

CHAPTER II

LITERATURE REVIEW

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, like the definition of speaking, teaching speaking, the definition of motivation, and types of motivation. Besides, the relevant theories of speaking and motivation, the researcher also discusses the theory of jigsaw, definitions of jigsaw, and also some previous studies.

In this study, the researcher discussed what was in education and the teaching and learning process. Therefore, before discussing some of the theories that form the main basis of the research, it is better to discuss a bit about ELT. English Language Teaching (ELT) is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners. In this study, researcher focused on one learning method that would be applied into two variables, namely students' speaking abilities and students learning motivation.

A. Speaking Skill

a. The Definition of Speaking

In *Webster New World Dictionary* (2003), speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech. Skill is ability to do something well. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some people, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture.

Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve good pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill.

The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech. People can define speaking as the way to carry out our feeling through words, conversation with other.

Speaking is also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means. Tarigan (2008) defines that speaking is a language skill that is developed in child life, which is produced by listening skill and at the period speaking skill is learned. That is why, it is need to combine other language skill in mastery and produce a good speaking. Speakers are required to be able to express orally what they want to say as effectively as possible in order to convey the information.

Practicing English is very easy if the learner of speaking are able to communicate well and understanding each other. The students could learn by themselves or from their teachers. Understanding English is harder than practice

it. Kayi (2006) said that speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. By going through the process of building and sharing information with verbal communication, students will be able to understand more easily. In the Journal of NCRLC The Essential Language Teaching (2014) explained that the goal of teaching speaking skill is communicative efficiency. This can be defined as the ability to express itself in a way that is reasonable, accurate, smooth and confident, without much suspicion. This means that, by using students' competencies, they must be able to make them limit mistakes in learning, especially in communication.

If one thinks of speaking as a way in which the language system is manifested through the use of the organs of speech, it is said to be productive and operates through the aural. If one thinks of speaking as exemplifying use rather than usage, as being communicative activity, then it is both productive and receptive, both aural and visual. Rivers (2000) states that communication derives essentially from interaction. When people doing interaction, they were giving and taking exchanges information which enable them to create discourse that conveys their intentions in real life communication.

Speaking ability is the ability to speak appropriate and effectively in a real communicative situation in order to communicate ideas to others. Bahrani (2012) stated that in communicative activities, the criterion for success is whether the learner conveys the message. In daily communication, verbal exchanges occur

because there is a kind of information gap between the participants. Communicative activities involve similar real information gaps.

In speaking, people usually share their ideas with others to understand their ideas and expect people to give them feedback. That is why the two activities cannot be separated from each other. According to Fulcher (2003) Speaking is the use of language verbally and the media used by humans to communicate with each other. That means that when we learn languages we also think about how people talk and understand each other. Speakers talk to give information to their listeners and listeners receive that information and they can also provide feedback. Therefore, the nature of speech acts must play a central role in the speech production process.

b. Types of Speaking

Speaking in class involves interaction between teacher and student or between students who depend on how learning activities are arranged. Compared to writing and reading skills (generally assumed to be written language, and receptive skills), speaking has several different characteristics. In speaking, speakers usually do not speak whole sentences, they use a less specific vocabulary than the written language (grammatically).

Brown (2004) states that there are several basic types of speech as follows:

1. *Imitative*. At the end of a series of types of speaking, the ability to simulate words, phrases, or maybe sentences. Despite this pure speaking production level, a number of linguistic, grammatical, and linguistic characteristics can be included in performance standards.

2. *Intensive*. Produce brief periods of spoken language that are designed to demonstrate proficiency in a variety of grammatical, actual, lexical or phonemic relationships.
3. *Responsive*. Responses include testing interactivity and understanding but at very short conversation levels, standard greetings and small talk, requests and simple comments. This is a type of short response to a question or comment made by the teacher or student, with instructions and direction given. This response is usually sufficient and meaningful.
4. *Interactive*. The difference between an interactive response and interactive speaking is the length and complexity of the reaction, which sometimes includes many exchanges and / or many participants. Interactions can take two forms of transaction language, which are aimed at exchanging specific information or exchanging personal relationships aimed at maintaining social relationships.
5. *Extensive (monologue)*. The task of intensive oral production includes speeches, oral representations, and storytelling, where opportunities for oral interaction from the listener are very limited (maybe for nonverbal responses) or excluded together.

Not only students, but also teachers must be active in the learning process. They must be creative in teaching, such as preparing materials, making lesson plans, and choosing techniques that are appropriate for the activities that will be used in teaching. The teacher needs to know how to use various activities in the

classroom, of course, but the teacher must also constantly find new ways to do things. When using ESL / EFL classes, there are many speaking activities and materials available because there are creative teachers. Several activities are carried out to improve students' ability in the spoken language. Speaking activities provide notes for teachers and students. These feedback are useful to know students' problems during the learning process. The following are some kinds of speaking activities:

a. Acting from script

The teacher asks students to represent scenes from drama and / or textbooks, with results sometimes recorded. Students work on the conversations they write on their own. This often involves them going to the front of the class.

b. Communication Games

Games designed to stimulate communication between students often depend on information gaps, so one student must talk to partners to solve puzzles, draw pictures, arrange things in the right order, or find some differences between drawings.

c. Discussion

One reason why the discussion fails is because students are reluctant to express opinions in front of the whole class, especially if they cannot think of something to say, however, they are not sure what language they use to say it. Many students feel very vulnerable in the discussion position.

d. Prepared Talk

A common type of activity is conversations that are set up where students make presentations on topics they choose. These conversations are not designed for informal automatic chats, because they are ready, they are more "writing-like". However, if possible, students should speak better than texts.

e. Questionnaires

The questionnaire is useful, as it ensures that both the questionnaire and the respondent have something to say to each other. Depending on how well the survey is designed. Students can design a questionnaire on any suitable topic. When they do, the teacher can act as a resource, and assist them in the design process. The results obtained from the questionnaire can form the basis of written work, discussions, or preparation of discussion materials.

f. Simulation and role-play

Many students benefit greatly from simulations and role plays. Students simulate realistic encounters as if they are doing it in the real world, either like themselves in a meeting or take on a personal role that is different from themselves or with thoughts and feelings that they don't always share. Simulations and role plays can be used to encourage speaking fluently, or to train students in certain situations especially where they learn ESP.

From the description above, it can be concluded that as teachers, they want to create communicative classes and improve students' language skills. Therefore, students who actively communicate must have the opportunity to speak as much as possible and have a short talk time but must continue to improve and prepare themselves in different communication situations. Keep in mind that each class has a diverse group of students who differ in their abilities, knowledge, confidence, motivation, and learning style. The teacher must introduce students to a reasonable environment that will help them develop their skills. Class activities can help students develop their ability to express themselves through speech and work without ignoring the components of language courses. Students can get feedback and motivation from speaking activities as opportunities to practice in their learning.

c. Grading Speaking Proficiency

According to ACTFL Proficiency guidelines (2012) grade of speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. In this case, the beginner level is characterized by the ability to communicate as little as possible, everyday situations that can be predicted with words and phrases learned previously. Beginner speakers have difficulty communicating even with those who are accustomed to interacting with native speakers.

2. Intermediate. It is characterized by the ability to combine linguistic elements that are learned creatively, especially through reaction media. Intermediate speakers can start and close basic community tasks at least. Speakers can ask and answer questions, and they can also speak in separate sentences and a series of sentences on topics that can be continued or related to their immediate environment.
3. Advanced. The advanced level is characterized by the ability to communicate smoothly and in a clear participatory way. The speaker can complete various communicative tasks and can describe and inform current, future and future events, and arrange ideas, if necessary, in speeches such as paragraphs. At this level, speakers can discuss concrete and realistic topics about personal and public interests in the most unfamiliar terms with native non-speaker speakers.
4. Superior. The higher level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional and abstract topics. Using a lengthy speech, a speaker can explain in as much detail as possible, about concrete issues and summaries, and support or advocate opinions on controversial issues.

By knowing the level of speaking ability as described above, the researcher can see and observe how well and how far the students' abilities are in speaking English and what level they are at. Therefore, it is very important to pay attention

to students' abilities, so that the teacher or researcher can adjust the learning material and methods according to the students' abilities.

Some linguists have tried to classify the function of speech in human interaction. According to Brown and Yule, as quoted in Richards (2007) "The speaking functions are classified into three; they talk interactions, they talk like transactions, and they talk as performance. The following are the description of these functions:

a. Talk as interaction

It is the ability to speak naturally to create a good communication. In this way, students sometimes avoid this situation because they have some difficulties in presenting their good image. Though in reality, interaction is the best way to exchange information needed by the speaker and listener.

b. Talk as transaction

According to Burns (2007), this type of speaking have two different types, the first is a situation where the focus is on the giving and receiving information, and the second types is a situation where the focus is goods or services, such as checking into a hotel. Usually, the speakers focus on the meaning.

c. Talk as performance

This type of speaking refers to public speaking. Talk as performance is giving information to people, such as announcements and speeches. It is usually tends to be monologue.

Based on the definitions above, it can be concluded that speaking is a complex cognitive skill which demands fluency, intelligibility, appropriateness, and accuracy in its process. There are three kinds of speaking situations; *Interactive Speaking* (conclude face to face conversations and telephone calls), *Partially Speaking* (when giving a speech to a live audience), and *non-interactive Speaking* (when recording a speech for radio broadcast).

d. The Elements of Speaking Skills

Heaton (1988) divided the elements of speaking ability into three parts:

1) Accuracy

Pronunciation may be very influenced by mother tongue, but it must be understood in general. There are no confusing grammatical or vocabulary errors. Accuracy in speaking means that a person can produce correct sentences in pronunciation, grammar, and choose words so they can be understood. There are three subtle components: pronunciation, vocabulary, and grammar.

1. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect ("correct pronunciation"), or simply the way a particular individual speaks a word or language. Pronunciation education is associated with recognition or understanding of the flow of speech and the production of words.

2. Vocabulary

Vocabulary is the total number of words that make up (with rules to combine them) in a language. It consists of content words, nouns, verbs, adjectives, adverbs, and word functions such as prepositions, acquaintances, articles and pronouns.

3. Grammar

Grammar is one of the main components of language. Ur (1996) asserts that grammar is the way words are grouped to form correct sentences. It's about sentences and words. It describes categories such as nouns, topics, sentences needed, etc. Language users often assume that speaking does not have to use grammar. However, they sometimes don't realize that by ignoring grammar rules, they can misunderstand what might not be bad in a regular conversation but can actually have serious harmful effects in a formal conversation. The 2006 curriculum (school level curriculum) emphasizes the importance of mastering grammar because language products are expected to be accepted. This means that students' use of language must be grammatical. Students are expected to speak structurally and meaningfully.

2) Fluency

Often the speaker may have to find a way to say this. Contributions may be limited to one or two simple expressions. Brown (2001) says fluency is the ability to use language automatically and with confidence and without stopping hesitating. Fluency is one aspect that greatly influences students' ability to speak

English. Teachers must guide students to develop in order to master in order to speak fluently. In this case, students can speak automatically using the correct language or students do not use many abnormal pauses but they convey common meanings and various expressions.

3) Comprehensibility

Inclusiveness is the process of understanding the speaker's words. Clarke (1977) states that completeness has two general meanings. The meaning is narrow, and this shows the meaning of the sound of the building. Inclusiveness explains in a broader sense the interpretation of meaning and the use of speech verbs. In other words, if two people want to communicate with each other, they have to talk because they have different information. Speaking or communication activities must be understood by the speaker and listener. For example, a question, the listener listens to an import and then tries to find the answer.

e. Assessment in Speaking

Verbal tests are when testing the verbal abilities of our students who can be interviewed and evaluate their responses. The interview is a teacher who talks directly with students to get some answers to questions. This is one of two types in oral tests. Second, assessing speaking skills through role plays, group discussions, monologues, picture descriptions, etc. Brown (2001) describes more specific types of testing speaking. Speaking tests are productive skills that can be observed directly and empirically, and these notes are always written with the accuracy, effectiveness, and validity of oral production tests. That refers to three

important issues when the teacher starts designing an assignment to evaluate or test speaking; those are:

1) No speaking task

It is able to isolate one oral production skill. Simultaneous participation to add performance to hearing comprehension, and perhaps reading, is usually required.

2) Eliciting the specific criterion

Teachers who are assigned to complex assignments can be out of the word level, the spoken language offers a number of productive options for test takers. Ensure that the interrogation prompt reaches its destination as soon as possible.

3) Oral production

Given the two characteristics of oral production assessment mentioned above, it is important to carefully define assessment procedures for response so that the teacher finally reaches the highest reliability index possible.

The design of evaluation tasks must be based on the type of speech. Brown states that the evaluation categories of oral production are: false judgments, recent intensive evaluations of responsive speaking assessments, interactive speaking evaluations, and broad speaking evaluations.

f. The Importance of Speaking

In learning English, it is important to speak to support students' ability to use language. As one of language skills, speaking has made an important contribution to humanitarian work. Important conversations can be seen in people's daily activities, business and many other activities that involve

communication with people. People can understand what other people want through verbal communication.

Speaking is an interactive task and is carried out under the constraints of real time processing. This means that they will be able to use words and phrases smoothly without thinking carefully. As a skill that allows people to produce speech, when communication is real, speaking is desire (and driven by purpose), in other words, they really want to communicate something to achieve a certain goal. As explained above, speaking is one of the most basic language skills. Therefore, researchers took the ability to speak in this study. Researchers want to know the ability of students to talk about a method and student motivation.

g. Techniques in Teaching Speaking

Brown (2001) suggests that there are several principles in designing English language techniques as follows:

1. Using technique that covers various types of learners' needs, starting from the linguistic focus on accuracy and the message-based focus on meaning, interaction and fluency. The assignment suggested by the teacher must be useful and can encourage students to choose and use language.
2. Use different motivational techniques. Motivation techniques must be able to attract students' interests to achieve learning goals, knowledge needs, and competencies.
3. Use native language in a meaningful context.

4. Providing appropriate feedback and correction allows students to learn from their speaking mistakes and reduce their anxiety in making mistakes.
5. Emphasize the close relationship between speaking and listening. This is why it is very important to integrate this skill.
6. Give students chances to start speaking activities such as asking questions, starting conversations, and choosing topics.
7. Make students familiar with their language learning strategies to achieve oral communication goals.

Combining writing and speaking, Harmer also mentioned that speaking and writing share common productive skills. Thus, we can conclude that a teacher can use several writing activities to teach speaking:

- a. Introducing new language

At this point, the teacher explains to students the language they will learn, the importance of the language, and how to use it. The teacher must also teach grammar and pronunciation patterns.

- b. Practice

At this point, the teacher instructs students to practice the language being taught and point out mistakes. It can be in the form of communication and communication activities.

c. Communication activities

At this point, the teacher invites students to communication activities where the language has been used. This can be in the form of discussion, problem solving, or role play.

Activities in learning English are very diverse. Therefore, instructors are required to use appropriate teaching methods and in accordance with students' abilities. By practicing more often and trying new methods that are interesting to students, it can increase students' interest in becoming more active in the learning process. In addition, active communication with students can also increase students' confidence in speaking up.

B. Motivation

a. The Nature of Motivation

The nature of motivation can be defined in following manner:

1. Psychological concept.

Motivation is related to a person's mental state. Therefore, motivation is a psychological aspect. Psychology is a state of mind that arises in a person's mind and guides them to behave in certain ways. Motivation is related to the needs and motivation generated in individuals.

2. Never ending process

Motivation is important for management. This is an endless process that is dynamic. A person's needs will arise continuously. For example - a man satisfies one desire or a set of desires and after getting another

satisfaction he feels another desire and tries to satisfy the same. Because wants, desires, needs, and motives are dynamic and changes often occur, motivation is also considered dynamic.

3. Related to human resources

Motivation is related to human resources and needs. This is related to one's feelings, desires, motives and needs. Of course, they may be motivated but we cannot motivate other factors of production or resources.

4. Cause and effect of human satisfaction

Someone works to fulfill his own motives. Desires, environment, conditions, attitudes, thoughts or experiences are some of the causes that can encourage humans to work and get satisfaction. Thus, motivation is the cause and effect of human satisfaction.

5. Total individual motivation

Generally, an individual is found to be motivated and overall satisfied. An individual is a whole. He cannot be separated. If someone is injured in the hands or feet, after being treated, he cannot say that his hands / feet are satisfied and heal, not me, but he feels overall satisfaction.

6. Inspiration and encouragement

To motivate people is a very difficult task and responsibility because he is responsible for inspiring and encouraging others in work in such a way that they can carry out their work in an efficient manner.

7. Complex and unpredictable

Motivation is not that simple, it's very complicated. One cannot define, interpret, and expect people's behavior when their desires, motivations, and attitudes change in different situations and circumstances.

8. Positive and negative motivation

Motivation can be positive or negative. Positive motivation is related to beneficial things like salary increases, benefits, gift giving, promotions etc. Meanwhile, negative motivation includes one of them in the form of threats, forcing people to work by holding out threats or penalties such as job loss, demotion, salary reduction etc.

From the nature of motivation that has been described above, it can be concluded that, motivation is a psychological force that determines the direction of one's behavior in dealing with problems. Motivation can arise from two factors, namely intrinsic and extrinsic. In addition, there is also motivated behavior in a matter to help others.

b. Definition of Motivation

Motivation is the reason behind people's behavior, willpower, and goals. Motivation comes from a universal driver that is defined as a need that requires satisfaction. These needs can also be in the form of desires or desires obtained through the influence of culture, society, lifestyle, etc. Motivation is one's attitude toward behavior, or what makes a person want to repeat behavior, a group of forces that operate behind motivation. A person's motivation can be inspired by

another person or event or may originate from within that person (Ryan & Deci, 2000).

Motivation is one of the main reasons that inspires a person to move forward (Jadai, 2013). Encouragement is caused by the interaction of conscious and unconscious factors. Motivation can be understood as a cycle in which the mind influences behavior, driving performance affects the mind and the cycle starts again. Each stage of the cycle has several dimensions, including situations, beliefs, intentions, efforts, and withdrawals that can all affect the motivation faced by individuals. Most psychological theories argue that motivation only exists in individuals, but sociocultural theory expresses motivation as a result of engaging in actions and activities in the cultural context of social groups (Rueda, 1994). From a cognitive perspective, motivation is related to problems, such as why people decide to act in certain ways and factors that influence the choices they make.

c. Factor Influencing Student's Motivation

Although language teaching does not depend on a methodology based on Chomsky's work, his ideas paved the way for theories of language acquisition, social linguistics, and Krashen's humanistic approach. Although they have different names, all of these trends depend on the belief that every student is the center of the learning process. The natural sequence hypothesis and emotional candidate theory have become statements that students understand various external influences personally for them, according to their internal behavior, they will allow or prevent the reception of external input, so as to create a comfortable

atmosphere in the language class and adopt a positive attitude towards student. Some language points may require time to accommodate students, so praise and encouragement can increase motivation.

Another factor that influences student motivation is the perceived value of the activity. In the 1960s and 1970s, social linguistic promoters underlined the fact that people need more knowledge than how to express ideas in terms of correct rules to communicate effectively in foreign languages. They must also be familiar with the right level of language to use in different situations. The need to teach languages as they are used daily, real-world situations and the importance of various receptive activities are reflected in the creation of a curriculum designed to meet the actual social, cultural or professional needs of students.

The application of human theory in practice has resulted in the incorporation of material into language learning activities to express individual feelings, and to share their values and views with others. New methods such as Suggestopedia, social language learning, silent methods, full physical responses, role plays and drama techniques are aimed at helping students prevent them from expressing themselves more freely. Foreign language teachers are aware of the fact that every student has a preferred learning method, and that what is good for someone is not always good for everyone. They are encouraged to adopt a more flexible view of the language teaching process, and to adapt their programs to the needs of their students and the fields in which they are taught.

Factors that influence students in learning language should be able to go hand in hand and balance each other, between internal factors and internal factors.

Both of these factors should also have a positive impact on students. If this is achieved, then students will get positive motivation and this will be able to improve student achievement, especially in learning English, especially in speaking skills.

d. Types of Motivation

To summarize the ideas presented so far, we can define them in two factors: the communication needs of students and their social and educational attitudes. They all distinguish between two types of motivation: When the only reason for learning a foreign language is to get something outside the activity itself, such as passing an exam, getting financial rewards, getting a job, or satisfying people, the motivation is more inclined to *extrinsic / instrumental*.

As indicated by the term itself, it is caused by a combination of external factors and is used as a means or instrument to get things done. When the aim is to enable someone to communicate with members of a particular language community, then motivation is considered intrinsic or integrative. It seems clear that the greater the value that individuals attach to the achievement of an activity, the higher their motivation to be involved in it and then make sustained efforts until they achieve their goals.

This difference also tells us that internal and external factors have an important role in motivating students. Therefore, the role of educators is very important to increase student motivation. Some ways that can be done to increase student motivation is to use learning methods that are appropriate to the ability of

students and students can be interested in the methods using, in addition to that the teacher can also approach personally with students.

e. Factor Influencing Motivation

There are some factors that influencing motivation, such as:

1. *Motivation and personality variables*

In general, many people see the relationship between personality and success in getting a second language. While successful students can display various types of characteristics (simple, confident, active, passive, independent, mysterious, or shy), students who often failed are described as lacking confidence. They are shy, afraid to express their opinions and nervousness. Regardless of behavior, it seems that students who try to adopt more flexible attitudes toward foreign language learning have a greater chance of success than students whose emotional filters increase.

Some students who are worried might try very hard to catch up with the group and get the language. Friendly / supportive environment can be identified in such situations. But peer assessment can be dangerous, because it undermines confidence in an individual's ability to succeed. Along with common fears of negative evaluations, this can hinder or distract students from the task of attending and remembering new items. In conclusion, students can be discouraged because of internal and external factors, and this is related to their ability or inability to find solutions to past problems.

Other important elements that influence learning motivation are feelings of competence and self-efficacy for individual learners. They show no signs of

disappointment, they usually miss risks, are not afraid of linguistic mistakes and want to adopt certain characteristics from other cultural groups. The emotional filter is low and can accommodate the many understandable inputs that you meet. These people, often referred to as "perfection", tend to understand failure in the case of less effort and try to further improve their performance. Obviously, there may be other groups of students among extreme cases such as those who hide their shame behind openness and appetite risk or those who avoid situations where failure shows weakness in power and tries to be smarter in everything, but in this case we can talk about the appearance of motivation, not reality.

2. Motivation and learning styles

This is closely related to the problem of students' attitudes towards language courses, which are problems with different learning styles. Researchers and foreign language teachers gradually realize that each student has a preferred educational style. As a result, when students are given the freedom to choose learning methods or other methods, they may be better than those who are forced to study in an environment where learning styles, which they disagree, are identified as the only way to learn. One of the opinions expressed at the outset of the humanistic approach to learning is that teachers must be permitted to adjust their programs by paying attention to the goals of their students and the needs of the areas they teach. Although this may not always be easy, paying attention to student learning methods can be very helpful in motivating them to learn.

3. *Motivation and the power relationships between languages*

The presence of power relations between languages is one reason why people have good or bad attitudes towards learning certain languages. People who choose reasons that are useful and not as a complement often think about the economic and practical benefits of learning a foreign language. A good example of this is the current situation in Romanian schools where students and parents, who have the opportunity to choose between English and French, choose the first option in general because it has become a common language, which makes them more able to use it than they, who is fluent in French. Likewise, members of minority groups may have different positions and motivations when learning group language, and most of them are members of the majority group who learn minority languages. Here, the situation of migrants is perhaps most relevant.

C. Jigsaw Technique

a. The Concept of Jigsaw Technique in Teaching Language

The Jigsaw method was developed by Elliot Aronson in 1970 in Austin, Texas. As a collaborative learning method, it has been studied by a number of researchers at various levels and topics (Holliday, 2002). There are several adjustments made to the Panorama strategy. In original jigsaw, each student is given a different set of material. After that, all students with the same majors gather to form an "expert group". In this expert group, students discuss to master the material. After that, they returned to the original group to explain to others about the material.

As Slavin (1995) suggested, he stated that Jigsaw II was more concerned with the relationship of all group members with tasks). In addition, the Panorama category is one of the most effective in improving learning outcomes. Apart from various applications and types of jigsaw. Jigsaw I, Jigsaw-II developed by Slavin in 1987, Jigsaw-III by Stahl in 1984, Jigsaw-IV by Holliday in 2000, Reverse Jigsaw from Heeden in 2003, and Jigsaw Subject by Doymus in 2007 Jigsaw technique will be enhance collaborative learning among students.

A slightly different term mentioned by Doymus and Slavin (1991) about Jigsaw is each member belonging to two different groups, "houses" and "jigsaw groups". Initially, students meet in their home group and each member of the home group is assigned the part of the subject that they must learn as "experts." Jigsaw promotes the importance of self-esteem, intrinsic motivation, collaborative learning, and the development of student strategies to construct meaning. Jigsaw's most important technology focuses on the communicative process of language learning (Brown, 2007).

If conclusions are drawn, jigsaw techniques or methods in language learning can improve students' ability to communicate with friends, especially in terms of sharing different information. Because, they are required to understand the material they get in their groups. In addition, this jigsaw method is very effective to be used to shorten the discussion of material that has many sub-material branches.

b. Principle of Jigsaw

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

1. Positive Interdependence

The effort of every group member is absolutely necessary and necessary for the success of the group. Each group member must make a unique contribution to joint efforts.

2. Face-to-face Promotive Interaction

Group members must explain how to deal with problems verbally, teach someone's knowledge to others, verify understanding and discuss concepts learned, and link existing learning with previous instructions.

3. Individual and Group Accountability

The group size must remain small, because the smaller the group, the more individual accountability. The teacher is expected to conduct individual tests for each student, and randomly verify students by asking students to verbally give group work to the teacher (in front of the group) or to the whole class, monitor each group, and take notes. Doubts that each member contributes to teamwork, and assigns one student to each group as a leader, is responsible for asking other group members to explain the reasons behind the group's answers, and monitors students to teach what they have learned to other students.

4. Interpersonal Skills

Social skills are very important for the success of language learning in the classroom. Social skills include leadership, decision making, developing self-confidence, communication, conflict management skills, etc.

5. Group Processing

Group members discuss the extent to which they have achieved their goals and maintain effective working relationships. It also describes actions that help and what doesn't help, and make decisions about behavior that will continue or change. Panorama education allows students to learn about the material but they have high personal responsibility. This helps develop teamwork and cooperative learning skills in all students and the depth of knowledge. Students cannot learn all subjects themselves. Finally, because students must report their findings to the original group about jigsaw learning, this is enough to express students' understanding of the subject.

The principles explained above are the principles of the jigsaw technique that must be obeyed by the instructor or researcher who will use them. If there is one or several principles that are not adhered to, it cannot be justified that the instructor or researcher uses jigsaw techniques in the learning process.

c. The Benefit of Jigsaw

There are many studies that show the benefits of Jigsaw at elementary, secondary and even university levels in developing students' critical thinking

processes, communication skills, and the ability to express themselves. The advantages of Jigsaw according to Aronson (2008):

- 1) It gives students the opportunity to teach themselves about the material.
- 2) Student are able to practice peer teaching, which requires in-depth understanding about the material.
- 3) Students become more fluent in English as they have to explain the material to their peers.
- 4) Each student has to be involved in meaningful discussion in small team. This is hard to achieve in large group discussion.
- 5) Each group is fostered in real discussion followed by question and answer session.
- 6) Students are less dependent on teachers compared to traditional classroom because they are not the main resource of knowledge. In Jigsaw teacher has a role of cognitive guide or facilitator.

d. The Implementation of Jigsaw

Here are some steps in implementing Jigsaw in classroom according to Aronson (2008):

1. Students are divided into 5 to 6 persons in each group. These groups should diverse in ability, race, gender and ethnicity.
2. The teacher appoints one student in each group to be the group leader. These leaders should be the most matter student in the group.
3. The material is divided into 5-6 segments and distributed for each member of the group.

4. Each student ought to study their own part of material
5. The teacher gives time for students to read and understand the part of the material given.
6. Next is forming the Jigsaw group in which the student of should gather to with the student with same material. This is called the “expert group”. In this group the students have to discuss the main point of the material, solve the problem and rehearse the presentation they are going to make.
7. Students return to their home/jigsaw group and teach their peer in their Jigsaw group. Other members are encouraged to ask questions for clarification.
8. The teacher floats from the group in order to observe the process. Teacher may intervene if the students find difficulties. If there is a student in the group that dominates the discussion, it is the role of the leader to handle it. The teacher can whisper to the group leaders until the group leaders can handle it themselves.
9. The last, the teacher gives a quiz on the material so the student can learn something instead of thinking that it is only for fun and games.

In STAD (one of Cooperative Learning technique) Slavin (1995) suggests to use a scoring system when giving the students a quiz that ranges from 0 to 30 points and reflects degree of individual improvement over previous quiz scores, the teacher scores the papers. This can also be applied during Jigsaw. Each team receives one of three recognition awards, depending on the average number of

points earned by the team. For example, teams that average 15 to 19 improvement points receive a GOOD TEAM certificate; teams that average 20 to 24 improvement points receive a GREAT TEAM certificate, and teams that average 25 to 30 improvement points receive a SUPER TEAM certificate.

D. Previous Study

The use of jigsaw on students achievements and students motivation has been conducted by several researchers as follow:

a. The use of Jigsaw on Students achievements

Brooks (2018) in his article of *“Spanish III Learners Talking to One Another Through a Jigsaw Task”* has a result that in some ways the conversations are the same but in other ways they are different, especially given the contextual differences in the learning settings.

Mengduo and XiaoLing (2010) in their journal article of *“Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners”* conclude that jigsaw technique is an effective way to promote the students participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the EFL classroom.

The study of *Using Jigsaw Technique to Improve Speaking Skill for The Science Students of Grade XI-1 at SMAN 2 Yogyakarta in The Academic Year of 2011/2012* was conducted by Dyna (2013). The result of her study was shown that there was an improvement on students' motivation to learn and practice in English. They became more active in

participating teaching and learning process than before. Some students who were previously reluctant and hesitate to speak in English showed more eagerness to practice speaking in English. Jigsaw made students interact more with their friends in English. Not only that, the students' interview showed that they become more confident in speaking in English. It was the cooperative learning implemented in Jigsaw that made them less anxious.

Sari, et.all (2012) adds in their research of *The Implementation of Jigsaw Technique in English Speaking Class at The Second Grade Students of SMAN 2 Bandar Lampung*. The result of the research shows that Jigsaw Technique improves the students' speaking ability. There were two indicators that were used in this research, i.e. learning product and learning process. In this research, the researchers took her role as the teacher. In cycle 1 the researcher could not emphasize the use of English and coordinated learning process. In the second cycle, the researcher used simple vocabulary and made fun moving activities. Thus, the students could catch what the text and discussion meant. It meant that the teacher could emphasize the use of English and coordinated learning process well.

Fakhrudin has conduct a research of *Effectiveness of Jigsaw on Students' Speaking Skill in Majalengka University*. The effectiveness of Jigsaw method can be seen through the students' progress during the teaching and learning activity. The result of this study showed that the students in the experiment group got better development in the average

scores than the control group in speaking test. The difference of the development of the average scores is statistically significant at the (0.5) alpha level of significance. It was found that there was significant difference for those who were taught using Jigsaw and those without it. The difference is shown by the development of the average scores. The group that used Jigsaw as medium in Jigsaw got better improvement in the average scores than those without Jigsaw.

The study of *The Effect of Jigsaw toward Third Year Students' Learning Interest in IAIN Bukittinggi* which has been conducted by Hasna Wati conclude that there is significant effect of Jigsaw towards students' learning interest in test and evaluation course for third semester students of Islamic education major in IAIN Bukittinggi. From the statistical analysis, it was known that the variable of jigsaw in the test and evaluation course at IAIN Bukittinggi is in "average" category. On the other hand, the variable of learning interest of third semester student of islamic education major in IAIN in Bukittinggi is in "average" category. From the calculation of the statistical analysis, null hypothesis (Ho) Jigsaw does not affect learning interest in test and evaluation course for third semester students of Islamic education major in IAIN Bukittinggi" is rejected. On the other hand, alternate hypothesis (Ha) "jigsaw cooperative learning model affects learning interest in test and evaluation course for third semester students of Islamic education department in IAIN Bukittinggi" is accepted.

Basyah, et.all have conducted a research of *The Effectiveness of Using the Jigsaw Model to Improve Students' Economics Teaching-Learning Achievement*. The results from the post-test showed that there was then a significant positive difference between the two groups in terms of the students' achievements in economics; after the experimental group (EG) had been taught-learnt using the Jigsaw model for three months, they got significantly higher results in their economics essays than the control group (CG) students, who had been taught economics using the standard model and had not used Jigsaw. The implications of this study show that the use of the Jigsaw model in teaching-learning economics can be a model for improving students' achievement.

b. The use of Jigsaw on Students motivation

The effect of *Jigsaw Learning Method on Students' Self-Efficacy and Motivation to Learn* was conducted by Rachmah (2017). The result of this study showed that there is a difference in students' self-efficacy and motivation to learn before and after subjected to the treatments; therefore, it can be said that jigsaw learning method had significant effects on self-efficacy and motivation to learn. The application of jigsaw learning model in a classroom with large number of students was the discussion of this study. This study also has a limitation that should consider. Further study need to examine other intervention that predicted influence the self-efficacy and motivation.

Al-Salkhi (2012) conducted research regarding *The Effectiveness of Jigsaw Strategy on the Achievement and Learning Motivation of the 7th Primary Grade Students in the Islamic Education*. The study results were in favour of the Experimental Group. Also, the study results showed the existence of a positive relationship between the achievement of the 7th primary grade students and their learning motivation. Jigsaw method that helps students develop their knowledge based on a variety of resources such as: library, Internet, and computer. Such resources are not made available through the conventional method.

Related to the research of *Motivation in English as a Foreign Language Learning A study of motivation toward English language learning in Stockholm's upper secondary schools for adults (KOMVUX)* that was conducted by Saheb (2014), the result of her study showed that the instrumental and integrative motivations of adult learners of English are concomitant. She also demonstrate that there is no significant correlation between adult students' level of English and their degree of socially oriented motivation. Differences among adult learners of English appear when extrinsic and intrinsic motivations are examined. The results demonstrate that attitudinal motivation varies according to age range and the number of languages spoken.

The research of *The Correlation between Students' Motivation and Their English Speaking Ability* was conducted by Rahman and Deviyanti. The result of the research showed that motivation as a psychological factor

has a positive correlation with English speaking ability. Students who had high level of motivation did more efforts and had more determination to reach their goals. On the contrary, students who had low level of motivation did not do more efforts in learning and in achieving their goals so that their speaking ability was low.

In addition, Jigsaw emphasizes on the interaction between the individual students of the heterogeneous group which is usually followed by discussions between the members of the same group. Therefore, Jigsaw strategy has a great effect on understanding the study material. Also, this strategy helps high achievers to communicate knowledge to low achievers. From the explanation in the previous chapter, jigsaw techniques can improve students' ability to communicate with peers. Besides, by using jigsaw techniques students can be more confident to express opinions to others or even they can be more confident to speak in English. Learning English using jigsaw techniques, especially in speaking, students can understand English better, because they practice the knowledge they have acquired.

After seeing some of the results of previous studies, researchers decided to make a study of the effectiveness of using the Jigsaw method on students' speaking abilities and on students' motivation in learning. In this case, the researcher combine two variables, namely students' speaking ability and student motivation. The researcher makes this research based on positive results from previous studies, as well as the lack of studies that combine the two variables used

by the researcher. In fact, the researcher have some problems when looking for previous research in accordance with the theme or topic taken by the researcher, but finally the researcher found several previous studies that match the topics taken by the researcher.