

CHAPTER I

INTRODUCTION

In this chapter, the research presents seven main points. There is are background of the study, a statement of research problem, the objective of research, a research hypothesis, the significance of the study, the scope and limitations of the study, and the last definition of the key terms.

A. Background of Study

In the world of education, English plays a key role as a means of international communication. In the era of globalization, English opens up access for students and educators to broader and more up-to-date sources of information, such as scientific journals, reference books, and research, most of which are written in English. This ability not only facilitates learning in the classroom but also encourages the development of broader knowledge.

Rika emphasized that English functions as an international language that enables communication between people from different language backgrounds around the world. English is also the key to obtaining international education opportunities, such as further studies and student exchange programs at leading universities that use English as the language of instruction. In Indonesia itself, English has been integrated into the national curriculum as an effort to prepare the younger generation to compete globally.¹

¹ Marni Yuniar Rika. "The Implementation of Jigsaw Technique in Teaching Speaking of The Eighth Grade Students at the Second Semester Of Smpnegeri 1 Krui in 2015/2016 Academic Year." Skripsi, Islamic University of Raden Intan Lampung, 2017.

The ability to speak English, in particular, is an important skill because it supports students in interacting actively in class. Practicing speaking skills not only allows learners to refine their ability to express ideas effectively but also enhances their pronunciation, fluency, and overall communication proficiency. In the context of speaking, Herawati & Sarwa stated that it is important for students to practice their abilities and understanding, as well as how to convey ideas and spell words well. Therefore, integrating activities that encourage speaking practice, idea development, and spelling skills in language teaching is essential to promote comprehensive language development.²

In the teaching and learning process, the researcher wants students to be interested and actively involved during learning. However, achieving this goal is not always easy and requires the use of various strategies to achieve it. One strategy that can be used by teachers to empower students through collaborative learning is jigsaw technique. Evi Dyna stated that Jigsaw is part of a teaching technique based on cooperative learning, where students play an active role in building knowledge through meaningful interactions with their friends.³ According to Arends, this technique is one of the cooperative learning techniques that encourages students to be more active and responsible for each other in understanding the material in order to achieve maximum results.⁴

² Herawati Br Bukit, Sarma Dewi Kemala, dan Sabar Manik. "The Use of Jigsaw Strategy on Students' Speaking Ability in Expressing Gratitude and Appreciation." 2023.

³ Dyana WS, Evi. "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." Skripsi, State University Of Yogyakarta, 2013.

⁴ Arends, Richard I. *Learning to Teach*. 11th ed. McGraw-Hill Education, 2021.

Slavin added that jigsaw technique is one of the most flexible methods in cooperative learning.⁵

Thus, the implementation of jigsaw technique can be an effective solution to increase student engagement in the speaking learning process. By implementing this technique, the learning process can be improved because students will find interesting alternative ways to engage in speaking interactions in the classroom. They become very active, with each individual participating and being responsible for sharing information in their expert group and conveying it to their main group. This collaborative approach not only increases student productivity but also increases their satisfaction with learning, as it encourages them to speak more.

In this case, students at MTsN 7 Tulungagung, especially eighth-grade students, encounter obstacles in speaking ability. Especially, when the researcher asked students to present a texts, which require comprehension and effective communication skills. These obstacles highlight the need for innovative and engaging teaching strategies, such as Jigsaw technique, to address the challenges and to improve students' speaking skills.

The researcher found several previous studies related about jigsaw technique. The first previous research with the titled "Using Jigsaw Learning Strategy to Increase Students' Speaking Ability at The Language Boarding House of Salafiyah-Salafi'ya Islamic School" by Wandira, Hadiyansyah and

⁵ Slavin, Robert E. "Cooperative learning and academic achievement: Why does groupwork work?" *Anales de Psicología* 30, no. 3 (2014): 785–791.

Rafika, aimed to find out whether Jigsaw Learning Strategy can increase students speaking ability and how the researcher responds to it. The researcher found that jigsaw learning strategy at Elementary B class of Language Boarding House can increase students speaking ability, the average score of pre-test was 73,11, the average score of the post-test 1 was 76,17, and the average score of the post-test 2 was 80, this score can be categorized as the high score. There was also an increase of individual completeness and KKM attainment from post-test 1 and post-test 2. All of those results indicated the success of the research. However, there is no specific text type in this research; it only using several kinds of topics.⁶

The second research the titled “The Use of Jigsaw Strategy on Students' Speaking Ability in Expressing Gratitude and Appreciation” by Herawati, Kemala, Manik, and Penggabean. This research was conducted at SMP Singosari Delitua. The aim of the research was to identify the effectiveness of jigsaw strategy on students' speaking ability in expressing gratitude and appreciation. The researcher found that jigsaw strategy had a significant impact on students' speaking achievement in expressing gratitude and appreciation. During the research, the researcher encountered several challenges during the teaching and learning process, mainly due to students' difficulties in speaking

⁶ Septiana Wandira, Dwi Nur Hadiyansah WS, dan Rafika. "Using Jigsaw Learning Strategy to Increase Students' Speaking Ability at The Language Boarding House of Salafiyah-Syafi'iyah Islamic School." 2024.

English. To overcome this challenge, the researcher utilized jigsaw strategy as a teaching approach.⁷

The third research the titled “The Effectiveness of Jigsaw Learning Strategy to Teach Speaking” by Urip Widodo and Mugiyo. The aim of the research is to know whether jigsaw learning strategy is better than an audio-lingual method to teach speaking. The researcher found that jigsaw learning strategy is more effective than ALM in teaching students speaking. The result of data analysis shows that the average score of students taught using jigsaw learning strategy is 81,23, while the average score of students taught using the audio-lingual method is 76,03.⁸

From the results of previous studies, none of them have specifically investigated the application of jigsaw technique in the context of procedure texts for junior high school students, particularly in the eighth grade. Furthermore, the use of pre-experimental design to explore the effectiveness of this technique in this particular context has not been widely reported. This gap provides an opportunity for further research to gain a deeper understanding of how Jigsaw technique can be adapted to improve students’ speaking abilities. Although existing studies have demonstrated the effectiveness of jigsaw technique in enhancing speaking ability, they primarily focused on other contexts, such as different text types or grade levels. These findings strengthen

⁷ Herawati Br Bukit, Sarma Dewi Kemala, dan Sabar Manik. "The Use of Jigsaw Strategy on Students’ Speaking Ability in Expressing Gratitude and Appreciation." 2023.

⁸ Urip Widodo, dan Mugiyo. "The Effectiveness of Jigsaw Learning Strategy to Teach Speaking." *STABN Taden Wijaya, Indonesia* (2021): 63-72.

the potential of jigsaw technique, but also highlight the need for more targeted research. All the study mentioned are related to jigsaw technique. They used jigsaw technique in various focuses and found that jigsaw technique is effective and has an impact on student speaking ability. This study was conducted in the eighth grade at MTsN level, with a different focus, concentrating on the effectiveness of jigsaw technique in speaking ability on procedural texts. This study also used a different research design, namely using a pre-experimental research design, to provide unique insight into the application of jigsaw technique.

Based on these considerations, the researcher is interested in researching “The Effectiveness of using Jigsaw Technique in Students’ Speaking Ability of The Eighth Grade at MTsN 7 Tulungagung”. The researcher is interested in testing this technique at the junior high school level, especially in the eighth grade, and focusing on procedural text. The reason the researcher chose MTsN 7 Tulungagung as the research subject because the students still had difficulty achieving learning indicators due to low levels of speaking English.

B. Statement of Research Problem

The formulation of the research problem is “Is there any significant difference in score in students speaking between before and after being taught by using jigsaw technique of the eighth grade at MTsN 7 Tulungagung?”

C. Objective of the Research

To know the significant difference in scores in students' speaking between before and after being taught by using jigsaw technique in the eighth grade at MTsN 7 Tulungagung.

D. Research Hypothesis

Before determining the hypothetical result, the researcher proposed an interpretation using the following procedure :

1. Formulating null hypothesis (H_0): The use of jigsaw technique, there is no significant difference in the score of the eighth graders' speaking before and after being taught by using jigsaw technique in eighth grade at MTsN 7 Tulungagung.
2. Formulating alternative hypothesis (H_a): The use of jigsaw technique shows a significant difference in the score of the eighth graders' speaking before and after being taught jigsaw technique of the eighth grade at MTsN 7 Tulungagung.

E. Significance of the Study

The researcher hopes this study can contribute practically:

- a. For the teacher, to use approaches for teaching English, particularly teaching speaking.
- b. For the students, introduce the technique in the learning process and explore the students' speaking after applying jigsaw technique.

- c. For the researcher, to increase teaching skills as a good teacher in the future. Meanwhile, another researcher used the study as a reference to conduct the next research.

F. Scope and Limitations of the Study

This study was carried out at MTsN 7 Tulungagung, with the population of the research being the eighth-grade students. The limitation of the research is limited to the effectiveness of jigsaw technique on their speaking in dependence on each member of the group.

G. Definition of Key Terms

To avoid misunderstanding in terms and contents of the topic in this research, the researcher must find the key terms in this research :

1. Jigsaw technique

Yanuar stated jigsaw is a part of the information gap technique. Jigsaw is one of the methods or approaches used in the information gap technique to improve students' speaking skills and understanding by sharing information that must be put together through communication between participants.⁹

2. Speaking ability

Speaking ability is the ability of students to express their ideas orally, which is demonstrated through speaking scores. Speaking is simply a form

⁹ Yanuar Hesti Ardini. "Improving The Seventh Grade Students' Speaking Ability of SMPN 2 Blora Through Jigsaw in The Academic Year Of 2012/2013." Skripsi, Yogyakarta State University, 2013.

of oral ability obtained from an understanding of grammar, vocabulary, self-confidence, and fluency. Freeman in Risnadedi stated that speaking ability is more complex and difficult than people think, and that speaking studies, like other case studies in language studies, naturalize many cases for language teachers.¹⁰

3. Procedure text

A procedure text is a type of text that provides the reader with step-by-step instructions on how to operate or do something. According to Dadang and Anggraeni, a procedural text is a text that outlines a sequence of stages or actions to accomplish a task. Procedure text is typically understood to be a text that describes how to create or use something. It could be guides, tips, or manuals.¹¹

¹⁰ Freeman, Diane. "Second Language Acquisition Research: Its Significance for Learning and Teaching Issues." *TESOL Quarterly* (2001).

¹¹ Dadang, Asep, dan Dian Anggraeni. *Be Smart Bahasa Inggris untuk Kelas IX SMP/MTs*. Bandung: Grafindo Media Pratama, 2008.