

ABSTRACT

INCREASING STUDENTS' SPEAKING ABILITY BY USING JIGSAW AT THE THIRD GRADE OF SMA NEGERI 9 BANDAR LAMPUNG

By

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Speaking is one of the important skills that a learner should acquire. It is very important in order to enable them to communicate effectively through oral language because the inability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. Therefore, the teacher should be able to provide various communicative activities that can facilitate the students to speak and to interact with each other. Therefore, the researcher tried to propose jigsaw as a technique to increase students' speaking ability.

This research was conducted with the consideration that the students have serious problem in speaking. On the other hand, jigsaw is one of the techniques that enable the students to interact with each of them.

The purpose of this research was to find out whether jigsaw can increase students' speaking ability. The aspects of speaking that are involved include fluency, grammar, pronunciation and comprehensibility.

The research was conducted at SMA Negeri 9 Bandar Lampung. The subject of the research was students of twelfth grade (class XII A5) in the academic year 2011/2012. The study employed one group pretest posttest design. The students were given four treatments. To collect the data, the speaking test was administered both in pretest and posttest. There were two raters to judge students' speaking performance. Repeated Measures t-test was used to analyze the data and the hypothesis testing was computed using SPSS version 16.0 at the level significant of 0.05.

The result showed that jigsaw is applicable to increase the students' speaking ability, especially in terms of fluency, grammar, pronunciation, and

comprehensibility. In pretest students' mean score was 70.31. It was under the minimum score (KKM) that is 77 while in the posttest it became 84.25. The gain is 13.94. Even though the gain is only 13.94, the analysis of SPSS 16.0 shows that students' speaking ability increase significantly. The significance was also found in aspects of speaking. Students' fluency increases from 13.59 to 16.94 (gain of 3.35), pronunciation increase from 14.00 to 17.75 (gain of 3.69), grammar increase from 13.28 to 16.06 (gain of 2.78) and comprehensibility increase from 15.59 to 17.44 (gain of 1.85). The gain of fluency (2.62) showed its significant value, that is 0.003 ($p < 0.05$), gain for pronunciation (2.02) also showed its significant value, that is 0.001 ($p < 0.05$), while gain score of grammar (2.52) showed its significant value, that is 0.002 ($p < 0.05$), and the last, the gain of comprehensibility (3.33) also showed its significant value, that is 0.002 ($p < 0.05$).

Referring to the result of the research above, it can be concluded that jigsaw is applicable to increase the students' speaking ability especially in terms of fluency, grammar, pronunciation, and comprehensibility. Jigsaw is cooperative learning that is believed to be able to encourage the students to increase their speaking ability.