

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of research problems, significance of the study, research hypothesis and theoretical framework of the study.

A. Background of The Study

English has four language skills that should be mastered, namely, speaking, reading, listening, and writing. Listening and reading belong to receptive skills in which the language users require the ability to receive spoken and written language, while speaking and writing belong to productive skills in which the language users require the ability to produce language both spoken and written. These four language skills are integrated and related to one another. Based on Curriculum 2013, all skills in teaching and learning English that are integrated each other must be learnt and taught by both students and teacher, including speaking skill.

English is one of the essential requirements for being competitive human resources. Because, English is a language that used to communicate with everyone the whole world as known by everyone that English is international language. By learning English, we are able to compete at the international level in expressing opinions, new knowledge, new discoveries, and negotiating. In indonesia, English has learnt in all level of education, starting on the elementary school up to university. Therefore, students are expected to be able to communicate well using

English after learning it in formal and non-formal settings. The language skill that actively used by the people is speaking and writing.

In speaking class, the students taught how to speak, which cover the components of pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. Speaking is 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.

However, the complexity of speaking is not matched by a teaching model that makes it easy for students to master skills. Some teachers still use traditional methods in teaching speaking. This method is less effective in improving students' speaking skills. The traditional teaching methods applied usually occur because of the teacher's limitations in knowing and learning the various types of teaching methods available. So, in practice, teachers teach learning materials according to their abilities, as long as they do not come out of the core competencies (KI) and basic competencies (KD) that are obeyed. In addition, limited time in formal learning is one reason to improve students' speaking abilities that cannot be maximized.

Realizing these facts, Indonesian government has tried many endeavors such as making and revising the curriculum and also introducing new teaching method to English teachers in order to improve the qualities of teaching English in Indonesia. The success of the teaching-learning process depends on several factors, the most important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make

the teaching learning process effective, the teacher has to have a good classroom management which can stimulate the students to be active in following the system of the teaching learning process. Then, one way to realize it is by making the teacher know and understand the strategy of teaching English. The teacher should be able to choose the appropriate strategy of teaching English for students.

In choosing a learning method, it takes many trials to be able to reach a method that is in accordance with what is needed by the teacher and students. Because the main aspects of learning are teachers and students, they must work together. Teachers can teach using certain methods that can attract students to learn. That way, students can learn well, especially in learning English. To improve students' ability to communicate using English, special methods and strategies are needed that can enhance imagination, thinking ability, courage to speak and discuss with groups. In addition, by using the right method the teacher can also measure student motivation.

Teaching strategy is to motivate students to study more seriously and get better achievements. Motivation is something students must have. When students or people have the motivation, they have the desire, the work and the goals, whether in school or in their ability to communicate with others or their peers using English. Motivation is a person's direction towards behavior, or what makes a person re-conduct, a set of force that drives behind motives. In the study of English, students must have their own motivation. Individual motivation may be inspired by others or events or may come from within the individual. When

students stimulate themselves, they become able to gain more understanding, high skill and better achievements.

To improve students' speaking abilities and motivate students to be better, then a strategy or learning method is needed that is suitable for that purpose. Each teacher should diversify their teaching methods to achieve these goals. Traditional approaches such as lectures, illustrations or chalk and talk methods should be discarded. The experienced teachers generally need to use the latest teaching and learning strategies, approaches and techniques. One of them is through a cooperative learning approach. Actually, cooperative learning is one of the modern teaching techniques.

This learning can directly enhance students understanding, promote creative and critical thinking skills, improve student achievement and motivation as well as continuously improve students' knowledge. Cooperative learning refers to teaching methods in which students work together in small groups to help each other to learn academic content (Slavin: 2014). There are some techniques in Cooperative Learning, such as STAD (Student Teams Achievement Division), *Jigsaw*, Think-Pair-Share, and Two- Stay Two-Stray.

According to the results of direct observations by researchers at the school that became the place of research in March 2019, the researcher found that students of the school had less active. This can occur due to several factors, such as learning techniques applied by the teacher, or material that is less attractive to students. Sometimes, students also feel less confident in their abilities. In addition,

researchers also looked at some data in the form of learning plans, curriculum, and student learning materials.

When viewed from the learning plan and how to apply, the teacher has adjusted the learning plan that was made and how to apply. However, the learning plans made by the teacher still seem monotonous or do not make students become more enthusiastic in learning. The teacher gives examples of events related to the material being studied by explaining in front of the class. After that, the teacher gives students some questions, and asks them to do the exercises in the book. Only some students are active in learning and teaching activities, and some others seem to be indifferent even talking to their friends, or sleep in class.

Jigsaw technique as an alternative way to create an active teaching learning process is interesting to consider. *Jigsaw* is one kind of cooperative learning techniques in which students work in small group without paying attention of gender, ethnicity, religion, and ability then in this team work format every student is forced to be active.

In this research, the researcher chooses *Jigsaw* technique as the topic of the study because *Jigsaw* technique is the interesting technique of English learning to activate the students in learning process. It can improve the students' responsibility in the teaching learning process. The *Jigsaw* technique gives the opportunity for the students in cooperating with the other students. *Jigsaw* technique gives a chance to contribute meaningfully to a discussion for the students, something that is difficult to achieve in large-group discussion. Each student develops their skill and has something important to contribute. *Jigsaw*

technique can create the class atmosphere in such a way that the students cooperate with each other.

Many studies on using jigsaw as the technique of teaching toward the students' achievements and their motivation have been conducted. From the last ten years, there are many studies revealed that the using of jigsaw was significantly increased students academic achievement compared to traditional method (Ozdemir & Arslan: 2016). Jigsaw classroom is a cooperative learning technique that has been successful with a three-decade track records reducing racial conflict and increasing positive educational outcomes. It provides a learning community in classroom in which the students will respect to other capability (Aronson: 2012).

In this Jigsaw method, students will be divided into several groups and they will be given certain themes according to the material given. Each group has a different theme. After discussing with their respective groups, each member of the initial group (home group) disperses to other groups to form a new group (expert group). After exchanging information and knowledge on different themes, each group member returns to their original group.

In the previous study, students who were taught by the Jigsaw method got better results than before. Besides, most of the time, the students tend to be more comfortable and secured working in groups rather than individually. They learn more if they are put in group works. Moreover, they try to contribute their best for the success of their group performances because they know from the beginning although they work in groups, but they assessed individually (Hersulastuti: 2010).

Previous researchers who have researched about the jigsaw method have similar results. Evi (2013) said that jigsaw made students interact more with their friends in English. From the student's interview, jigsaw made the students more confident in speaking English. The similar result was obtained by Dwi (2017) that Jigsaw method had significant effect on the students motivation. Besides improving students speaking ability, Al-Salkhi (2012) said in his study that Jigsaw could help students develop their knowledge based on a variety of resources such as library, internet, and computer.

According to some results from some previous studies, the researcher conducted study about the effectiveness of Jigsaw toward speaking ability and the students motivation. There are only a few researchers conducting research on the same theme. This is a new challenge for researcher. Most previous researchers only examined jigsaw with the ability to speak or between jigsaw with students learning motivation in different studies. They were also conducting the research for senior high school level and university level. Here, the researcher has interest in finding the effectiveness of using jigsaw technique toward students' speaking skill and their motivation in senior high school level.

B. Statement of Research Problem

On the basis of the background describe above, the present study scrutinize the answers to research questions expressed as follows:

1. How is the effectiveness of using jigsaw technique on students' speaking skill?

2. How is the effectiveness of using jigsaw technique on students' motivation?

C. Significance of the Study

Based on the formulated research questions previously expressed, the result of this study is expected to be used theoretically and practically:

1) Theoretically

The result of this study is expected to suggest the other teachers to use jigsaw technique in teaching learning process to improve students' speaking skill and students' motivation. The use of jigsaw can be used as a reference to other researchers who want to study jigsaw technique more intensively.

2) Practically

The research findings of the study would give some beneficial ideas for students, English teachers, as well as other researchers.

a. For students

This study is expected to be useful for students to improve their achievements, increase their motivation and have a good relationship with others (students) in the classroom, to make positive atmosphere in the classroom.

b. For English teachers

The result of this study is expected to give an input for English teachers to have jigsaw as one technique that can works in teaching

and learning process. Using jigsaw as a technique for teaching learning process is not so easy. However, by conducting this research, researchers can reveal whether the use of jigsaw is effective or not in students' speaking skills and their motivation.

c. For other researchers

Hopefully, the finding of current research can be use as an additional source for conducting better research in the same field in order to improve the students' speaking skill and their motivation by using jigsaw as a technique is applied in the different situation. Furthermore, this research help other researchers who may have plan into similar research viewed from any different psychological aspect which probably influence the students achievement in using jigsaw as a technique like attitude, anxiety, self confidence, etc.

D. Research Hypothesis

The research is to answer the question of research questions. To get the answer of the research questions, the researcher proposes Null Hypothesis (H_0) and Alternative Hypothesis (H_a). The hypothesis of the research is one-tailed test (directional test) because, there were some previous studies have the same result of their research. The hypothesis of this research can be written:

$$H_0 = \mu_1 \leq \mu_2$$

The Null Hypothesis above showed that the use of jigsaw technique is not effective on the students' speaking skill and students' motivation. It means that jigsaw technique can not increase the students speaking skill and can not give the positive motivation to the students.

$$H_a = \mu_1 > \mu_2$$

The Alternative Hypothesis above showed that the use of jigsaw technique is effective on the students' speaking skill and students' motivation. It means that jigsaw technique can increase the students speaking skill and can give the positive motivation to the students.

E. Theoretical Framework

Jigsaw is one of cooperative learning technique which suggests students to be more active and responsible for each other in comprehending the material to get the achievement maximally (Isjoni, 2011; Slavin, 2005; Sahin, 2010). The unique characteristic of jigsaw is that students are given portion of the total learning task master and then teach the segment to the other members of their team.

Jigsaw is a cooperative learning which each member of a group was assigned a different part of material. Then, all the students from different groups who had the same learning material gathered together and formed an "expert group" to discuss and communicate with each other until they all mastered the material. Later, the students returned back to their home group to teach the material to other members of their group (Mengduo and Xiaoling: 2010).

This technique allows students to actively participate in learning process. By being constantly subjected to this method, they feel more comfortable about their roles. Ways of evaluating the groups can enhance the effectiveness of the jigsaw technique by making each student have a sense of responsibility for their group's performances (Sahin, 2010). The students work as good as possible to make their group performance get a good score. The students in the same group help each other, when there is one of them did not understand or even cannot speak, the other group members could help the one who cannot speak.

In addition, Johnson, et al. stated in Mengduo and Xiaoling (2010) put forward five principles for jigsaw strategy as follows:

1. Positive Interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort. It is needed to improve students' ability to communicate and express opinions individually.

2. Face-to-face Promotive Interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

3. Individual and Group Accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to give an individual test to each student, randomly

examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain the rationale underlying the group answers, and monitor students to teach what they've learned to the others.

4. Interpersonal Skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on.

5. Group Processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change. Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on their own. Finally, since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student's own understanding of a concept as well as reveals any misunderstandings.

As a result, jigsaw strategies can successfully reduce students' reluctance to participate in classroom activities and help create an active atmosphere that is student-centered. Therefore, student learning outcomes increase with the increasing desire of students to study further.