IMPLEMENTING JIGSAW METHOD FOR TEACHING SPEAKING

A CASE STUDY OF TEACHING AND LEARNING AT SMK SWADAYA KLATEN

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree in English Education Study Program

BY

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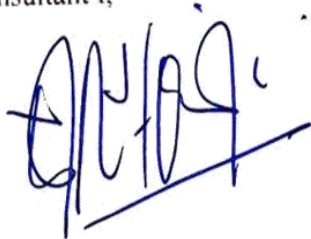
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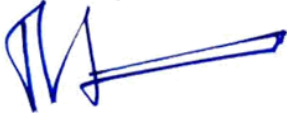
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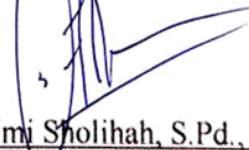NIK. 690 913 335

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PRONOUNCEMENT

This is to certify that I, myself write this thesis entitled "IMPLEMENTING JIGSAW METHOD FOR TEACHING SPEAKING A CASE STUDY OF TEACHING AND LEARNING AT SMK SWADAYA KLATEN".

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 30 June 2020

Intan Fitri Dwijayati
1511202942

MOTTO

Don't compare yourself with others. It's okay to run slower.

-Stray kids-

Your dreams don't run away. It's yourself who's running away.

-Kim Minseok-

PRESENTATION

This thesis is presented to everyone who read my thesis, especially to:

1. My Family

   Because of the greatest support for me is my family. Thanks for everything. Here a small gift from me to my family, especially my parents.

2. My Friends

   I'm nothing without you who always provide inspiration, encouragement, support, and also help me. My true friends who are always help each other to reach our goals. Maybe a word of thanks isn't enough, but that's all I can say. Thank you so much for being my best friends.

3. EXO

   They are one of my reasons to not give up. They taught me that hardworking will bring amazing result. Thank you for always make me not give up with my dream.

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First at all, the writer would like to present all the praise to Allah SWT for blessing to finish this thesis as a partial fulfillment of requirements for the degree of education in English. The thesis cannot be separated without other people's help. In this occasion, the writer expresses her gratitude and appreciation to:

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2. Dr. Ronggo Warsito, M.Pd., as the Dean of the Fculty of Teacher Training and Education;

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6. Sumiyati, S.Pd, as the Headmaster of SMK Swadaya Klaten and also the English teacher in SMK Swadaya Klaten;

7. All the teacher in SMK Swadaya Klaten;

8. The students of class X of SMK Swadaya Klaten in academic year of 2019/2020 who have participated for this study.

The writer realizes that this thesis is still far from being perfect. Therefore, she would like to accept suggestion and criticisms from readers in order to make this thesis

perfect.

Finally, the writer hopes this thesis will be useful for especially the English students and readers in general.

Klaten, 30   June 2020

Intan Fitri Dwijayati

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ABSTRACT

INTAN FITRI DWIJAYATI. 1511202942. English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2020. Thesis: *Implementing Jigsaw Method for Teaching Speaking a Case Study of Teaching and Learning at SMK Swadaya Klaten.*

The study aims to answer the question which becomes the problem of this study, they are (1) "How is the implementation of jigsaw for teaching speaking and (2) what the problem encountered by the teacher and students in implementation of jigsaw technique in teaching speaking?"

This is a type of case study conducted to analyze teacher and students' problem in English speaking by implementing Jigsaw method. In this study, the writer acts as an observer. The writer uses three instruments namely observation, interview, and questionnaire.

The implementation of Jigsaw method is started by making home group. Home group consist of 4 until 5 students. After that the teacher gives different material to each group. After all group discussing, each group chooses one member to be the expert. Then, the experts make a group consist of expert from each group. They discuss about their part and combine their part. Then after they mastering the material they back to their home group. After implementing Jigsaw method the students become more confident to speak in front of class also teaching and learning process become more attractive and interactive. 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. 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 ashamed and also they afraid of making mistakes.

Keywords: implementing, speaking, jigsaw method

CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is one of the language skills which are essential for students to master. According to Yuhardi (2015: 49), speaking is the process to express ideas to other people through oral communication. Speaking is the communicative exchange between people, knowledge, information, ideas, opinions, and feelings. So it should be a concept idea and followed from what they would say. Speaking is one of productive skill. Speaking has five components; they are pronunciation, grammar, vocabulary, fluency and comprehension. While, Richards et.al, (2002) say that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition. In other hand, it is a means of oral communication in expressing ideas, information and feeling to the others (Salmawati, 2007).

English as a language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries. Because of that, people should be able to communicate in English as well as possible. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially for the students. To realize this importance, the government decides that English should be learned from

elementary school to university in order to improve the quality of human resources in Indonesia.

English has been positioned as a compulsory subject in the national curriculum for students in Junior and Senior High School (ages 12-18). In fact, even the students have learned it for twelve years or more, still many of them could not speak English properly. There are many Senior High School students who could not speak fluently, and they also speak slowly.

According to Harmer (2001), there are three main reasons for getting students to speak in the classroom. Those are chances to practice real-life speaking in the safety of the classroom, trying to use any or all of the language they know, and having opportunities to activate the various elements of language. Badroeni (2018). Leong and Seyedah (2017, p.38) state that there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom.

The First is inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan and Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves.

According to Rivers (1981), learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan and Mai, 2015).

There are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. Those four problems happened to the student of

Indonesia, especially the students of the study site university majoring Management of the second semester.

Based on the interview the writer has done with the English teacher of SMK Swadaya Klaten, Mrs. Sumiyati,S.Pd, the lack of practice is one of factor that makes students feel difficult to speak. She added that most of the students feel afraid to make mistakes during speaking activities. She also said that she rarely using group's activity during English lesson, so she used classic method for teaching English.

Based on the problems encountered by the teacher in teaching speaking and that encountered by the students in mastering speaking, the writer would like to do a study regarding to the teaching technique used by the teacher that can support her teaching of English, especially for teaching speaking to the students. Thus, the writer recommended Jigsaw as a teaching technique for teaching speaking at the tenth year students of SMK Swadaya Klaten.

Aronson (2012) says that jigsaw is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. The basic premise of jigsaw is divide problem into sections, on for each group member. Each student receives resources to complete only his/her part. The students who are responsible for the same section join together and form a new, temporary focus group whose purpose is for the students to master the concepts in their section, and develop a strategy for teaching what they have learned to the

other students in their original collaborative leaning group. It provides a learning community in class room in which the students will respect to others capability (Aronson in Dheni, 2010: 5). In this technique, the teacher pays attention to students' experience background and helps student activate their schemata so that the material becomes more meaningful. Besides, students work together with their friends in cooperative situation and have many opportunities to process the information and increase communication skill. The use of jigsaw technique in improving students' speaking ability is important to investigate, which can afford to clarify and to identify the ways improve of speaking instruction.

According to Undang-Undang Republik Indonesia No. 20 Tahun 2003 Bab II Pasal 3 state that *"Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab."*

Related to the explanation above, the writer hopes that the students can implement good character on learning English. Based on the explanation above, the writer conducts a study entitled **"Implementing Jigsaw Method for Teaching Speaking".**

B. The Reason for Choosing the Topic

The reasons that encourage the writer to choose the topic are as follows:

a. Speaking skill is one of the active language skills that the students have to master based on competency standard in Senior High School.

b. Students have to speak fluently for communication each other by conversation and public speaking. They should have a speaking ability in front of audience which can be getting by practice.

c. The writer is interested in Jigsaw method because cooperative learning can improve the confidence of the students in Senior High School to speak in front of the class.

C. The Limitations of the Study

This study is focused on the implementation of Jigsaw method in teaching and learning process especially during speaking class of the tenth year students of SMK Swadaya Klaten.

D. The Problem of the Study

1. How is the implementation of Jigsaw for teaching speaking?

2. What are the problems encountered by the teacher and students in speaking class using Jigsaw?

E. The Aims of the Study

Based on the problem in this study, the writer wants to:

1. To describe the implementation of Jigsaw method and,

2. To identify the problem encountered by the teacher and students in speaking class using Jigsaw.

F. The Use of the Study

By knowing the result of the study, the writer hopes this will be useful as follows:

A. The Practical Use

It can be used to enrich the method of teaching English especially in teaching speaking.

B. The Theoretical Use

It can be used to enrich the repertoire of teaching and learning speaking theory.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the writer would like to describe the key terms as follows:

1. **Implementing**

According to Hornby (2005), implementing means carry out a plan. It means that to realization ideas with the action. It shows the effect caused by the using of something.

2. **Speaking**

Brown (2001: 267) in Huang (2008:4) states that speaking is an interactive process of construction meaning that involves producing, receiving and processing information. It means that by speaking, someone can deliver the information to another by processing it firstly. In order to be good at speaking, the speaker also choose the right form of expressions, puts the

form in the correct order, utters the expression like a native speaker and the speaker even produces the right meanings. So, they can communicate well each other and the information would be delivered.

Speaking skill is one of the language skills that the learners should be mastered. In this study, speaking skill means an ability that the learners have to communicate as well by Jigsaw method to improve speaking skill for the tenth year students of SMK Swadaya Klaten.

3. **Jigsaw Method**

Jigsaw method is one of the methods to teach speaking skill to students. Huang (2008) states that Jigsaw is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to act and interact with their peers trying to use the English language. But also students English speaking, listening and understanding will improve. Jigsaw lightens up the atmosphere and brings liveliness in the class. Students learn to use the language in a more realistic and more practical way. Thus they can become more aware of usefulness and practicality of English.

H. The Organization of the Study

To give clear understanding of the study, the writer has appointed the organization of the study as follows:

Chapter I is introduction. It consists of the background of the study, the reason of choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is the review of related literature. It consists of speaking skill, teaching speaking, and jigsaw method.

Chapter III is the method of the study. It consists of general description of place, the meaning of study method, the strategy of the study, the data and the source of the data, the technique of collecting the data, the method of validity the data, and the analysis of the data.

Chapter IV is the result of the study. It consists of the findings and discussions.

Chapter V deals with the conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the study, the writer drew the conclusion and suggestion

A. Conclusion

Based on data analysis, it can be concluded that:

1. The implementation of Jigsaw method is started by making home group. Home group consist of 4 until 5 students. After that the teacher gives different material to each group. After all group discussing, each group chooses one member to be the expert. Then the experts make a group consist of expert from each group. They discuss about their part and combine their part. Then after them mastering the material they back to their home group. After implementing Jigsaw method the students become more confident to speak in front of class also teaching and learning process become more attractive and interactive.

2. There are some problems during implementation of Jigsaw in speaking class.

   a. The 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.

b. 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 ashamed and also they afraid of making mistakes.

B. Suggestion

Considering the result of the study, the writer 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 do your best.

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