

I. INTRODUCTION

1.1 Background of the Problems

Learning to speak in English means agreeing to speak in a way which is different from that one of the mother tongue in many aspects i.e. pronunciation, grammar, fluency, and vocabulary. The purpose of teaching speaking is to make the students able to speak English with the same desire to be understood to the listener.

Moreover, it is known that speaking is one of oral communication in English that should be mastered by students of Junior High School. It shows how essential speaking in communication and interaction is.

The success of learning process is influenced by the way the teacher chooses the learning technique that is suitable for his/her classroom situation. The suitable classroom can encourage student to participate in learning process.

There are so many techniques dealing with cooperative learning, such as, jigsaw, think-pair-share, three-step interview, round robin brain storming, three-minute review, numbered heads, team pair solo, circle the sage, partners, etc (Purwati Nining: 2009). According to Arronson (2000) ESL classrooms jigsaws are a four-skill approach integrating reading, speaking, listening and writing. Therefore the researcher chooses jigsaw as a teaching technique to increase the students' speaking ability.

Jigsaw is very simple to apply. (Isjoni:1954) explains that the jigsaw is one of the cooperative learning, the procedures are the students study in small group which

consist of 4-5 students who have heterogeneous ability, and every student has their own responsibility to learn a particular case from the materials given and deliver those materials to others students. Each group consists of 5-6 students from various abilities. Each origin group students meet in expert group to study material which is assigned to each group students. After discussion, they go back into their origin group members and explain to his or her group member's for material completeness.

Defined broadly, jigsaw is a grouping strategy in which the members of the class are organized into "jigsaw" groups. The students are then reorganized into "expert" groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle. Moreover, Slavin (2009:237) said that in jigsaw, the students study cooperatively in heterogeneity team. According to Arronson (1978), Jigsaw is an efficient way for students to become engaged in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Jigsaw forces indirectly each group students needs its members to do well in teamwork. Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respects other students. Teachers who listen in the sharing of one of the jigsaw groups can quickly hear what each of the original groups has been doing.

According to those previous statements, the researcher thinks that it is important to apply a more interesting teaching speaking by using jigsaw. In addition, there is no study applying jigsaw technique in SMAN 9 Bandar Lampung. So, in this research, the researcher is going to focus on technique of teaching speaking ability through discussion text. Therefore, the researcher entitles this research paper “Increasing Students’ Speaking Ability by Using Jigsaw at the Third Grade of SMA Negeri 9 Bandar Lampung”.

1.2 Formulation of the Problem

Based on the background discussed above, the writer formulated the problems as follows:

1. Is there any significance increase of students’ speaking skill after being taught through jigsaw?

1.3 Objective of the Research

The objective of this research is:

1. Based on the problem above, the objective of this research is to find out whether there is a significant increase students’ speaking skill after being taught through jigsaw.

1.4 Uses of the Reasearch

The uses of this research are:

1. Theoretically, the result of this research is expected to confirm the previous theory about teaching speaking through jigsaw.

2. Practically, as additional information for English teacher to increase the teachers' knowledge and share experiences in increasing the students' speaking ability using jigsaw.

1.5 Scope of the Research

This research is a quantitative research and will be conducted at SMA Negeri 9 Bandar Lampung in the second semester of 2011/2012 learning year. The research intended to find out whether there is a significant increasing of students' speaking ability by using jigsaw after being taught discussion text. It is focused on the speaking skill. The materials were adapted from English book for senior high school, KTSP which cover discussion text only. The researcher conducts this research in 4 meetings for 2 weeks. Students' increasing is found out by comparing the results of students' recorded answers of pretest and posttest.

1.6 Definition of Terms

1. Speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language (Sister, 2004: 7).
2. Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students.

3. Jigsaw technique in which teacher is involved in putting students into situations where they must depend on one another. The teams are heterogeneous with regard to ability level, sex and cast and religion.
4. Jigsaw technique is a cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. In this method, each group member is assigned to become an "expert" on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their group mates (Arronson :2000).

II. LITERATURE REVIEW

This chapter discusses several points, i.e., literature review that deals with concept of speaking, types of classroom speaking performance, concept of teaching

speaking, concept of speaking technique, concept of jigsaw, procedure of teaching speaking through Jigsaw, procedure of applying Jigsaw in the class, advantages and disadvantages of jigsaw, theoretical assumption, and hypothesis.

2.1 Concept of Speaking

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time she/he tries to get ideas or the message across. In this case, there is a process of giving message which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker, which is called decoding process.

Sister (2004: 7) states that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the roles of speakers and listeners used to communicate information, ideas, and emotions to others using oral language. So, the situation of student's emotion affects their quality of speaking, whether it is fluency or structure. The main goal of speaking is to communicate. So, to deliver the idea effectively the speaker has to understand the meaning of all things that will be delivered; she/he has to evaluate the effect of communication toward the listener: and she/he has to understand the principle that becomes the basic of communication.

Scott in Johnson & Morrow (1981) typifies speaking as an activity involving two (or more) people, in which the participants both hearers and speakers have to react to what they hear and make the contributions at high speed. In other words, each participant must have an intention or set of intentions participant wants to achieve in the interaction. Each participant has to be able to interpret what is said to

him/her, and reply with the language he/she has which reflects his/her own intention.

Speaking is the instrument of language and the primary aim of speaking is for communication (Tarigan: 1991). From this definition, it is clear that the students learn to speak is in order to be able to communicate. Language is for communication, and in communication, a speaker has a choice not only about what to say but also how to say it (Larsen, 1986: 130).

Speaker and listener try to communicate with each other and use their language to make other people understand. Byrne in Rismayasari (1999: 9) says that speaking or oral communication is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It means that speaker and listener try to communicate with each other and use our language to send our message to others (listeners).

Meanwhile, Lado (1961: 240) describes speaking as the ability to express oneself in life situation, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently. This idea means that, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc with the language he has.

From the definition above, it can be concluded that speaking is two-way process between speaker and listener and it involves both encoding and decoding process. The former leads to the process of giving idea or making the listener understand,

while the latter leads to the process of getting the idea of the speaker. Through these processes, people interact with other.

According to Harris (1974) speaking must fulfill these following aspects, they are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81). Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to other when speaking. It means that when a person makes a dialogue with another person, the other person can give respond well without difficulty.

2. Grammar

Heaton (1978: 5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.

3. Vocabulary

One cannot communicate effectively or express ideas in oral form if he or she does not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication.

4. Pronunciation

Pronunciation refers to the ability to produce easily comprehensible articulation (Syakur:1987). Meanwhile Harris (1974:81) defines pronunciation as the intonation patterns.

5. Comprehension

Comprehensibility denotes the ability of understanding the speakers' intention and general meaning (Heaton, 1991: 35). This idea means that if a person can

answer or express well and correctly, it shows that he/she comprehends or understands well.

2.2 Concept of Teaching Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. Rivers (1978:6) states that speaking is developed from the first context with the language. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in discussion.

The goal of teaching speaking skills is to train the students so that they are able to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.

In teaching speaking teacher should know the types of spoken language that will make teaching activity easier. According to Nunan (1991b:20-21) spoken language is drawn as such:

Monologues : 1. Planned
2. Unplanned

Dialogue : 1. Interpersonal: familiar and unfamiliar
2. Transactional: familiar and unfamiliar

In monologues when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcaster, and the hearer must process long stretches of speech without interruptions-the stream of speech will go on whether or not the hearer comprehends. Monologues are divided into two kinds:

Planned usually manifest little redundancy and are therefore relatively difficult to comprehend.

Unplanned exhibit more redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations, can help or hinder comprehension.

Dialogues involve two or more speakers and can be exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

In teaching language the teacher need to determine the focus of speaking skills in order to make the learning speaking in transactional form easier to be planned. In speaking there are some components to be considered. According to Haris (1974:84) there are five components, i.e., pronunciation, fluency, grammar, vocabulary and comprehension. Meanwhile in transactional speaking the components that can be reached is the level of linguistic accuracy that students achieve when carrying out the tasks. This is also supported by Higgs and Clifford (1990) in Richards (1984) states that transactional speaking develops accuracy and fluency. The teacher can see that if the students are able to deliver their mind, ideas, and their opinion accuracy, fluency, and the comprehension will increase.

According to Richards (1990) teaching speaking with transactional types can be arranged by determining the goal of speaking skill:

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

After that in teaching speaking there are some difficulties that are revealed by Brown (2000: 271) they are:

1. Clustering

Fluent speech phrasal, not word by word, learners can organize their speaking both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections

5. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiations.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

2.3 Concept of Speaking Technique

According to Brown (2001) there are some principles for designing speaking technique:

1. Use technique that covers the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. In our current real for interactive language teaching, we can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. When we do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure that our tasks include techniques designed to help students to perceive and use the building blocks of language. At the same time, don't bore our students to death with lifeless, repetition drills. As noted above, make any drilling we do as meaningful is possible.

2. Provide intrinsically motivating technique.

Try at all times to appeal to students' ultimate goals and interests to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be". Even in those techniques that don't send students into ecstasy, help them to see how the activity will benefit them. Why we ask them to do certain things, it usually pays to tell them.

3. Encourage the use of authentic language in meaningful context.

It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It

takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done. Even drills can be structured to provide a sense of authenticity.

4. Provide appropriate feedback and correction.

In most EFL, situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations, they may get such feedback "out there" beyond the classroom, but even then we are in a position to be of great benefit. It is important that we take advantage for our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As we are perhaps focusing on speaking goals, listening goals may naturally coincide, and two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to speak when spoken to. Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As we design and use speaking techniques, ask our self we have allowed students to initiate language.

7. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Our classroom can be one in which students become aware of, and have a chance to practice.

From the explanation above, the researcher assumes that in designing speaking technique, teachers should have consideration to some factors that can encourage students' interest in learning English.

2.4 Concept of Cooperative Learning

Cooperative learning is a teaching involving children participation in small group learning activities that promote positive interaction (Lyman, Lawrence: 1988). Moreover Brown (2001:47) adds that as students work together in pairs or groups, they share information and come to each other's aid. They are "a team" whose players must work together in order to achieve goals successfully. So it can be said that through those kinds of interaction, the students try to help each other to develop their knowledge. As Nurhadi (2004: 60) says that by the existing of differences human being has, they can develop their own mind one another. The statement inferred that everyone has a tendency to educate the other. That is why cooperation needed as a means of educating each other. In the cooperative learning, the students who have higher ability may help the lower students. By cooperation, they share their idea and develop their social skill. Therefore, cooperative learning promotes them self esteem, higher achievement and greater productivity, more caring, supportive, and committed relationships. Meanwhile Johnson and Johnson (1989) define cooperative learning as the instructional use of small groups so that students work together to maximize their own learning and

each other's learning. The main purpose of cooperative learning is to actively involve students in the learning process. It can be said that, learning takes place through dialogue among students in a social setting. The knowledge is then reconstructed and expanded through new learning experiences. The individual and the social setting are active dynamics in the learning process. By combining teamwork and individual accountability, students work toward acquiring both knowledge and social skills.

Cooperative learning is a teaching strategy which allows students to work together in small groups with individuals of various talents, abilities and backgrounds to accomplish a common goal. Each individual team member is responsible for learning the material and also for helping the other members of the team learn. Students work until each group member successfully understands and completes the assignment, thus creating an "atmosphere of achievement". As a result, they frame new concepts by basing their conclusions on prior knowledge.

This process results in a deeper understanding of the material and more potential to retain the material. (Panitz, 1998).

Relating to speaking skills, Yager, Johnson and Johnson (1985) in Panitz, 1998 stated that cooperative learning develops students' oral communication skill.

Cooperative learning involves students in interaction in which they try to negotiate, give and take information; it unconsciously compels them to communicate. Students' hesitation and shyness to speak may lessen since they try to share it privately to their friends. It is may be the strength that can force the students to improve their speaking ability. It is in line with Brown's (2001: 48)

statement that as learners interact with each other through oral or written discourse, their communicative abilities are enhanced.

In line with the description of the theories above, it can be concluded that cooperative learning is the instructional use of small groups in which students help other students within group to develop their own mind one another. In the learning process, the individual and the social setting are active dynamics; as a result, they make new concepts and get deeper understanding of the material, more potential to retain it and enhanced their communicative abilities.

2.5 Principles of Cooperative Learning

It is not cooperative learning if students sit together in groups and work on problems individually. It is not cooperative learning if students sit together in groups and let one person do all the work. Johnson, Johnson and Smith in Lie 2004:31 state that not all of group work can be regarded as cooperative learning. There should be five principles of cooperative learning.

2.6 Concept of Jigsaw

Jigsaw is a technique in which teacher is involved in putting students into situations where they must depend on one another. The teams are heterogeneous with regard to ability level, sex and cast and religion.

Jigsaw is a teaching technique used in small group, invented 1971 by a graduate professor named Elliot Aronson. Students of a normal-sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting body in the role

of instructor for their subcategory. The jigsaw strategy is a cooperative learning technique appropriate for students from 3rd to 12th grade.

The material is designed in such a way that each student can be given a piece of material without having to understand the rest of material although, each student is given only part of the material. Each student is evaluated on the whole unit of given topic. This could be done by dividing the components between students with the different aspects of the topic.

The student learns his or her own material and is responsible for teaching that material to the rest of the students. Each team member is expected to be expert in his or her particular "part of puzzle". In order to become expert the team members interact with the members of a second group who have been assigned the same part of the material (piece of puzzle) as an expert group.

After interaction, the members go back to their original group and explain them what they have understood and how to gather information and the methods of presenting it.

The group then puts together all its parts of Jigsaw or given material and explains the topic to the rest of the class through presentation. Though, it is group activity, students are evaluated on the basis of individual performance through tests and assignments. The whole group is evaluated as Team as group activity.

If each student's part is essential, then each student is essential: and that is precisely what makes this strategy so effective.

2.7 Procedure of Jigsaw

According to Aronson (2000) there are ten steps considered important in the implementation of the jigsaw classroom:

1. Divide students into 5- or 6-person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.
4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.

8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

2.8 Procedure of Applying Jigsaw in the Class

In line with the principles according to Brown, the researcher modifies the procedure of teaching speaking through Jigsaw Method in the class as follows:

Pre activity:

- Teacher greets the students.
- The teacher checks the students' attendance list.
- The teacher asks the student to divide into a 5 or 6 person jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
- One student should be appointed as the group leader. This person should initially be the most mature student in the group.
- The teacher gives different topics about discussion text to the students.

- The teacher asks the student to each group to analyze and discuss about the issue, arguments for, arguments against and conclusion or recommendation in every group.

While Activity

- The teacher asks the students come back to their jigsaw group.
- Students present their segment to the group. Other members are encouraged to ask question for clarification.
- The teacher examine from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.

Post Activity

- The teacher gives the quiz (posttest) about discussion text, that is the student must present their jigsaw group in front of the class at the end so students realize that the sessions are not just for fun and games, but that they really count and comprehend therefore the students can apply the way how to discuss in every day life.

2.9 Advantages and Disadvantages of Jigsaw Method

According to Arronson (2000) the advantages of Jigsaw Method are:

- a. It is an efficient way to learn the material.
- b. Builds a depth of knowledge
- c. Discloses a student's own understanding and resolves misunderstanding

- d. Builds on conceptual understanding
- e. Develops teamwork and cooperative

There are some disadvantages of using Jigsaw Method (Arronson:2000). They are:

- a. Uneven time in expert groups
- b. Students must be trained in this method of learning.
- c. Requires an equal number of groups.
- d. Classroom management can become a problem

2.10 Theoretical Assumption

In teaching speaking, there are some techniques that can help the teacher to reach the aim of teaching learning process. In this case, Jigsaw method is chosen as a technique in teaching speaking.

Jigsaw method is a technique that may be used to teach speaking. It is an activity that encourages them to use the target language and allows them to say what they want to say: and an activity that is cognitively challenging. In addition, Jigsaw activities will build self-confidence in the students. Therefore, Jigsaw may be an effective technique in teaching speaking.

2.11 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypothesis:

“There is significance increase students’ speaking ability score from pretest to posttest after being taught through jigsaw”.

III. RESEARCH METHOD

3.1 Research Design

This research is quantitative research. It will be carried out in order to see and to find the result of the application of Jigsaw through Discussion text for increasing students' speaking ability. The one group pretest-posttest design can be represented as follows:

T1 X T2

T1 : Pre Test

X : Treatments

T2 : Post Test

(Hatch and Farhady, 1982:20)

In conducting the oral tests, the research will use inter rater reliability.

3.2 Population and Sample

The research was conducted at SMAN 9 Bandar Lampung. SMAN 9 Bandar Lampung has nine classes as the sample which was chosen by Purposive

Sampling. The researcher used Purposive Sampling because the researcher selected people based on the particular purpose of the experiment. The class chosen was XII IPA 5, consisting of 32 students. The researcher chooses XII IPA 5 as sample because the class was attractive and most of the students have the much diversity in speaking ability. This research was conducted in 3 weeks, which lasts 80 minutes for each meeting.

3.3 Data Collecting Technique

In collecting the data, the researcher used:

a. Pretest

The research conducted a pretest which was taken 80 minutes. The purpose of this test was to know how far the students' ability in mastering speaking skill. In administering the pretest, the writer provided a topic to the students and let them created some arguments based on the topic provided and based on their own knowledge. The test was administered in each group and it was taken 5 minutes for each group to tell their arguments in cassette and the topic is "smoking in public place should be forbidden. The students' record result of the pretest was scored by 2 raters, the research herself and the English teacher of SMAN 9 Bandar Lampung in order to have reliable test result.

b. Treatments

The treatments were conducted in six times. One treatment was 2x45 minutes of each meeting. The research presented the topics of discussion. The topic was based in second semester of the third year students. The topic was discussion text, there were:

- National Exam in Pros and Cons

- Advantages and disadvantages of homeschooling
 - The Pros and Cons of School Uniform
 - The Advantage and Disadvantage of Nuclear Power
- c. Posttest

The researcher administered the post test which was taken 80 minutes. The purpose of this test was to know the students' increase in speaking after the research gave the treatment by jigsaw through discussion text. The technique of giving post test was the same materials the pretest because the researcher wanted to know how far the students can develop their arguments used their own knowledge and their improvement after being given the pretest.

3.4 Research Procedure

The procedure of the research as followed:

1. Selecting Speaking Materials

In selecting the speaking material the researcher used the syllabus of the third years of Senior High School based on school curriculum or KTSP (an English Operational Curriculum which is arranged and applied by each education unit). The topic chosen told about Health.

2. Determining the Instruments of the Research

The instrument in this research is speaking test. The writer conducted the speaking test for the pretest and posttest, these tests aimed at gaining the data that is the students' speaking ability score before the treatment and after the treatment in performing discussion. In achieving the reliability test, inter rater reliability has been used in this study. The first rater was the researcher and the second rater was the English teacher. Both of them discussed and shared ideas of the speaking criteria in order to obtain the reliable result of the test.

Construct validity, in this research the writer focused on speaking ability in jigsaw. The topic chosen were told about "smoking in public place should be forbidden". Those topics were the representative of speaking materials of School Based Curriculum or KTSP.

3. Determining the Populating and Sample

The population of this research was the third grade or grade XII of SMAN 9 Bandar Lampung. There are nine classes and one class was taken as sample. The sample was selected using sample probably sampling through lottery. The class chosen was science class consisting of 32 students.

4. Conducting Pretest

Pretest was given before the writer applied the treatment to measure increase of students' speaking ability before being taught discussion through jigsaw. The test was speaking test in the form of discussion. The material that was attached in appendices was about performance about discussion text. The researcher showed the picture about "smoking in public place should be forbidden" and told the students to present the result of their discussion. Those materials were tested related to School Based Curriculum or KTSP which are suitable for their level. Pretest was given to know how far the competence of the students in speaking skill before the treatment. The test was hold 80 minutes.

In selecting the speaking material the researcher used the syllabus of the third year of Senior High School based on School Based Curriculum or KTSP. The topic was chosen told about "smoking in public place should be forbidden."

5. Conducting Treatment

After giving pretest to students, the researcher gave treatments using jigsaw. Each treatment was hold for 80 minutes. In selecting the material the researcher used the syllabus of the third year of Senior High School students Based on Curriculum or KTSP. In this researcher used five treatments.

The topic chosen told about health (“smoking in public place should be forbidden”)

6. Conducting the Posttest

Posttest was conducted to measure the increase of students' speaking ability after being through discussion texts. The posttest was held for 80 minutes. In selecting the material the researcher used the syllabus of the third year of Senior High School students based on KTSP. The researcher administered posttest after the treatment. It aimed to see the development of students' speaking ability after they used discussion text in jigsaw technique in speaking class. The form of the test was subjective test. The posttest was similar to the pretest by asking the students to perform discussion in front of the class with their group with the similar topic to the pretest. The researcher asked the students to make some arguments related to the topic, after that the students shared their arguments by using jigsaw through discussion text in front of the class.

7. Analyzing the Data

After collecting the data, the data were analyzed by referring to the rating scale namely speaking ability and then interpretation of the data was done.

Firstly, scoring the pretest – posttest, and then tabulating the result of the test and calculating the mean of the pretest and the posttest. Repeated Measure t – test was used to draw the conclusion. The comparison of the two means counted using

Repeated Measure t – test tell us the significance increase of students' speaking ability. The data were computed through SPSS version 16. The hypothesis was analyzed at the significance level of 0.05 in which the hypothesis is approved if $\text{sig} < \alpha$

3.5 Criteria for Evaluating Students' Speaking

The form of the test is subjective test since there is no exact answer. In this test the researchers used inter – rater to assess students' performance. The performance were given score and recorded together by the researcher and the English teacher. The rater gave the score by record the students' performance. The researcher recorded the students' utterances because it helped the raters to evaluate more objectively. The test of speaking was measured based on two principles, reliability and validity.

Reliability

Reliability refers to extend to which test is consistent in its score and gives us an indication of how accurate the score test are. The concept of reliability stems from the ideas that no measurement is perfect even if we go to the same scale there will always be differences.

The statistical formula for counting the reliability is as follow:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right)$$

R = Reliability

N = Number of Students

D = the different of rank correlation

1-6 = Constant number

After finding the coefficient between raters, researcher then analyzed the coefficient of reliability with the standard of reliability below:

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)
- e. A very high reliability (range from 0.80 to 0.100)

Slameto (1998:147)

After calculating the data, the result of the reliability can be seen in following tables:

Table 3.1 Raters Reliability

Reliability	Pretest	Posttest	Criteria
	0.86	0.99	Very high reliability

From the criteria of the reliability and the calculating above, it can be concluded that the reliability of the rater is very high. It means that the first rater's way of scoring was similar to the researcher's. They had almost the same scoring system.

Validity

Validity refers to the extent to which the test measures what was intended to measure. This means that it relates directly to the purpose of the test. Content validity, the test is a good reflection of what has been taught and the knowledge which the teacher wants his students to know. Content validity can best be examined by the table of specification (Shoamy, 1957:74). Construct validity concerns with whether the test is actually in line with the theory of what it means

to the language (Shoamy, 1985:74) that is being measured, it would be examined whether the test actually reflect what it means to know a language. It means that the test will measure certain aspect based on the indicator.

3.6 Speaking Test

The researcher conducted speaking test, which lasted 80 minutes. In conducting the tests the researcher provided a topic. Each group has to make some issue, arguments for, arguments against, and conclusion about the main generic structure of discussion text that has related to the picture. The test was done orally and directly, the teacher divided 32 students into eight groups, so there would be four students in every group. The teacher divided the groups based on their score in pretest. In addition, the students are organized into a heterogeneity level of speaking ability based on the score in pretest. The teacher called the group one by one in front of the class to perform their arguments. The researcher asked the students to speak clearly since the students' performance is being recorded during the test. The material for test was taken from the pictures' given and their handbook. The form of the test was subjective test there is no exact answer. The teacher gave the score of the students' speaking ability based on the oral rating sheet provide. The teacher assessed the students concern on five aspect namely pronunciation, vocabulary, fluency, comprehension, and grammar. In the test the researcher used the inter rater, that were the researcher and the English teacher. In evaluating the students' speaking scores. the researcher and another rater. which is the class teacher. listened to the students' record and used the oral English. The researcher recorded the students' utterance because it helps the raters to evaluate more objectively. Rating sheet modified from Harris (1974:84). Based

on the oral rating sheet, there are five aspects to be tested namely, pronunciation, vocabulary, fluency, comprehension and, grammar. Here are the rating scales.

Pronunciation

5. Has few traces of foreign accent
4. Always intelligible though one is conscious of a definite accent.
3. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
2. Very hard to understand because of pronunciation problems must frequently be asked to repeat.
1. Pronunciation problems too severe as to make speech virtually unintelligible.

Grammar

5. Make few (if any) noticeable errors of grammar or word order.
4. Occasionally makes grammatical and / or word order which do not, however, obscure meaning.
3. Make frequent errors of grammar and word order errors, obscure meaning.
2. Grammar and word orders make comprehension difficult must often rephrase sentences and / or restrict him to basic pattern.
1. Errors in grammar and word order too severe as to make speech virtually unintelligible.

Vocabulary

5. Use of vocabulary and idioms is virtually that of native speaker.
4. Sometimes uses inappropriate terms and / or must rephrase ideas because of lexical inadequacies.
3. Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
2. Misuses of words and very limited vocabulary make comprehension quite difficult.

1. Vocabulary limitation to extreme as to make comprehension virtually impossible.

Fluency

5. Speed as fluent and effortless as that of native speaker problems
4. Speed of speech seems to be slightly affected by language problems
3. Speed and fluency are rather strongly affected by language problems.
2. Usually hesitant, often forced into silence by language problems.
1. Speech is as halting and fragmentary as to make conversation virtually impossible.

Comprehension

5. Appears to understand everything without difficulty.
4. Understand nearly everything at normal speed although occasionally repetition maybe necessary
3. Understand most of what is said at lowers that normal speed with repetition.
2. Has great difficulty following what is said. The students can comprehend only 'social conversation' spoken with frequent repetition.
1. Can not be said to understand even simple conversation of English.

The score of each point was multiplied by four, so the highest score is 100.

Here is identification of the scores.

If the students get 5, so $5 \times 4 = 20$

4, so $4 \times 4 = 16$

3, so $3 \times 4 = 12$

2, so $2 \times 4 = 8$

1, so $1 \times 4 = 4$

For example:

The table of score inter – rater reliability of pretest and posttest

No	Students' code	Rater 1		Rater 2	
		Pre – Test	Post – Test	Pre – Test	Post – Test
1	A				
2	B				
3	C				
3	D				

The third was drawing conclusion from the tabulation of result of the pre test and post test administered statistically analyzed the data using the statistical computation i.e. repeated measure T – Test of SPSS version 16.

3.8 Hypothesis Testing

After getting the mean of pretest and the posttest, the research analyzed the data by using Repeated Measure T – Test in order to know the significance of the treatment effect.

Hypothesis of this research:

1. Is there any significance increase of students' speaking ability score from pretest to posttest by using jigsaw?

The hypothesis was statistically analyzed using Repeated measure T – Test that was to draw the conclusion at the level of 0.05 ($p < 0.05$).

IV. RESULT AND DISCUSSION

4.1 Result

The objective of this research is to find out whether there is a significant increasing of students' speaking skill after being taught through jigsaw. The research was conducted at the third grade of SMAN 9 Bandar Lampung from January 14th up to January 29th 2012. The sample selected through lottery drawing was class XII IPA 5. In order to figure out whether the objective of the research could be achieved or not, the writer presents the analysis of the test result of the pre test and the posttest in this chapter.

The researcher has to compare the test with table of specification to know whether the test is good reflection of what has been taught and the knowledge by the teacher wants the students to know. A table of specification is an instrument that helps the test constructor plans. The table of specification:

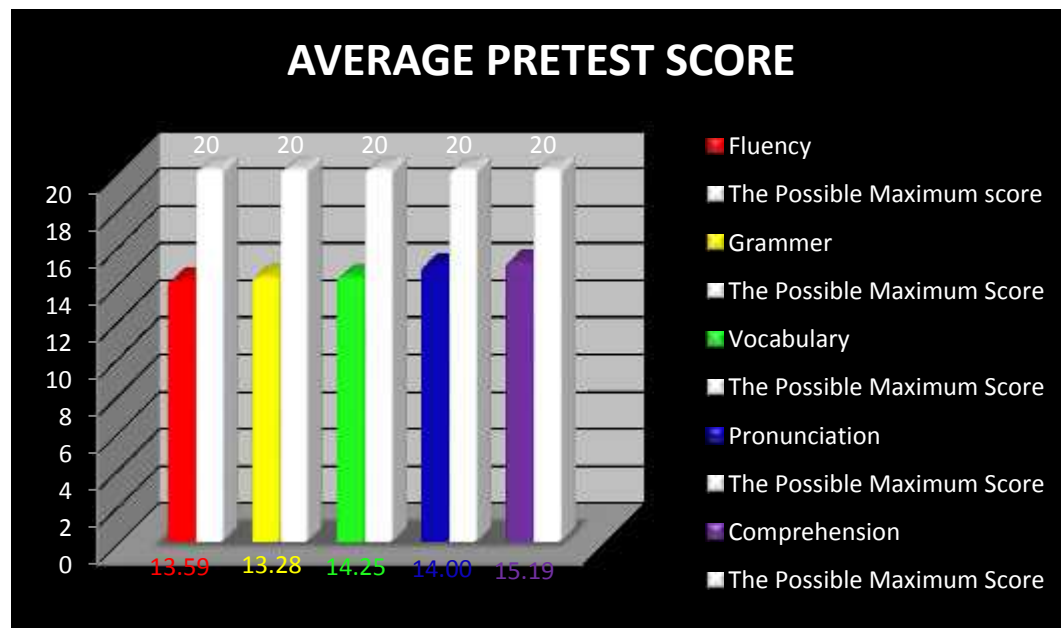
Aspect	Theories
1. Pronunciation	It refers to the ability to procedure easily comprehensible articulation. (Syakur, 1987). Pronunciation refers to the intonation patterns (Harris, 1974:81)
2. Vocabulary	Vocabulary means the appropriate diction which is used in communication (Syakur, 1987)
3. Fluency	Fluency refers to the ease and speed of the flow of the speech (Harris, 1974:81) Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and a small

	numbers of pauses. (Brown, 1997:4)
4. Comprehension	It defines that comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. (Syakur, 1987)
5. Grammar	It is needed for students to arrange a correct sentence in conversation. (Syakur, 1987). It is students' ability to manipulate and to distinguish appropriate grammatical form in appropriate ones. (Heaton, 1978:5)

1. Result of Pretest

The pre test was administered to measure students' speaking ability before the treatment. There were five aspects of speaking were tested in the research there are Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. The following graph shows students' speaking ability before treatment.

Graph 4.1 Average of students' Scores of the Pre-test



NOTES:

F : Fluency

G : Grammar

V : Vocabulary

P : Pronunciation

C : Comprehension

From the figure on graph 1 we can see the average scores of five aspects of speaking tested in the pre-test with the maximum score of each aspect in speaking. They are Pronunciation (14.00), Grammar (13.28), Vocabulary (14.25), Fluency (13.59), and Comprehension (15.19). The possible highest scores for each aspect are pronunciation (20), grammar (20), vocabulary (20), fluency (20), and Comprehension (20). The graph shows the ability of the students before they got the treatment. The mean of the pre-test is 70.31 (see table 8).

Table 4.1 Distribution of the Pre Test Score

Score Interval	Number of Students	Percentage %
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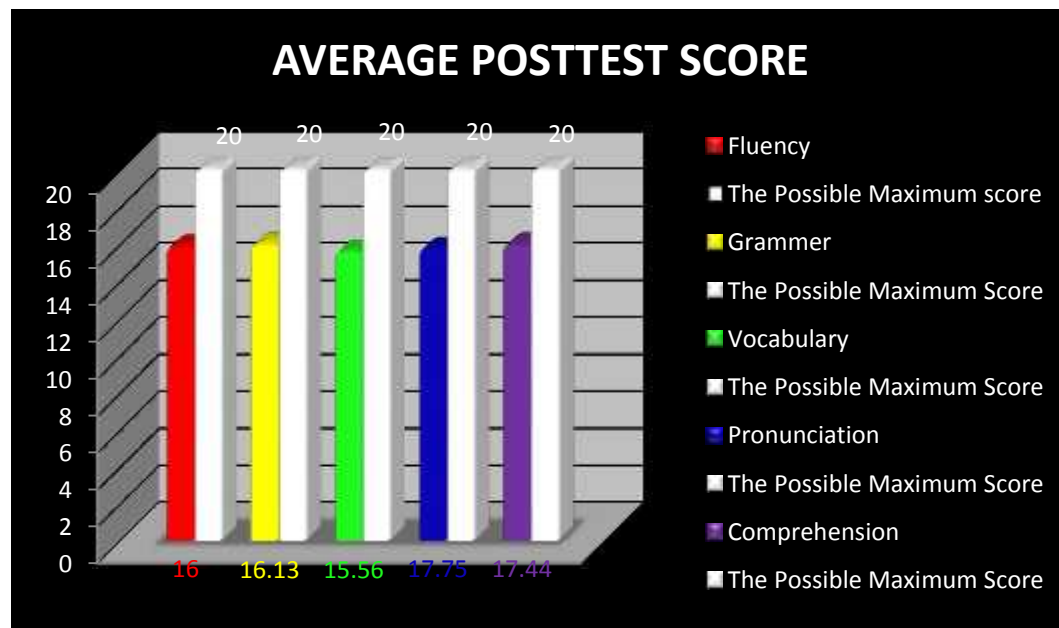
79-84	5	15.63%
73-78	3	9.38%
67-72	16	50%
61-66	6	18.75%
55-60	2	6.25%

The table above shows the distribution of the students' scores before the treatment. It can be seen that there are 2 students (6.25%) who score 55 – 60, there are 6 students (18.75%) who score 61 – 66, there are 16 students (50%) who score 67 – 72, there are 3 students (9.38%) who score 73 – 78, and there are 5 students (15.63%) who scores 79 – 84. The minimum score of English subject (KKM) at SMAN 9 Bandar Lampung is 77. Based on the table there are 8 students who can achieve the KKM and the other students score under 77. They can not achieve the score minimum (KKM). The total score of pre test is 2250 (see appendix 5): the average score is 70.31: the highest score is 86 and the lowest score is 58. The median score is 70 and the mode is 70.

2. Result of Post Test

The post test was administered to measure the students' speaking ability after the treatment. There are 5 aspects of speaking were tested in this research they are Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension. Following graph shows the students' speaking ability after the treatment.

Graph 4.2 Average of Students' Score of the Post-test



NOTES:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

From the figure on graph 2 we can see the average scores of five aspects of speaking tested in the post-test. They are Pronunciation (17.75), Grammar (16.13), Vocabulary (15.56), Fluency (16), and Comprehension (17.44). The possible highest scores for each aspect are pronunciation (20), grammar (20), vocabulary (20), fluency (20), and Comprehension (20). The graph shows the ability of the students before they got the treatment. The mean of the post-test is 84.25.

Table 4.2 Distribution of the Post Test Score

Score Interval	Number of Students	Percentage %
90-95	7	21.87%
84-89	8	25%
78-83	17	53.12%

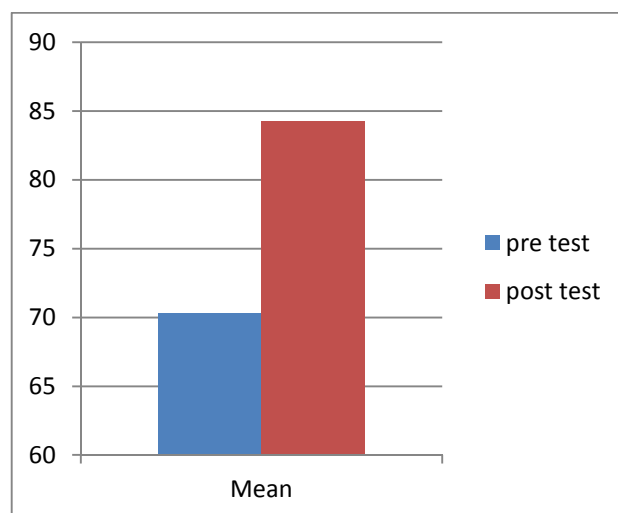
The table above shows the distribution of the students' scores after being given the treatments. In this research, the researcher used interval 6. It is done by the

researcher to make the interval score clear to the readers. The table above shows us the distribution of the students' scores after the treatments. It can be seen that there are 17 students (53.12%) who score 78 – 83, there are 8 students (25%) who score 84 – 89, and there are 7 students (21.87%) who score 90 – 95. The minimum score of English subject (KKM) at SMAN 9 Bandar Lampung is 77. The table shows that all of the students can achieve that KKM. The lowest score is 77 and the highest score is 92. The total of post test is 2696 (see appendix 6) the average score is 84.25 the median score is 84.5 and the mode is 82.

3. Increase of Students' Speaking Ability

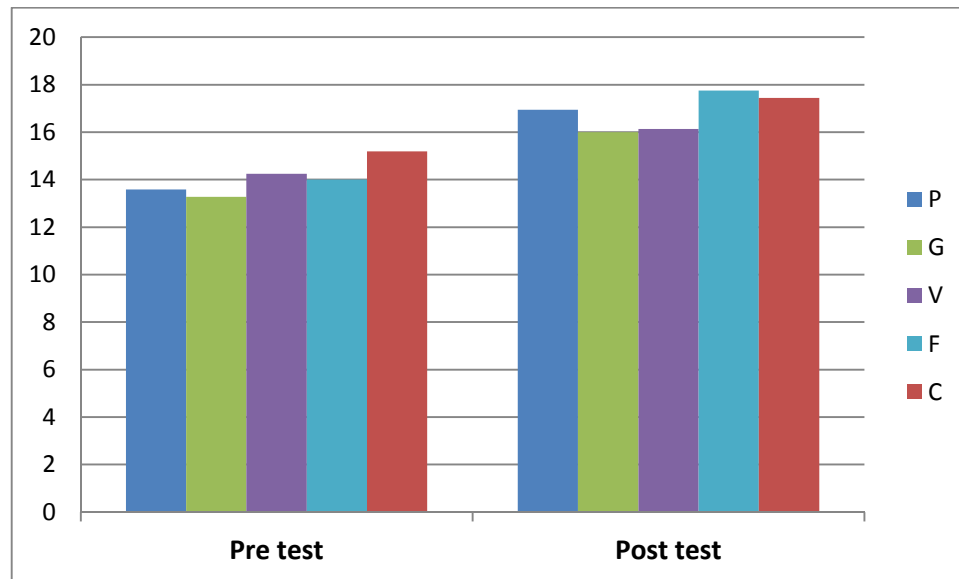
The result of pre test and post test implied that using jigsaw technique through discussion text increased the students' speaking ability. This can be seen from the total score of the pre test to the posttest, from 2250 up to 2696 the mean was from 70.31 up to 84.25. It can be seen from the graph and the table below.

Graph 4.3 the Increase from the Pretest to Posttest



The increase of students' pronunciation, grammar, vocabulary, fluency, and comprehension can be presented in the following graph:

Graph 4.4 the Increase of Students' Score in the Five Aspects of Speaking



NOTES:

P : Pronunciation

G : Grammar

V : Vocabulary

F : Fluency

C : Comprehension

The figure on the previous page explains the increase of students' speaking ability

in pre test and post tests each aspect in speaking skill. In pre test the aspects were:

(1) Pronunciation (13.59) because the students sometimes pronounced English words with Indonesian dialects. (2) Grammar (13.28), the students still found difficulties to understand the pattern or the using of subject, verb, and object. (3) Vocabulary (14.25) the students only used familiar words that they know and they open dictionary to find the word. (4) Fluency (14). In fluency, the students speak haltingly due to the limited knowledge in English. (5) Comprehension (15.19), the students need more explanation about the material.

In post test the aspects were: (1) Pronunciation (16.94), most of the students can pronounce the words and sentence well because at the treatment the researcher always shows the students how to pronounce the words or sentences more than

three times. (2) Grammar (16), the students can make sentences which consist of subject, verb to be/verb, and object. (3) Vocabulary (16.13) the students speak better because jigsaw makes the students understand vocabulary easily. Beside that, some students in that class have mastered the vocabulary in the form of verb, adjective, and noun. (4) Fluency (17.75) most of the students expressed their ideas haltingly because they found difficulties in using English, but it was better than pretest. (5) Comprehension got score of 17.44 because the students could understand the materials: make some arguments based on the topic that was given by the researcher.

4. Hypothesis Test

The final data analysis in this research was computing hypothesis test. This test was concluded to find out whether the hypothesis proposed is accepted. The hypothesis of the research is:

1. There was significance increase students' speaking skill after being taught through jigsaw?

The researcher used T-test in order to find out the significance of treatment effect. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved if $Sign < \alpha$.

The result of T-test was shown in the following table:

Table 4.3 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	70.4375	32	6.29868	1.11346

Table 4.3 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	70.4375	32	6.29868	1.11346
	Posttest	84.2500	32	4.45044	.78673

Table 4.4 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-1.38125E1	3.60499	.63728	-15.11224	-12.51276	21.674	31	.000

From the result of T-Test computation (table 1), we can see that t-ratio was higher than t-table ($21.674 > 2.042$) and with the level of significant is $p < 0.05$ and significance 2 tails is $p = 0.000$ ($p < 0.05$), it means there was a significant increase of students' speaking ability after being taught by jigsaw through discussion text.

4.2 Discussion

The finding that jigsaw significantly increase students' speaking ability score from pretest to posttest indicated that by using jigsaw through discussion text had an impact on students speaking ability.

Based on the result of the result of the research, the writer found that it is important to recognize jigsaw as one of technique to increase speaking ability by using discussion text. The researcher found that there were was a difference of students' speaking ability after being taught discussion text by using jigsaw. It was taken from hypothesis testing. It indicated that the hypothesis proposed was accepted. The increase can be seen by comparing the mean score between the pretest (70.31) and posttest (84.25)

In other words, jigsaw can be used to improve students' speaking ability.

According to Doughty and Pica (1981), jigsaw refers to the existence of lack of information among participants, each of whom possesses some piece of information not known to, but needed by all other participants to complete the given task. Therefore jigsaw would decrease their anxiety and improve their speaking ability significantly. This technique is suitable for the students. Students seemed to enjoy doing jigsaw because they learnt how to study in a group working in a cooperative situation.

Through discussion text by using jigsaw the students learnt to understand the topic easier since it is interesting and motivating that encourages the students for both slow and fast learners. It could be seen from the learner's enthusiasm during the activities. The students asked questions about the arguments they were not familiar with, the students also paid attention while one student explained about his or her part to the members of his or her group. The students asked their friends if they had some difficulties with the topic at the first and if it was difficult enough they asked their teacher. The students paid attention and listened carefully when one of the students came in front of the class to give an explanation and helped the representative of the group when he or she forgot about the topic they talked about since the students learnt in a good atmosphere.

The researcher began the research by administering a pretest. The pretest was administered to know the students' speaking ability before they were given the treatments. Before giving the pretest the researcher asked them to make a jigsaw group consisting of four students and they were asked to make some issue, arguments for, arguments against, and a conclusion based on the picture. The

researcher gave the pretest to the students to analyze the picture. Some of them tried to analyze what the picture actually was. After the students analyzed the picture, the researcher asks them to practice discussion based on the text. They had made so many mistakes in practicing discussion, for example incorrectness in arranging the sentences, wrong pronunciation of some words, and lack of vocabulary.

After administering the pretest, researcher began the class with brainstorming and showing the picture related to the topic. The topic was "smoking in public area is forbidden." The students were confused about the picture, what was it for and which part related to the material. The students made some arguments based on the picture and in this case they made many mistakes but the researcher said to them that it was natural to make mistakes. The students made mistakes in pronunciation, grammar, vocabulary, and comprehension. Their mistakes were in pronunciation, some students was slightly influenced by the mother tongue for example "conducted" (*'kɒndʌktɪd*) but the students pronounce (*kɒnduktɪd*) the students pronounce "symptom" (*simptɒm*), the students pronounce (*'simptom*). They also committed many mistakes in grammar: some of them didn't understand how to arrange the sentences correctly. For example one of the student said "I am agree" it should be ("I agree"). "cigarette kill us all" it should be ("cigarette can kill us"). "with smoke also can help us in economic country" it should be ("by smoking can also help the economic country"). "we are often watch in the television" it should be ("we often watch in the television"). and "nicotine 's noison can to cause broncheolus cancer" it should be ("nicotine 's noison can cause broncheolus cancer"). In vocabulary, based on the researcher's opinion the students have good vocabulary, because the researcher permitted them to open

dictionary so they found new vocabulary easily. In comprehension, most of the students understood what the topic meant because some of them had followed discussion before.

The researcher saw students' great effort to perform well. they tried to make some arguments critically. Their main weakness was in fluency, the students tried to express themselves carefully, so it made the students speak haltingly when they express themselves. They though too long to express their ideas, so it was difficult for them to discuss fluently. When they spoke they made too many gaps.

They tried to think seriously, but it took them a long time so it seems that they were not fluent when practicing the discussion.

In the second meeting, the researcher gave the explanation of discussion based on the generic structure of discussion text clearly. The teacher divided class into 8 groups which each group consist of four students. The teacher gave some situation related to the generic structure of discussion text. The teacher divided materials into four parts. There are issues, arguments for, arguments against, and conclusion. The first student received the first part while the second student received the second part and so on. The first student concerned on the issues of discussion text, the second student concerned on the arguments for, the third student concerned on the arguments against and the fourth students concerned on the conclusion of discussion text.

The teacher asked the students to make four expert groups where each group consisted of the students who had the same part. The teacher asked them to discuss what was important was of their part and how to teach or explain the topic in their original groups. The teacher asked them to teach each other and complete their task since each student had different information needed. The teacher asked

them whether they had any difficulties related to the topic. The teacher gave a chance for the students to answer their friend's question first and then she helped to answer it only if needed. The teacher asked them "what you have learnt?" and asked some students to conclude the topic.

To improve the jigsaw, the researcher attached some discussion texts on the white board. The students were asked to analyze some discussion texts based on their jigsaw group because it was related to the topic that researcher would give. The researcher determine the topic and the students were asked to determine some issues, arguments for, arguments against, and conclusion related to the topic. Some students complained, but the researcher told this task was meant to improve their speaking ability so that they knew how to be a good presenter in discussion. In this case, the researcher determine which group that consist of low-ability and high-ability in speaking skill, because the group of jigsaw must be fair according to Arronson (2000) the group should be diverse in terms of ethnicity, gender, ability, and race. After that the researcher explained the rules of jigsaw that they have to find out and master their materials since they would be the expert team and they would have responsibility to deliver their knowledge to their group and re-explain to their member. After that the researcher gave some picture to make their own discussion. The pictures for each group were different. Each group tried to make some arguments based on the pictures. This was done in order to know how far they got the point after the researcher gave explanation about jigsaw through discussion text. Almost all students were interested to discuss, they tried to make some arguments based on their opinion but each group looked like not too cooperative with their group. The researcher understood this situation, because some of them never did this kind of activity before especially jigsaw. In that

occasion, the researcher told to them how to create a good situation in each group, they should share with other although they had different speaking ability. In that meeting, even though the students were not too serious to do the presentation, but they tried to make some arguments.

In the third and fourth meetings, the researcher continued the previous material. He researcher gave similar topics in the second meeting. The researcher reviewed the material and focused more on the grammar, pronunciation, and fluency. She saw some increase in their grammar. To know their pronunciation and fluency the researcher asked them to speak one by one based their arguments they had made. The researcher commanded them to express their idea alone, whether they were able to speak up bravely in front of their friends or not. This was done in order to know how far they got the score after the researcher gave the explanation. The researcher wanted to know how brave they were to speak clearly in front of many people and how far they could share ideas clearly. At the beginning, they felt shy to practice it because some of them were not confident to speak up. The researcher motivated them by using jigsaw so that they could train their confidence to speak in front many people. As it is stated earlier jigsaw gives them opportunities to speak, they can feel relax and comfortable, and they are challenged to accomplished and learn something though the language (Kurniasari, 2000). The students were called one by one in group to practice it in front of the class. They tried to conduct the presentation of discussion, but still committed some mistakes especially in their pronunciation. The researcher explained to them that making mistakes was natural and the researcher would help them. The students were asked to repeat the word if their pronunciation was incorrect. About their

vocabulary, they were allowed to use dictionary to make them easier to translate difficult word English.

In the last treatment, the researcher did almost the same activities as the first meeting using the same topic. The researcher put back the picture and share to the all groups. During the treatments, the teaching learning process run smoothly and the students were more interested. They wanted to practice present the discussion in front of their friends. Almost all students did their job well, their grammar, fluency, and pronunciation improved after they practiced many times. The students enjoyed the activities from the first until the last meeting. In the last meeting researcher wanted to know the students' speaking mastery after they were given the treatments. The students were asked to practice presentation the discussion by making competition in the class. They were given 10 – 15 minutes to do the presentation of discussion, and the students felt confident when practicing.

Then the researcher analyzed the students' performance, she assumed that some of them understood what they should do, but the others were still confused how to make a presentation of discussion especially in rearranging the sentences. In the example above, the students were not too focus on the topic that smoking in the public places was forbidden or not, some of them talked about the substance of cigarette, meanwhile they only mentioned that they did agree or disagree if smoking in the public place was forbidden by using their logical reason. The researcher aware of this mistake, but the students tried to make their reason appropriate with the topic and the researcher appreciated it. When the students practiced presentation of discussion in front of the class, the researcher was

concerned with their pronunciation, grammar, and fluency, also their vocabulary and their comprehension. The researcher corrected their pronunciation if they used wrong sentences and asked them to repeat the correct one. The researcher saw some increase in their speaking ability and they were more confident to speak in front of their friends.

During the treatments, the researcher used picture as media, the teaching and learning process in the classroom ran well and the students were more attracted. The condition in that class was very noisy. After three times conducting treatments, the post test was administered to know the students' speaking mastery after they were given the treatments. There was a significant increase seen from the mean of the pretest and the posttest result. The result found that the total score of the pretest was 2250 the highest score was 86 and the lowest score was 56. The mean score of pretest was 70.31. From the result the total of the score of the post test was 2696. The highest score was 92 and the lowest score was 77.

From the average scores in pre test and post test it can be seen that there is a difference in the result score of pre test and post test made by students. From the data, the researcher assumed even though the result is different jigsaw through discussion text can increase students' speaking ability and speaking achievement. This means that jigsaw made a good contribution to the teaching learning of speaking. It helps English teacher arise the students' interest and motivation in learning speaking. In other words, the students' have improved their performance in speaking helped by jigsaw through discussion text. Therefore, from the result above, the researcher concludes that jigsaw through discussion text can increase students' speaking ability. There is significant increase of the students' speaking

ability after they are given treatments. Beside, jigsaw can also help all aspect of the students' speaking ability in respect to pronunciation, vocabulary, fluency, comprehension, and grammar.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Having conducted the research at the third grade of SMAN 9 Bandar Lampung and analyzing the data, the researcher would like to state some conclusions as follows:

1. There is significant increase of students' speaking ability before and after pre test and post test after being taught discussion text by using jigsaw. It can be proved from the increase of the students' mean score in the pretest and the posttest. The result of the post test is higher than the result of the pretest. There is an increase from the mean of the pretest (70.31) to posttest (84.25). The result of the hypothesis test shows that the hypothesis is accepted ($p < 0.05$, $p = (t\text{-value} > t\text{-table}) (21.674 > 2.042)$). It means that there is a significant increase of students' speaking ability after being taught discussion text by using jigsaw.
2. There is a significant increase of students' speaking ability by using jigsaw after being taught jigsaw through discussion text. It can be seen from the result of the pre test and the post test in experimental class. The average score of the pretest increase from 70.31 up to 84.25 in the posttest. It means that there is significance increasing of students' speaking ability through discussion text by using jigsaw.

5.2 Suggestions

Considering the findings of the research, the research would like to recommend some suggestions as follows:

1. Since there is increase on the students' speaking ability after being taught discussion by using jigsaw, English teacher are suggested to use jigsaw through discussion text. The teacher should present clear explanation about the strategies in discussion. The teacher also should enforce the students to speak English when they talk with each other, for example: when they ask

some questions, they should speak in English or when the teacher explains the material it will be better if the teacher speaks in English.

2. The students are suggested to practice English in daily activities. It can make them familiar with this language. The teacher should determine an English speaking day when students have to use English when they speak to each other. Although it is difficult to practice, but it is important to stimulate the habit of speaking English, that can increase their fluency in speaking. So, the students should have more practice speaking in English when they are speaking with each other.

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APPENDICES

Appendix 1

Lesson Plan 1

1. IDENTITY

School : SMAN 9 B. LAMPUNG

Class : XII

Semester : 2

Program :

Subject : English

Total Meeting : 4 x 45 minutes

2. STANDARD OF COMPETENCY

- a. Expressing meaning at short simple transactional and interpersonal conversation and sustained in daily life context
- b. Comprehend the short functional text and essay (narrative, explanation, and discussion) in daily life to access science.

3. BASIC COMPETENCE

- a. Expressing meaning at short simple transactional (to get things done) and interpersonal (to socialize) conversation by using spoken language accurately, fluently and acceptable to interact and involve spoken language accurately in daily life to access knowledge.
- b. Responding the meaning and the generic structure of written text (narrative, explanation, and discussion) accurately in daily life to access knowledge.

4. INDICATOR

- The students are able to respond the conversation in the form of discussion.
- The students are able to retell and to share the information that they get from the newspaper article by using their own words.
- The students are able to make the conversation to express the curiosity and expression agrees and disagrees.
- The students are able to present their discussion result in front of the class.

5. LEARNING OBJECTIVES

Students are able to :

- Understand the purpose of discussion
- Scan for particular information
- Identify the generic structure of discussion text
- Demonstrate the ability to extract relevant specific information
- Students are able to express the meaning verbally.
- Students are able to give opinion and critic related with the text on some specific issues and topics verbally.

6. TIME ALLOCATION

4 x 45 minutes

7. STRATEGY OF LEARNING

a. Method : Jigsaw method (group performance)

8. LEARNING ACTIVITY

The first meeting (2 x 45 minutes)

No	Learning Activity	Duration (minutes)	Characters Building (core values)
1	<p>Pre Activity</p> <ul style="list-style-type: none"> • Teacher greets the students. • The teacher checks the students' attendance list. • The teacher asks the student to divide into a 3 or 4 person jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race. • One student should be appointed as the group leader. This person should initially be the most mature student in the group. 	10 minutes	<p>Diversity</p> <p>Cooperation</p> <p>Effort</p> <p>Responsibility</p> <p>Courage</p>
2.	<p>Main Activity</p> <ul style="list-style-type: none"> • The teacher shares some the example of discussion texts to discuss and analyze. * • The teacher asks the students about the picture and point to each group who have arguments for, arguments against and conclusion. • The teacher asks the student 	70 minutes	<p>Cooperation</p> <p>Effort</p> <p>Responsibility</p> <p>Courage</p>

	<p>to each group to analyze and discuss about the issue, arguments for, arguments against and conclusion or recommendation in every group.</p> <ul style="list-style-type: none"> • The teacher asks the students come back to their jigsaw group. • Students present their segment to the group. Other members are encouraged to ask question for clarification. • The teacher examine from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. • Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves. 		
3	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher gives reflection about discussion text at the end so students realize that the sessions are not just for fun and games, but that they really count and comprehend therefore the students can apply the way how to discuss 	10 minutes	Reflection

	in every day life.		
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The Second Meeting (2 x 45 minutes)

No	Learning Activity	Duration (minutes)	Character Building (core values)
1.	<p>Pre Activity</p> <ul style="list-style-type: none"> ▪ Teacher states the objectives of the lesson ▪ Teacher points out students to share the result of discussion briefly. 	10 minutes	<p>Religious Manner Diversity</p>
2.	<p>Main Activity</p> <ul style="list-style-type: none"> ▪ Student are divided into group of three ▪ Given a set of pictures, students are asked to discuss to their group. ▪ Based on the picture, students make their own discussion result. ▪ The teacher asks the group to do the peer editing ▪ Each group present their result of discussion ▪ Teacher checks students' speaking and gives feed back. 	70 minutes	<p>Cooperation Effort Responsibility Courage</p>
3.	<p>Post Activity</p> <ul style="list-style-type: none"> ▪ Teacher announces the best group 	10 minutes	Appreciation

9. SCORING SYSTEM

Name of student	Fluency	Grammar	Vocabulary	Pronunciation	Comprehension

Criteria for each column :

Excellent : 20

Very good : 15

Good : 10

Need help: 5

Total score = 20 + 20 + 20 + 20 + 20 = 100

a. Learning resource : look ahead book, (publisher: Erlangga)

Dictionary

b. Media : picture

LCD

Laptop

Main Teacher,



Yayah Suratiyah, S.Pd

NIP: 19620912 1984 2 005

Appendix 2

Lesson Plan 2

10. IDENTITY

School : SMAN 9 B. LAMPUNG

Class : XII

Semester : 2

Program : Science

Subject : English

Total Meeting : 4 x 45 minutes

11. STANDARD OF COMPETENCY

- a. Expressing meaning at short simple transactional and interpersonal conversation and sustained in daily life context
- b. Comprehend the short functional text and essay (narrative, explanation, and discussion) in daily life to access science.

12. BASIC COMPETENCE

- a. Expressing meaning at short simple transactional (to get things done) and interpersonal (to socialize) conversation by using spoken language accurately, fluently and acceptable to interact and involve spoken language accurately in daily life to access knowledge.

- b. Responding the meaning and the generic structure of written text (narrative, explanation, and discussion) accurately in daily life to access knowledge.

13. INDICATOR

- The students are able to explain their argument
- The students are able to make some ideas
- The students are able to present their discussion result in front of the class.

14. LEARNING OBJECTIVES

Students are able to :

- Understand the purpose of discussion
- Scan for particular information
- Identify the generic structure of discussion text
- Demonstrate the ability to extract relevant specific information
- Students are able to express the meaning verbally.
- Students are able to give opinion and critic related with the text on some specific issues and topics verbally.

15. TIME ALLOCATION

4 x 45 minutes

16. STRATEGY OF LEARNING

- b. Method : Jigsaw method (group performance)

17. LEARNING ACTIVITY

The first meeting (2 x 45 minutes)

No	Learning Activity	Duration (minutes)	Characters Building (core values)
1	Pre Activity <ul style="list-style-type: none"> • Teacher greets the students. • The teacher asks the student to divide into a 3 or 4 person 	10 minutes	Diversity Cooperation Effort

	<p>jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.</p> <ul style="list-style-type: none"> • One student should be appointed as the group leader. 		<p>Responsibility Courage</p>
2.	<p>Main Activity</p> <ul style="list-style-type: none"> • The teacher shares some the pictures to discuss and analyze. * • The teacher asks the students about the picture and point to each group who have arguments for, arguments against and conclusion. • The teacher asks the student to each group to analyze and discuss about the issue, arguments for, arguments against and conclusion or recommendation in every group. • The teacher asks the students come back to their jigsaw group. • Students present their segment to the group. Other members are encouraged to ask question for clarification. • The teacher examine from group to group in order to observe the process. Intervene 	70 minutes	<p>Cooperation Effort</p> <p>Responsibility Courage</p>

	<p>if any group is having trouble such as a member being dominating or disruptive.</p> <ul style="list-style-type: none"> • Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves. 		
3	<p>Post Activity</p> <ul style="list-style-type: none"> • The teacher gives reflection about discussion text at the end so students realize that the sessions are not just for fun and games, but that they really count and comprehend therefore the students can apply the way how to discuss in every day life. 	10 minutes	Reflection

The Second Meeting (2 x 45 minutes)

No	Learning Activity	Duration (minutes)	Character Building (core values)
1.	<p>Pre Activity</p> <ul style="list-style-type: none"> ▪ Teacher states the objectives of the lesson ▪ Teacher points out students to share the result of discussion briefly. 	10 minutes	Religious Manner Diversity
2.	<p>Main Activity</p> <ul style="list-style-type: none"> ▪ Student are divided into group of four ▪ Given a set of pictures, 	70 minutes	Cooperation Effort

	<p>students are asked to discuss to their group.</p> <ul style="list-style-type: none"> ▪ Based on the picture, students make their own discussion result. ▪ The teacher asks the group to do the peer editing ▪ Each group present their result of discussion ▪ Teacher checks students' speaking and gives feed back. 		<p>Responsibility Courage</p>
3.	<p>Post Activity</p> <ul style="list-style-type: none"> ▪ Teacher announces the best group 	10 minutes	Appreciation

18. SCORING SYSTEM

Name of student	Fluency	Grammar	Vocabulary	Pronunciation	Comprehension

Criteria for each column :

Excellent : 20

Very good : 15

Good : 10

Need help : 5

Total score = 20 + 20 + 20 + 20 + 20 = 100

c. Learning resource : look ahead book, (publisher: Erlangga)

Dictionary

d. Media : Pictures

LCD

Laptop

Main Teacher,



Yayah Suratiah, S.Pd
NIP: 19620912 1984 2 005

Appendix 3

PRETEST

Time allocated : 2x45 minutes

Objective : to know how far the students' ability in mastering speaking skill

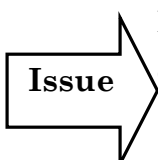
Direction:

Look at the picture on the white board. Analyzing the topic related to the material and the topic is "that smoking in the public place is forbidden or not?" Make a jigsaw group consists of four students' and determines who the issue, arguments for, arguments against, and conclusion are. You have 50 minutes to make some arguments, then determine who the first, the second and the third speaker. I will invite some groups to practice their discussion text in front of the class and each group has 10-15 minutes to practice it. You perform your interesting issue, arguments for, arguments against, and conclusion that they have already made. Good luck!

Material: health (smoking in public place should be forbidden)

Example of discussion text:

National Exam in Pros and Cons



National exam becomes the hot topic in most of discussions. Though the Supreme Court has rejected an appeal by the government on the organization of the national

exams, the controversy over whether it is necessary to maintain the national exams (UN) has continued. Some debates include the primary questions such as: does the quality of Indonesia education depend on the national exam? Will the quality of the Indonesian education system worsen without national exam?

Argument for People, who support the national exam, explain that the quality of the Indonesia education system will drop without the national exam, so they try to defend the current system.

Argument Against However there are people who disagree with the opinion. Those who against this national exam kept in our high school education say that it doesn't need the national exams because the quality of education does not just depend on the national exam. Further, the national exam only measures a small portion of students' competence in specific subjects, and does not measure students' competences throughout the semester.

Conclusion In fact, the national examination can still be useful as an instrument to evaluate or detect the level of students' cognitive competence in several subjects, on a national scale.

Advantages and disadvantages of homeschooling

Issue Homeschooling is an alternative way to educate our kids besides sending them to public school. Homeschooling is becoming more popular every day. There are about two million children currently learning at home. However it has some advantages and disadvantages.

Argument for Parents choose homeschooling to educate their kids because they believe that homeschooling can be a personalized schedule. Home schooling allows parents and children to work out a schedule that will best work for the child. Another advantage is flexibility in time and curriculum. By home schooling parents can set the curriculum around vacation, illnesses, and other surprise event

Argument Against → On the other hand, homeschooling can spoil parents' time. Homeschooling needs a lot of time in preparation and delivery. Parents have to research topics, prepare the lessons, set up the projects and field the trips.

Conclusion → So, when thinking about putting children through home school, we should make sure that we understand all of the criteria involved in the home education.

The Pros and Cons of School Uniform

Issue → School uniforms are dress codes that are determined by the teaching institutions and students have to follow the designed code obediently every day. Many people believe that school uniforms should be applied but the others don't.

Argument for → Uniforms have various advantages for both the family and the child. A united school apparel can relief a financial stress of the backs of many families. As kids tend to compete and imitate each other, the race of following new trends in fashion or, providing different attire for every school day is considered a financial burden, not every family can afford it.

Additionally, a uniform creates a sense of equality between all pupils. Young kids tend to judge others according to their look and what they wear. Uniting their school attire will draw their attention to other criteria and, the only advantage of one student over another would be personality, academic achievement or being good at sports.

Argument Against → On the other hand, as repetition can lead to boredom, children can get frustrated of wearing same thing to school every day. Also, prevent their first steps of individuality by taking away their right to choose what to wear on their own free well.

Conclusion → In conclusion. I believe uniforms aren't meant to suppress the creativity or freedom of children. It helps redirecting kids' creativity towards more important things than outer look, and waive financial burden of their families.

The Advantage and Disadvantage of Nuclear Power

Issue

Nuclear power is generated by using uranium which is a metal mined in various part of the world. The first large scale of nuclear power station was opened at Calder Hall in Cumbria, England in 1956.

**Argument
for**

Some military ships and submarines have nuclear power plant for engine. Nuclear power produces around 11% of the world's energy needed, and produces huge amounts of energy. It causes no pollution as we would get when burning fossil fuels. The advantages of nuclear plant are as follow:

- It costs about the same coal, so it is not expensive to make.
- It does not produce smoke or carbon dioxide, so it does not contribute to the greenhouse effect.
- It produces huge amounts of energy from small amount of uranium.
- It produces small amount of waste.
- It is reliable.

**Argument
Against**

On the other hand, nuclear power is very, very dangerous. It must be sealed up and buried for many years to allow the radioactivity to die away. Furthermore, although it is reliable, a lot of money has to be spent on safety because if it does go wrong, a nuclear accident can be a major accident.

Conclusion

People are increasingly concerned about this matter. In the 1990's nuclear power was the fastest growing source of power in many parts of the world.

Appendix 4

POSTTEST

Time allocated : 2x45 minutes

Objective : to know how far the students' ability in mastering speaking skill

Direction:

Look at the picture on the white board. Analyzing the topic related to the material and the topic is "that smoking in the public place is forbidden or not?" Make a jigsaw group consists of four students' and determines who the issue, arguments for, arguments against, and conclusion are. You have 50 minutes to make some arguments, then determine who the first, the second and the third speaker. I will invite some groups to practice their discussion text in front of the class and each group has 10-15 minutes to practice it. You perform your interesting issue, arguments for, arguments against, and conclusion that they have already made. Good luck!

Picture to discuss

Hacking: Pro and Contra?



Smoking, Harmful or Pleasant?



The Advantages and Disadvantages of Nuclear Energy



The Effects of National Exam, bad or good for students?



In vitro fertilisation Baby, legal or no?



Riding Without Helm, Save or No ?



Home Schooling, Is It Effective to Apply in Indonesia?



Opening : New research on children and television has put SpongeBob Squarepants on the hot seat. Researchers report that 4-year-olds who had just watched the fast-paced fantasy cartoon “SpongeBob SquarePants” — which follows the undersea adventures of a yellow sponge — did worse on tests of attention and problem-solving than young children who watched a slower-paced educational program or spent time drawing.

Should SpongeBob Squarepants be banned ?



Appendix 5

Result of Students' Pretest

No	Ss' code	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total		jumlah
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AH	3	3	3	4	4	4	4	3	3	3	68	68	68
2	AN	4	4	4	4	4	4	4	4	4	4	80	80	80
3	AS	3	3	4	3	4	4	3	3	3	4	68	72	70
4	AZ	4	3	4	3	4	4	3	3	3	4	68	76	74
5	CI	3	3	3	3	3	3	4	3	4	4	68	64	66
6	CO	4	4	4	4	4	4	4	4	4	4	80	80	80
7	DI	4	4	4	4	4	4	4	4	4	4	80	80	80
8	EL	5	3	3	3	3	3	3	5	4	3	72	68	70
9	EV	3	3	3	3	3	3	4	3	4	4	68	64	66
10	FE	3	3	3	4	3	3	3	3	4	3	64	60	62
11	HA	3	3	3	3	3	3	4	3	4	4	68	64	66
12	JE	3	3	4	3	4	4	3	3	3	4	68	72	70
13	MA	3	3	4	3	4	4	3	3	3	4	68	72	70
14	NU	3	3	4	3	4	4	3	3	3	4	68	72	70
15	OD	3	3	2	3	3	3	3	3	3	3	56	60	58
16	RA	5	3	3	3	3	3	3	5	4	3	72	68	70
17	RF	4	4	4	4	4	4	3	4	4	4	76	80	78
18	RH	3	3	3	3	3	3	4	3	4	4	64	64	64
19	RM	3	3	4	3	4	4	3	3	3	4	68	72	70
20	RN	4	4	4	4	4	4	4	4	4	4	80	80	80
21	RS	3	3	3	4	4	4	4	3	3	3	68	68	68
22	RY	3	3	3	4	4	4	4	3	3	3	68	68	68
23	RU	3	3	4	3	4	4	3	3	3	4	68	72	70
24	RT	3	3	4	3	4	4	3	3	3	4	68	72	70
25	RY	3	3	3	3	3	3	4	3	4	4	68	64	66
26	SI	3	3	4	3	4	4	3	3	3	4	68	72	70
27	TR	4	4	4	4	4	4	3	4	4	4	76	80	78
28	VE	3	3	3	4	4	4	4	3	3	3	68	68	68
29	YE	3	3	3	3	3	3	4	3	4	4	68	64	66
30	YN	3	3	2	3	3	3	3	3	3	3	56	60	58
31	YU	4	4	4	4	4	4	3	4	4	4	76	80	78
32	ZU	4	4	4	4	4	4	4	4	4	5	80	84	82
	\bar{X}	436	416	444	436	468	468	444	432	452	480	2236	2268	2254

Appendix 6

Result of Students' Post Test

No	Ss' code	Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Total		jumlah
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	
1	AH	4	5	4	4	4	4	4	4	4	4	80	84	82
2	AN	4	5	4	5	4	4	5	5	5	5	94	90	92
3	AS	4	5	4	3	4	5	4	3	4	5	80	84	82
4	AZ	5	3	5	3	5	5	3	5	3	5	84	84	84
5	CI	4	4	4	4	4	4	4	4	4	4	80	80	80
6	CO	5	5	3	3	5	5	3	5	5	5	84	92	88
7	DI	4	5	4	4	4	4	5	5	5	5	88	92	90
8	EL	5	3	3	3	4	5	5	5	5	5	88	84	86
9	EV	3	4	3	4	4	4	4	4	5	4	76	80	78
10	FE	4	4	4	4	4	4	4	4	4	5	80	84	82
11	HA	5	3	5	3	5	5	3	5	4	5	88	84	86
12	JE	4	5	4	3	4	3	4	5	4	5	80	84	82
13	MA	3	4	3	4	5	4	5	4	5	4	84	80	82
14	NU	3	4	3	4	5	4	5	4	5	4	84	80	82
15	OD	4	4	3	4	4	4	4	4	4	4	76	80	78
16	RA	4	4	4	4	4	4	4	4	4	4	80	80	80
17	RF	3	4	3	3	5	5	5	5	5	5	84	88	86
18	RH	4	4	4	4	4	4	4	4	4	4	80	80	80
19	RM	5	3	5	3	5	5	3	5	3	5	84	84	84
20	RN	4	5	4	4	4	4	5	5	5	5	88	92	90
21	RS	4	5	4	3	4	3	4	5	4	5	80	84	82
22	RY	4	4	4	4	4	4	4	4	4	4	80	80	80
23	RU	4	5	4	3	4	3	4	5	4	5	80	84	82
24	RT	4	3	3	4	5	5	5	5	5	5	88	88	88
25	RY	5	4	5	4	5	4	3	3	3	5	84	80	82
26	SI	4	5	4	4	4	4	5	5	5	5	88	92	90
27	TR	4	5	4	4	4	4	5	5	5	5	88	92	90
28	VE	3	3	4	3	5	5	5	5	5	5	88	84	86
29	YE	4	4	4	4	4	4	4	4	4	4	80	80	80
30	YN	4	3	4	3	4	4	4	4	4	5	80	76	78
31	YU	4	5	4	4	4	4	5	5	5	5	88	92	90
32	ZU	5	5	3	4	5	5	5	5	5	5	92	96	94
	\bar{X}	520	536	492	468	556	540	544	576	560	600	2678	2714	2682

Appendix 7

List of Students' Average Score in Pretest and Posttest

No	Students' Code	Average of Pretest	Average of Posttest	Increase/ Decrease
1	AH	68	82	14
2	AN	80	92	12
3	AS	70	82	12
4	AZ	74	84	10
5	CI	66	80	14
6	CO	80	88	10
7	DI	80	90	10
8	EL	70	86	16
9	EV	66	78	12
10	FE	62	82	20
11	HA	66	86	20
12	JE	70	82	12
13	MA	70	82	12
14	NU	70	82	12
15	OD	58	78	20
16	RA	70	80	10
17	RF	78	86	8
18	RH	64	80	16
19	RM	70	84	14
20	RN	80	90	10
21	RS	68	82	14
22	RY	68	80	12
23	RU	70	82	12
24	RT	70	88	18
25	RY	66	82	16
26	SI	70	90	20
27	TR	78	90	12
28	VE	68	86	18
29	YE	66	80	14
30	YN	58	78	20
31	YU	78	90	12
32	ZU	82	94	12
	Total	2254	2696	444
	The Average	70.44	84.25	13.88

Appendix 8

Result of Students' Pretest

No	Students' Code	Fluency	Grammar	Vocabulary	Pronunciation	Comprehension	Jumlah
1	AH	12	20	12	12	12	68
2	AN	16	16	16	16	16	80
3	AS	12	12	20	12	14	70
4	AZ	12	12	12	12	20	68
5	CI	14	14	16	12	10	66
6	CO	16	16	16	16	16	80
7	DI	16	16	16	16	16	80
8	EL	12	8	16	16	18	70
9	EV	12	14	14	14	12	66
10	FE	10	12	12	14	14	62
11	HA	12	10	12	16	16	66
12	JE	16	16	16	8	14	70
13	MA	14	16	12	12	16	70
14	NU	16	14	12	14	14	70
15	OD	14	10	10	10	14	58
16	RA	14	12	14	14	16	70
17	RF	15	15	16	17	15	78
18	RH	14	10	12	15	13	64
19	RM	14	12	12	16	16	70
20	RN	16	16	16	16	16	80
21	RS	14	12	14	12	16	68
22	RY	16	12	12	12	16	68
23	RU	12	14	16	12	16	70
24	RT	12	12	14	16	16	70
25	RY	12	14	12	14	14	66
26	SI	12	14	14	14	16	70
27	TR	16	14	16	16	16	78
28	VE	12	14	14	12	16	68
29	YE	12	12	12	16	16	68
30	YN	8	12	10	14	14	58
31	YU	16	16	16	14	16	78
32	ZU	16	16	16	18	16	82
	Total	435	425	456	448	446	2254
	Average	13.59	13.28	14.25	14.00	15.19	70.31

Appendix 9

Result of Students' Posttest

No.	Students' Code	Fluency	Grammar	Vocabulary	Pronunciation	Comprehension	Total Score
1	AH	18	16	16	16	16	82
2	AN	20	16	16	20	20	92
3	AS	16	16	16	16	18	82
4	AZ	16	16	16	16	20	84
5	CI	16	16	16	16	16	80
6	CO	20	16	16	16	20	88
7	DI	18	16	16	20	20	90
8	EL	20	16	16	16	18	86
9	EV	12	16	16	16	18	78
10	FE	14	16	16	16	20	82
11	HA	18	16	16	16	20	86
12	JE	16	16	16	20	14	82
13	MA	16	16	16	20	14	82
14	NU	16	16	16	20	14	82
15	OD	16	14	16	16	16	78
16	RA	16	16	16	16	16	80
17	RF	16	16	16	20	18	86
18	RH	16	16	16	16	16	80
19	RM	16	16	16	20	16	84
20	RN	20	16	16	20	18	90
21	RS	16	16	16	20	16	84
22	RY	16	16	16	16	16	80
23	RU	16	16	14	16	20	82
24	RT	20	16	16	20	16	88
25	RY	16	16	14	20	16	82
26	SI	20	18	20	16	16	90
27	TR	18	16	16	20	20	90
28	VE	16	16	16	18	20	86
29	YE	16	16	16	16	16	80
30	YN	16	16	16	16	14	78
31	YU	16	16	18	20	20	90
32	ZU	20	18	18	18	20	94
	Total	542	514	516	568	558	2696
	Average	16.94	16.06	16.13	17.75	17.44	84.31

Appendix 10

Frequencies Statistics Pretest

N	Valid	32
	Missing	0
Mean		70.4375
Median		70.0000
Mode		70.00
Std. Deviation		6.29868
Variance		39.673
Range		24.00
Minimum		58.00
Maximum		82.00
Sum		2254.00

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	2	6.2	6.2	6.2
	62	1	3.1	3.1	9.4
	64	1	3.1	3.1	12.5
	66	5	15.6	15.6	28.1
	68	4	12.5	12.5	40.6
	70	10	31.2	31.2	71.9
	74	1	3.1	3.1	75.0
	78	3	9.4	9.4	84.4
	80	4	12.5	12.5	96.9
	82	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Appendix 11

Frequencies Statistics Posttest

N	Valid	32
	Missing	0
Mean		84.2500
Median		82.0000
Mode		82.00
Std. Deviation		4.45044
Variance		19.806
Range		16.00
Minimum		78.00
Maximum		94.00
Sum		2696.00

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	78	3	9.4	9.4	9.4
	80	5	15.6	15.6	25.0
	82	9	28.1	28.1	53.1
	84	2	6.2	6.2	59.4
	86	4	12.5	12.5	71.9
	88	2	6.2	6.2	78.1
	90	5	15.6	15.6	93.8
	92	1	3.1	3.1	96.9
	94	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Appendix 13

Inter – Rater Reliability of Pretest Score

No.	Students' Code	R1	R2	D	D ²
1	AH	68	68	0	0
2	AN	80	80	0	0
3	AS	68	72	1	1
4	AZ	68	76	1	1
5	CI	68	64	1	1
6	CO	80	80	0	0
7	DI	80	80	0	0
8	EL	72	68	1	1
9	EV	68	64	1	1
10	FE	64	60	1	1
11	HA	68	64	1	1
12	JE	68	72	1	1
13	MA	68	72	1	1
14	NU	68	72	1	1
15	OD	56	60	1	1
16	RA	72	68	1	1
17	RF	76	80	1	1
18	RH	64	64	0	0
19	RM	68	72	1	1
20	RN	80	80	0	0
21	RS	68	68	0	0
22	RY	68	68	0	0
23	RU	68	72	1	1
24	RT	68	72	1	1
25	RY	68	64	1	1
26	SI	68	72	1	1
27	TR	76	80	1	1
28	VE	68	68	0	0
29	YE	68	64	1	1
30	YN	56	60	1	1
31	YU	76	80	1	1
32	ZU	80	84	1	1
	Total				23

Reliability of Pretest

The statistical formula for counting the reliability is as follow:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right)$$

$$R = 1 - \frac{6(23)}{32(32 - 1)}$$

$$R = 1 - \frac{138}{32(1023)}$$

$$R = 1 - \frac{138}{32736}$$

$$R = 1 - 0.135$$

$$R = 0.86$$

R = Reliability

N = Number of Students

D = The different of rank correlation

1-6 = Constant number

(Shohamy, 1985)

Appendix 14

Inter – Rater Reliability of Posttest Score

No.	Students' Code	R1	R2	D	D ²
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1	AH	80	84	1	1
2	AN	94	90	1	1
3	AS	80	84	1	1
4	AZ	84	84	0	0
5	CI	80	80	0	0
6	CO	84	92	1	1
7	DI	88	92	1	1
8	EL	88	84	1	1
9	EV	76	80	1	1
10	FE	80	84	1	1
11	HA	88	84	1	1
12	JE	80	84	1	1
13	MA	84	80	1	1
14	NU	84	80	1	1
15	OD	76	80	1	1
16	RA	80	80	0	0
17	RF	84	88	1	1
18	RH	80	80	0	0
19	RM	84	84	0	0
20	RN	88	92	1	1
21	RS	80	84	1	1
22	RY	80	80	0	0
23	RU	80	84	1	1
24	RT	88	88	0	0
25	RY	84	80	1	1
26	SI	88	92	1	1
27	TR	88	92	1	1
28	VE	88	84	1	1
29	YE	80	80	0	0
30	YN	80	76	1	1
31	YU	88	92	1	1
32	ZU	92	96	1	1
	Total				24

Reliability of Posttest

The statistical formula for counting the reliability is as follow:

$$R = 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right)$$

$$R = 1 - \frac{6(24)}{32(32 - 1)}$$

$$R = 1 - \frac{144}{32(1023)}$$

$$R = 1 - \frac{144}{32736}$$

$$R = 1 - 0.00439$$

$$R = 0.99$$

R = Reliability

N = Number of Students

D = The different of rank correlation

1-6 = Constant number

(Shohamy, 1985)

Appendix 20

Text of Discussion Presentation

(Before treatment)

The following was the example of the discussion presentation of one of group:

Topic : Homeschooling

Assalamualaikum warohmatullahi wabarokatuh.

Issue:

Good morning, how are you today?(fine...) eee... (pause).. Okay, ... in this occasion eee.. (pause) we would to present about home schooling, is it effective to apply in Indonesia (showing the picture). First eeee..... we would like to introduce ourselves. My name is Resha Wulandari, and this is Atika, Dira and Dewi. Okeh eeh... Let's start. homeschooling is alternative way for to educate our kids eee...beside... eeh.....sending the...the.. (repetition) public school. Home schooling becoming more popular everyday. However if ... if (repetition) ...apply in Indonesia, eeeeh is it effective or not.

Argument for:

Eeeeh ... eee.... The parents choose homeschooling to educate their kids because they believe that... eeeeh homeschooling can be personalize schedule between parents and their children. Homeschooling allows children and parents to work out the schedule that will best for ee.. the child. Another advantages is.....aaa.. flexibility in study and curriculum. By homeschooling can set aaah.. the curriculum and the lesson, vacation and eeh others surprise event.

Argument against:

On the other hand. homeschooling can spoil parents' time. Homeschooling needs a lot of time and preparation, and money. Ehm.. Parents have to prepare their project, the.. eh.. set up the lesson and then fill the..eh.. trip. And then, and then sstt.. homeschooling students can not can not (repetition) socialize well.

Conclusion:

Well ee.. Okay, in conclusion, eeeee applying homeschooling in Indonesia ... has eee some advantages and disadvantages or negative effect and positive effects. So, hmm.. it depends on the students. They can get more advantages and disadvantages. Eeehh.. So we should make sure that we understand all of the criteria of homeschooling. Okay, guys thank you for your nice attention.

Wassalamualaikum warohmatullahi wabarokatuh (Applause from the audience)

After treatment:

Assalamualaikum warohmatullahi wabarokatuh.

We are from the third group and *aaaaa* in this occasion would present about discussion and the title is homeschooling, okay, homeschooling is it effective to apply in Indonesia? *Ooh* Well guys, *aah* do you love your school?

(*"yes" ..audience replied*) of course yes. Do you love your school right? And you know there are so many teenagers like us: *they don't go to school and study at school. Yeah*, they are doing homeschooling. And do you know what homeschooling is? do you know?... (*waiting for audience response: 'noo..'*)

Okay.. Homeschooling is a learning activity that is done at home. Homeschooling is usually *eee* just for one student. And he or she can choose his or her own schedule. *Eee..* Homeschooling is alternative way to educate the kids beside sending them to *ee* public school.. *eeh..* Homeschooling has advantages and disadvantages. And the advantages or the arguments for will be delivered by *e..Qonita*.

Some expert says *ee..* that *eee* homeschooling is *ee* one learning method that is done in home. Homeschooling..*homeschooling (repetition)* is one of alternative learning for the busy kids like actress, actor, *ee* singer and another busy kids because..*because ee (repetition)* they can *eee .. they can (repetition)* arrange *arrange..ee (repetition)* their own personal life. And home schooling can make the kids... *focus and understand the lessons. Well that's the advantageous of home schooling. This disadvantageous about home schooling will be delivered by eeh Ruth Citra ehm sorry sorry... Eh! Nurhidayati.*

On the other hand, homeschooling..*ehm* can make the kids are associable because *eee* they.... will have no friends..*ee* and have no challenges *hmm..* to reach the first rank or be the best one in the class. Homeschooling can make the kids *ee..* not to..*not be(repetition)* discipline and also homeschooling is expensive.

Then, the conclusion would deliver by Ruth Citra. Okay, thank you. So far homeschooling has *eehm..* be left in Indonesia because..*ehm...* it has pro and contra argument about advantages and disadvantages of homeschooling. On one hand, homeschooling can make a student *..(pause..)* more focus and more

understand to the lesson. On the other hand, homeschooling can make the students become associable. Okay. that's all about our discussion. Thank you for your nice attention.

Wassalamualaikum warohmatullahi wabarokatuh. (*Applause from the audience*)