

CHAPTER I

INTRODUCTION

1.1. Background of the study

Speaking is one of the four skills in learning English that has to be mastered by the students and also the most important one. It does not mean to underestimate other skills, but Ur (2009) states that speaking seems to be the most important skill. The goal of learning a foreign or second language is to gain the ability to communicate using the target language, in this case is English. In speaking, the students have to learn how to speak fluently, how to express what is on their minds. The communication is effective if the speakers can express themselves clearly, fluently, and accurately. Therefore, learning a language is learning how to speak the language. If the others skill is good but cannot communicate or say what we mean, those times we spent studying were such a waste.

On the other hand, as a productive skill the teacher must focus the speaking activity on how to help the students to use and communicate in English in real life communication, not just able to memorize the same old dialogues or to pass the national exam. The reason why most of our English students are the passive ones is that they are just able to write or listen and sadly they are afraid to make some sentences to build up the conversation, even with their own friends. Richard and Renandya(2008) state that most students often evaluate their success in language leaning on the basis of how they feel about the improvement in their speaking

proficiency. So this is the main duty of English teachers to apply the teaching method that can engage the students in a more active learning.

The students' low engagement in the learning process does not only come from the lack of the teacher's interested teaching methods. The less engaging teaching and learning process leads to low proficiency of speaking skill such as wrong grammar use and pronunciation and lack of vocabulary, which make students are afraid to practice, afraid of making mistakes and no practice at all leads to no speaking at all. There are also many challenges that should be addressed by the teacher to make the students to communicate well in English. Two psychological factors are also involved in this problem, namely shyness and anxiety which become the main causes of students to be reluctant to speak (Brown, 2001).

In addition, some students often underestimate their friends. They do not feel like they need help from others since they always get high scores. They do not care of their friends and some do not want to be friends with other. They love to stereotype people based on what they like whatever they want. Some students feel isolated. Like in discussion and group project, they always do it themselves, they feel like they do not need to ask or cooperate it with their friends. So the smart students are getting smarter and the lazy students are getting lazier. The first goal of doing the discussion or group project is all the students do it, to participate. So that they can learn from their friends and it helps them study easier. But in the fact some students do not even get involved. So students feel so bored and unused.

Jigsaw technique is an efficient way to learn the course material in a cooperative learning style. 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 (Penn State: 2007). This is why using jigsaw in improving students' speaking ability is so helpful. In this method all students have their own part, and it only can be done by teamwork. So all the students feel that they are equally important. They need each other. It helps to build students' confidence too.

Based on these problems up there, the writer feels interested and is going to do a research under the topic: “ **Using Jigsaw Technique in Improving Speaking Ability of the Eleventh Grade Students of SMAK Frateran Maumere in the School Year 2015/2016**”.

1.2. Statement of the problems

Based on the background of the study, the writer formulated the problem into specific question to be answered: “does the use of jigsaw improve students' speaking ability of the eleventh grade students of SMAK Frateran Maumere in the school year 2015/2016.

1.3.Objective of the study

The objective of the study is to find out whether or not using Jigsaw improves the speaking ability of the eleventh grade students of SMAK Frateran Maumere in the school year 2015/2016.

1.4. Significance of the study

The study is expected to present some valuable contribution to the following persons:

1. For English Teachers

This study is expected to help the English teachers to apply Jigsaw technique in teaching speaking as one of the ways to develop students speaking skills.

2. For the Students

By this study, the students can improve their speaking skill by cooperative learning method that is Jigsaw.

3. For other Researcher

To increase other researcher's knowledge about speaking skills and the effectiveness of using Jigsaw technique in teaching speaking.

4. For the writer

This study can enrich her knowledge about speaking and the right method based on the situation.

1.5 Scope and Limitation

The scope of this study is teaching method of speaking skills. There are various kinds of methods for teaching language skills, such as group discussion, jigsaw, dialogues and so on. This writing is limited to apply Jigsaw to improve students' speaking ability of the eleventh grade students of SMAK Frateran Maumere in the school year of 2015/2016. The aspect that be examined were fluency and accuracy. The topic used in this study was hotatory text.

1.6 Definitions of the Terms

There are some terms used in this study, and in order to avoid readers' misunderstandings, then the writer clarifies the terms in the following:

a. Jigsaw Technique

Jigsaw is a type of cooperative learning model. In Jigsaw technique, the class is divided into some groups, which consists of four or six members with heterogeneous characteristics. These groups named "Home Teams". One member of each group (home teams) form a new group is called "Expert group". The expert group works together on the same assignment (Slavin, 2002: 236). In this study, jigsaw technique is one of the types of cooperative learning model which is used to develop the skills and expertise needed to participate effectively in group activities.

b. Speaking Ability

Speaking ability is the ability to express oneself in life situation, or the ability to report acts or situation in precise word, the ability to converse or express a sequence of the idea fluently (Lado: 1961). In this study speaking means interactive and communicative process by the eleventh students of SMAK Frateran Maumere to communicate to each other.

c. SMAK Frateran Maumere

SMAK Frateran is one of the private high schools in Maumere. It is located on Kimang Buleng street No. 3 Maumere, East Nusa Tenggara Province. In this study, SMAK Frateran Maumere is a school where this research was conducted.