CHAPTER I

INTRODUCTION

A. Background of the study

Marilyin Narey states that "Language is s system of communication structured by it rules of signification ormeaning-making. Language can be constructed in a variety of sensory representational modalities, not limited to human speech and writing."[1]

Ilzamudin Ma'mur states that "language is our identity, we are judged by the language we use. we are our language or language is us. So that we have to be able to speak"[2]. It means language is the firts media for people in the world to communicate and interact one another, People should be aware without language we can not express what we want, what ideas we have in mind, what information we have, and what opinions about something that we wanna share.

English is one of language which has important role. English is not only used for academic language which learn in schools as the main subject, but also used in daily conversation for many countries.

In line with the definition above, Ilzamudin Ma'mur stated that "English is not only one of the international languages which is the main

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[1] Marilyin Narey, *Making Meaning: Constructing Multimodal Persfectives of Language Literacy, and Learning through Art-based Early Childhood Education*, (New York: Spinger Publisher, 2009), 2.

[2] Ilzamudin Ma'mur, *Membangun Budaya Literasi*, (Jakarta: Diadit Media, 2010),4.

official language of the United Nations, English is also the dominant global language in the era of globalization".[3] It means nowadays English is an important language that we have to be expert it, because in this era if we cannot speak English we will left behind by others.

There are four components of language skills: Listening, Reading, Speaking and Writing. of all the four skills, speaking seems intuitively the most important skill: people who know the language are reffered to as 'speakers' of that language, as if speaking included all other kinds of knowinsg, and many if not most foreign language learners are primarily interested in learning to speak.[4]

Speaking is the one skill of learning English, it is skill that cannot be separated in our life, speaking is a productive skill which uses the combination of pronunciation, vocabulary, grammar and etc. In teaching speaking the teacher should be able to make interesting topic and apply suitable technique. Actually, every teacher has used some methods to improve students speaking skill in teaching English, but some methods cannot be effective for students speaking skill or sometime the material that is not interest for student when learning speaking, and it influence to students learning development.

There are many skills in learning English and the one important skill is speaking, because speak English is not easy, sometime it depend on their confidence, if they have good confidence, maybe they more easy and quick to improve their speaking skill. Beside that, speaking in daily activity also can be a method to improve speaking skill.

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[3] Ma'mur, *Membangun Budaya*, 51.
[4] Penny UR, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1991), 120.

Based on the researcher's experience when conducting Educational Field Practice Program (PPLK) in MTs Darul Irfan Kota Serang, it can be reported that many students still have difficulties in expressing their ideas in English orally. Some students found difficulties in finding factual information that should be involved in speaking such as appropriate expression and context. Furthermore, one factor that may cause the problems is because the teachers often use traditional way of teaching. Therefore, in this research the researcher states that one of possible way to solve this problem is the use of appropriate technique in teaching speaking. There are many techniques of teaching speaking that can be used by the teacher.

In this research, the researcher used jigsaw technique to help the teacher solve those problems and fokus on speaking presentation. The researcher expected that it will improve students' speaking ability by giving factual information that will be experienced by them and give a lot of speaking practices in group cooperatively to the students.

B. Statement of problem

Based on the background above the researcher identifies the problems as follows :

1. How is the students' speaking ability in MTs Darul Irfan kota Serang ?

2. How is the jigsaw technique can improve students' speaking ability in MTs Darul Irfan kota Serang?

C. Limitation of problem

The researcher focused on students' speaking ability improvement in MTs Darul irfan Kota Serang , the researcher choose jigsaw to make the teaching and learning more effective.

D. The purpose of the research

1. Identify how is the students' speaking ability in MTs Darul Irfan kota Serang ?

2. Finding out how is the jigsaw technique can improve student' speaking ability in MTs Darul Irfan kota Serang ?

E. Previous study

There are some previous researches that have been conducted by several researchers:

The first previous study is by Restu Widoyoko (05202241003) "The effect of using jigsaw technique on students' reading comprehension ability of SMK Muhammadiyah bawang" This study is aimed at finding out whether there is a significant difference between students who are taught using Jigsaw technique and those who are taught without using it. This research implies that the use of jigsaw technique is capable of promoting the improvement of the students' reading comprehension ability in which it can be seen from the students' reading comprehension scores after treated using jigsaw technique. It is expected that the teachers are highly recommended to utilize jigsaw

technique on the teaching and learning reading in order to improve students' reading comprehension ability.

The second previous study is by Sayed Akbar Tayeb "The effect of using jigsaw technique in writing tasks on the development of Iranian intermediate EFL learner's willingness to communicate". As the results of the present research revealed, students who practiced their writing task with the help of Jigsaw technique achieved higher means in their writing post-test scores than students of the control group who just received common traditional writing strategies. Therefore, use of jigsaw technique in writing tasks is useful for enhancing the learners' writing achievement. Furthermore, the results of the research related to the WTC Questionnaire scores of the experimental group who received Jigsaw technique as a writing strategy revealed that the learners' WTC meaningfully enhanced by practicing writing in home groups and expert groups or in other words by utilizing the Jigsaw technique.

The third previous study is by Mamik Suendarti "The Influence of Jigsaw Learning Model on the Ability of Resolution Natural Science of Middle East Junior High School Students Indonesia". University of Indraprasta PGRI, Jakarta. The purpose of this research is to know the influence of jigsaw learning model on the ability of problem solving of Natural Science. The research method used is experiment method. Samples were taken as many as 60 students with 30 control class students and 30 students of experimental class. The results of research obtained in the field. After conducted research

and data analysis about Influence of learning model and Independence of learning To ability of problem solving science natural science Student can be drawn conclusion as follows: There is influence of learning model which is significant to ability of problem solving problem science natural science.

F. Significant of the study

The researcher expects that the result can give advantages to some following people:

1. For the Teacher

Teacher can identify students' speaking ability after they learn by jigsaw technique.

2. For the Students

Students can feel whether there is improving to their speaking ability after they learn by using jigsaw technique.

3. For the researcher

The result of the study will be used to answer the available question based o n the data research and get new knowledge and experience to the researcher's speaking ability.

G. Hypothesis

Hypothesis is not only formulated to explain relationship two or more variable, but also to compare a variable of one sample on this title "The effectiveness of jigsaw technique to improve students speaking ability". So the hypothesis of the study could be stated as follow:

1. The alternative hypothesis :

   There is significant influence in students' speaking ability after using jigsaw technique.

   Ha : M1 = M2

2. The null hypothesis

   There is no significant influence in students' speaking ability after using jigsaw technique.

   Ho : M1 = M2

H. Conceptual framework

1. Speaking ability

   a) Planning

   b) Acting

   c) Developing

   d) Reflecting

2. Jigsaw technique

   a) Breakout into groups.

   b) Focused exploration.

   c) Make an expert group.

   d) Reporting and reshaping.

   e) Integration and evaluation.

I. Writing Organization

In this research the writer organizes this paper consists of three chapters there are :

The firts chapter discusses about introduction which explains following cases: background of the study, statement of problem, limitation of problem, the purpose of the research, significant of study, hypothesis, conceptual framework and writing organization.

The second chapter discusses about theoritical framework those are speaking (definition of speaking, types of speaking, elements of speaking, function of speaking, more speaking suggestions, problems of speaking assessment of speaking), cooperative learning and jigsaw technique (definition of jigsaw technique, the purposes of jigsaw, how to use jigsaw and benefits of jigsaw technique).

The third chapter discusses about research methodology that consists of research method, research site, reseach population and sample, research instrument, research procedure, data collecting technique and technique analysis data.

The fourth chapter explains the result of the research that are the data analysis.

The fifth chapter discusses about conclutions and suggestions.