, English speaking is taught in all Junior High Schools in Indonesia. The students should master speaking in English especially in daily conversation because conversation is foundation to communicate with foreigners.

In speaking class, the students should be taught how to speak. The components of English speaking skill that should be given and studied in

English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and processing information.

As we know, there are many Junior High Schools which still use traditional methods in teaching speaking. The teachers just give the material and explain it, give example and give exercises. This method is not effective because the students are bored and need much time to be able to master English speaking especially in communication or conversation. So, the researcher will use the other method that can improve the students' ability in English speaking skill. One of the methods is Jigsaw, it is focused in group working that is able to build the students' bravery and communication ability with other people or friends because by using this method the students can share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion. Beside that, this method is also focused on peer tutoring so the students can express their idea and ability and are not shy to ask question if there is difficulty to their friends who are clever. The method can motivate the students to study and increase teaching learning process.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class.

Second, most of students are not confident to use English in speaking class. Sometimes the students feel not confident to speak. Third, the students often speak their Javanese language.

Those problems are faced by the students of SMPN 2 Pracimantoro. The teacher sometimes cannot control the class. The main problems are the way to manage the class. During teaching learning process, the teacher should make the students conducive and interested in with the materials. It needs hard work for getting the students attention and speaking ability.

In teaching speaking there are some principles of teaching speaking. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and start from something simple. The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking. (http://www.stanford.edu/dept/CTL/Tomprof/postings/481.html)

Based on the principles above jigsaw has criteria as the method to teach speaking. So, the researcher and the English teacher of SMP N 2 Pracimantoro tried to find the solution using Jigsaw in teaching speaking because jigsaw is a cooperative learning technique that reduce racial conflict among school children, promote better learning, improve student motivation, and increase enjoyment of the learning experience often using to describe the concept of peer tutoring and work partners. Beside that, this method can build

the students' ability to communicate and share their opinion because if they feel shy or not confident to share their opinion or ask the question to the teacher they can not share and ask their friends who are cleverer in the groups. This method focuses in group work, working in groups is believed to solve the problem. The students that who can't speak in a large class will be more comfortable and can speak out in smaller group. Group member can complete each other's strengths and weaknesses in English. Each student has a different background and ability in English, which he or she can bring to the group. The writer hopes that this method can be relevant method to give solution from the problem of speaking lesson/class.

From the above explanation, the writer would like to specify her research especially teaching speaking by using Jigsaw. Using that method, the teacher is able to motivate the learner and the writer is interested in doing a research about "IMPROVING SPEAKING SKILL BY USING JIGSAW (A CLASSROOM ACTION RESEARCH AT THE 8TH YEAR OF SMP N 2 PRACIMANTORO)

B. **Problem Statement**

Based on the background, the researcher formulates the problem as follows "Does Jigsaw improve the students' speaking ability at the 8th year students in SMP Negeri 2 Pracimantoro?"

C. Limitation of the Study

The writer focuses on process of the students' speaking class by using jigsaw method at the 8th year students in SMP N 2 Pracimantoro.

D. Objective of the Study

In relation in the research statements mentioned above, the general objective of this study is improving the students speaking skill. Specifically, it aims:

1. to describe the implementation of teaching speaking using jigsaw to the 8th year students of SMP N 2 Pracimantoro.

2. to describe whether jigsaw to the 8th year students of SMP N 2 Pracimantoro can improve the students' speaking ability or not.

E. Benefit of the Study

The benefits of the study are:

1. Theoretical benefit

    a. The result of the research can be used as an input in English teaching learning process especially in developing in speaking/oral skill.

    b. The result of research can use to reference for who want to conduct a research in teaching English.

2. Practical benefit

    a. By reading the result, the students are motivated in mastering speaking skill and good pronunciation.

    b. This study can be used by the teacher to provide the better technique or method for teaching speaking in senior high school.

F. Research Paper Organization

The writer organizes this research paper in order to make the readers easily to understand the paper. The following shows the content covered in this research.

Chapter I is introduction. This chapter explains the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents review of related literature. It covers review of previous study, notion of speaking, element of speaking, notion of speaking, and technique of teaching speaking, the characteristics of young learner, theoretical framework, action hypothesis, theoretical framework.

Chapter III presents research method. It covers type of the research, research procedure, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents the result of the study and discussion.

Chapter V deals with conclusion and suggestion.