

## **II. LITERATURE REVIEW**

This chapter discusses several points, i.e., literature review that deals with review of previous research, concept of speaking, aspects of speaking, concept of teaching speaking, concept of cooperative learning, reason for using cooperative learning, principles of cooperative learning, concept of jigsaw technique, text types, procedure of jigsaw technique, advantages & disadvantages of jigsaw technique, teaching procedures, theoretical assumption, and hypothesis.

### **2.1 Review of Previous Related Research**

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

Lamsiah (2011) investigates whether or not debate can increase students' speaking ability significantly at the third grade of SMA Persada. The result shows that there is an increase from 48.5 up to 71.7, which means that the range increase of pretest to posttest is 23.2. In the research, all aspects of speaking increase; pronunciation 9.6 up to 14.6, grammar 9.9 up to 14.6, vocabulary 9.9 upto 14.1,

fluency 9.3 up to 13.7 and comprehension 10 up to 14.9. Therefore, it is proved that the treatment given through debate technique has increased the students' ability of speaking.

Yana (2012) has tried to investigate whether the implementation of the seven components of CTL in speaking class can improve students' speaking achievement at the first grade of SMAN 2 Bandar Lampung. The researcher concludes that the implementation of Contextual Teaching and Learning has improved students' speaking achievement in terms of pronunciation, fluency, and comprehensibility from pretest, treatment, and posttest.

Haridah (2012) finds out that jigsaw technique can increase the students' speaking ability at the third grade students of SMAN 9 Bandar Lampung. The result shows that the total score of the pretest is 2250 with the highest score is 86 and the lowest score is 56, in which the mean score is 70.31. Meanwhile, the total score of the posttest is 2696 with the highest score is 92 and the lowest score is 77, in which the mean score is 84.25. It means that the range increase of pretest to posttest is 13.94. All the aspects of speaking in this research increase, in which pronunciation 14.00 up to 16.94, grammar 13.28 up to 16.00, vocabulary 14.25 up to 16.13, fluency 15.39 up to 17.75, and comprehension 15.19 up to 17.44.

Considering the previous researches discussed, it can be stated that the technique of cooperative learning can be used to improve the students' ability especially in speaking. Therefore, the researcher chooses jigsaw technique in conducting her research, in order to make the students' speaking ability better.

## 2.2 Concept of Speaking

Speaking is oral communication which also a productive skills of understanding that involves a two way process between speaker and listener to create a communication among others. Before going to the next discussions, it is better for us to understand and know about what is speaking itself, in which through speaking we can share our ideas, information and knowledge.

According to Byrne (1984) speaking is oral communication. It is a two way process between speaker and listener and involves productive and receptive skills of understanding. Therefore, in the process of speaking there must be at least two persons: one is a speaker who gives information and the other is listener who receives information. The opinion above is supported by Welty and Welty who says that speaking is the main skill in communication (Welty and Welty, 1976: 47). Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistics competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistics competence*).

Doff (1987: 2) has said that in all communication of conversation, two people are exchanging information or they have a communication or conversation need. It means that the reason for the people to communicate with other is in order to tell of what the people think and to find things out from other people. Speaking is the instrument of language and the primary aim of speaking is for communication (Tarigan: 1985). 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.

Speaker and listener try to communicate with each other and use their language to make other people understand. Bryne (1984) 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).

From the definition above, it can be concluded that speaking is two way process between speaker and listener in which it involves both encoding and decoding process. The former leads to the process of giving ideas or making the listener understand, while the later leads to the process of getting the idea of the speaker. Through these processes, people interact with other.

### **2.3 Aspects of Speaking**

Referring to the concept above, in order to know the students' speaking ability, the teacher must involves some aspects that are really essential in speaking skill. According to Harris (1974) speaking must fulfill these following aspects, they are:

#### **1. Pronunciation**

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

## **2. Grammar**

Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Heaton (1978: 5) defines grammar as the students's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.

## **3. Vocabulary**

Vocabulary refers to the selection of words that suitable with content (Harris, 1974: 68-69). Nobody can communicate effectively if they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which used in communication.

## **4. Fluency**

Fluency can be defined as the ability to speak fluently and accurately. Fluency is the smoothness or flow with which sounds, syllables, words and phrases are joined to other when speaking. Besides that, it refers to the one who express a language quickly and easily without any difficulty.

## **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.

## **2.4 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. So, we have to introduce speaking with the language that we learn, because by speaking we can transfer our idea or thought to other people.

The goal of teaching speaking is to train the students so that they are able to communicate efficiently. Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

It is clear that speaking is the ability to express one's thought and it is one of the suitable forms of communication. There are several ways of teaching speaking that we can use during teaching learning process. In order to teach second language learners how to speak in the best way possible, the teacher must use speaking activities that can be practiced and applied in the classroom. Short dialogue is one of them.

## 2.5 Concept of Cooperative Learning

Cooperative Learning is a teaching involving children's participation in small group learning activities that promote positive interaction (Lawrence: 1988). Students work together on academic tasks in small groups to help themselves and their teammates learn together. In general, cooperative learning methods share the following five (5) characteristics:

1. Students work together on common tasks or learning activities that are best handled through group work.
2. Students work together in small groups containing two to four members.
3. Students use cooperative, pro-social behavior to accomplish their common tasks or learning activities.
4. Students are positively interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities.
5. Students are individually accountable or responsible for their work or learning.

Moreover Brown (2001: 47) states 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.

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 strenght that can force the students to improve their speaking ability. It is in line with Brown's (2001: 48) statement that as learners interacts with each other through oral or written discourse, their communicative abilities are enchanced.

In line with the description of the theories above, it can be concluded that cooperative learning (CL) is any kind of teaching methods in which the students work together in small groups for helping each other in learning. During the teaching learning process by using CL, the students will interact with other students to share their knowledge and understanding about the material and they also help others who are slow in the process. The interactions will help the students to strengthen their knowledge and understanding about the material and it will make the students active in using or practicing the language in both oral and written form.

## **2.6 Reason for Using Cooperative Learning**

Cooperative learning enchances students' learning by:

- a. Providing a shared cognitive set of information between students.
- b. Motivating students to learn the material.
- c. Ensuring that students construct their own knowledge.



- d. Providing formative feedback.
- e. Developing social and group skills necessary for success outside the classroom, and
- f. Promoting positive interaction between members of different cultural and socio economic groups.

## **2.7 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 (Haryanti, 2010: 15). In addition, Kessler (1992: 8) denotes that not all group work or informal collaboration between students is necessarily cooperative. CL is distinctive because it may include attention to: positive interdependence, team formation, accountability, attention to social skills, structures and structuring of learning.

## **2.8 Concept of Jigsaw Technique**

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

Jigsaw method is a group work method for learning and participating in the following learning activities:

1. *Listening* – Students must listen actively in order to learn the required material and be able to teach it to others in their original groups.

2. *Speaking* – Students will be responsible for taking the knowledge gained from one group and repeating it to new listeners in their original group.
3. *Cooperation* – All members of a group are responsible for the success of others in the group.
4. *Reflective thinking* – To successfully complete the activity in the original group, there must be reflective thinking at several levels about what was learned in the expert group.
5. *Creative thinking* – Groups must devise new ways of approaching, teaching and presenting material.

Aronson et al (1997) states that this jigsaw technique structure is meant to provide students with the chance to learn a material from their groups. He also develops jigsaw technique as Cooperative Learning Strategies. Jigsaw is excellent for task that has several distinct aspects or components. Home groups are formed, which each team member is taking responsibility for one aspect of the problem question. Then, expert group is formed of all students who responsible for and plan how to teach it to their home groups. After adequate time has been given, the students return to the home groups and bring their expertise to bear on the assigned task. Positive interdependence is fostered because each student has different information needed to complete the task.

Nation (1991: 29) argues that jigsaw technique ensures the participants in need of getting other information. By applying the technique, each learner has essential information. No one has the same information. In this case, the students share the

information to bridge the gap. So, if each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Based on the statement above, it is understood that jigsaw is a technique of the learning method which demands the students to learn on groups of students who have heterogeneous ability. Each home group members meet in expert group to study the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his or her group members. In fact the students like to interact with the others, so jigsaw is the right technique to increase their language ability. Through jigsaw technique the students can improve their oral capability.

## **2.9 Text Types**

Based on generic structure and language feature dominantly used, texts are divided into several types. They are recount, narrative, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as GENRE (Yufrizal, 2011).

Based on the curriculum, there are some types of genres included in English for senior high school textbook: (descriptive, procedure, narrative, recount, and report text). The material of first grade students is taught by recount, narrative, and procedure text, where the researcher will focus on recount text.

## **1. Recount Text**

Recount is a text which retells what happened in the past through a sequence of events or experiences to the readers. There is no complication among the participants and that differentiate from narrative text. The purpose of recount text is to tell what happened in the past, to amuse/ entertain the reader and to tell a story. To achieve the purpose, the text will move through a different set of stage:

- a. An orientation letting the reader know who is involved, where, when, etc.
- b. Retelling of a series of events in chronological sequences.

Recount text has three major of generic structures, they are as follow:

### **1. Orientation**

This part tells the readers the main idea of the story being discussed in the text. This part gives a setting of the story, (telling about people or thing which have done or have participated inside, with time, place, situation, etc) so that the readers are aware of the story is about.

### **2. List of Events**

This part describes series of event that happened in the past. The story starts from the very early stages. That is to say, the story develops based on the sequence of the events.

### **3. Re-Orientation**

Not always needed, it is optional, summary of the events. In this parts, the writer summarizes the story and tells his/ her impression of the experience that what has been elaborated.

The types of recount text are as follow:

- a. **Personal Recounts**, such as a family holiday or your opinion on a subject with its generic structures; *orientation, events* and *re-orientation*.
- b. **Factual Recounts**, such as a news story with its generic structures; *orientation* and *events*.
- c. **Procedural Recounts**, such as telling someone how you built something with its generic structures; *orientation, events, and re-orientation*.

The language features of recount text are as follow:

1. The use of nouns and pronouns  
(*e.g.: David, we, his*)
2. The use of action verbs  
(*e.g.: went, spent, played*)
3. The use of past tenses  
(*e.g.: we went for a trip to the zoo*)
4. The use of time conjunctions  
(*e.g.: and, but, after, finally*)
5. The use of adverbs and adverb of phrases  
(*e.g.: in my house, two days ago, slowly, cheerfully*)
6. Adjectives  
(*e.g.: beautiful, sunny*)
7. The use *First Person* for autobiography and personal journal  
(*e.g.: I, we*)
8. The use *Third Person* for recount about somebody else  
(*e.g.: He, she*)

The following is the example of recount text:

### Going to Sanur Beach

| Generic Structures    |                | Recount Text   |
|-----------------------|----------------|--|
| <b>Orientation</b>    |                | Last holiday, our family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.           |
| <b>List of Events</b> | <b>Event 1</b> | When we came to the hotel, we didn't come our room directly, but we have to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.                    |
|                       | <b>Event 2</b> | On the second day we visited Sanur Beach. We just took a walk, because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allows us. |
|                       | <b>Event 3</b> | Besides doing many activities we also watched some foreign tourist's activities. They were lying on the beach, while others were having message or surfing.  |
| <b>Re-Orientation</b> |                | When we felt tired, we took a rest to have some meals and drinks. And at 2 p.m. we went to the hotel. It was tiring but we were happy.   |

According to Derewianka (1990), the focus of recount text is on the sequence of the events, all of which relate to a particular occasion. The recount text generally begins with orientation that gives the reader the background information of the text then unfolds with the series of events that tells the reader events in the text chronologically. At various there may be some personal comments on the incident.

Recount and narrative in some ways are dissimilar. In the same way, both are telling something in the past so narrative and recount usually apply PAST TENSE; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways narrative and recount told are in chronological order using time or place. Commonly, narrative text is found in story book; myth, fable, folklore, etc while recount text is found in biography. The things that makes

narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflicts, social conflict, or psychological conflict. In some ways, narrative text combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of event as the basic structure. The following is the table of differences between narrative and recount text (<http://differences-of-recount-and-narrative-text>).

### Differences between Recount & Narrative Text

| <b>Components</b>            | <b>Recount Text</b>  | <b>Narrative Text</b>   |
|------------------------------|--|---|
| <b>Definition</b>            | Recount is a text which retells events or experiences in the past.   | Narrative is a text which retelling a story focusing specific participants.   |
| <b>Social Function</b>       | To tell the readers what happened in the past through a sequence of events.  | To amuse or entertain the readers with actual of imaginative experiences in difference ways. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.   |
| <b>Generic Structures</b>    | <ol style="list-style-type: none"> <li>1. Orientation<br/>(who were involved in the story, when, and where)</li> <li>2. List of Events<br/>(tell what happened in a chronological order)</li> <li>3. Re-Orientation<br/>(the conclusion of the experience)</li> </ol>                  | <ol style="list-style-type: none"> <li>1. Orientation (beginning)<br/>It consists of: <ul style="list-style-type: none"> <li>- A setting</li> <li>- Characters</li> <li>- A plot</li> </ul> </li> <li>2. Complication (middle)</li> <li>3. Resolution (ending)</li> </ol> |
| <b>Types of Text</b>         | <ol style="list-style-type: none"> <li>1. Personal Recount</li> <li>2. Factual Recount</li> <li>3. Procedural Recount</li> </ol>   | <ol style="list-style-type: none"> <li>1. Myths</li> <li>2. Legends</li> <li>3. Short stories</li> <li>4. Fables</li> <li>5. Foklores</li> </ol>  |
| <b>The Structure of Text</b> | There is NO conflicts inside recount text. It applies the series of event as the basic structure.  | Narrative uses conflicts among the participants whether natural conflicts, social conflicts, or phsychological conflicts. In some way, narrative text combines all these conflicts.   |
| <b>Language Features</b>     | <ol style="list-style-type: none"> <li>1. The use of nouns and pronouns.</li> <li>2. The use of action verb.</li> <li>3. The use of past tense.</li> <li>4. The use of time conjunctions.</li> <li>5. The use of adverbs and adverbs of phrases.<br/>The use of adjectives.</li> </ol> | <ol style="list-style-type: none"> <li>1. The use of direct and indirect speech.</li> <li>2. The use of pronoun.</li> <li>3. The use of past tense.</li> <li>4. The use of noun phrases.<br/>The use of adjectives.</li> </ol>  |

## **2. Narrative Text**

Narrative is a type of spoken or written text that tells a story of one character or more who face certain situation. The purpose is to entertain/ amuse the readers and to tell a story.

## **3. Descriptive Text**

Descriptive is a text that used to describe a particular thing, person, or place. The purpose is to give the readers about a particular person, place, animal, or things.

## **4. Report Text**

Report is a text which gives information by stating facts, and the subject includes natural things, environment, social matters, or human matters. The purpose is to presents information about something, as it is.

## **5. Explanation Text**

Explanation is a text which purpose is to explain the processes involved in the formation or working of natural or socio cultural phenomena.

## **6. Analytical Exposition Text**

Analytical Exposition is a text which purpose is to reveal the readers that something is the important case.

## **7. Hortatory Exposition Text**

Hortatory Exposition is a text which purpose is to persuade the readers that something should or should not be the case or be done.

## **8. Procedure Text**

Procedure is a text which describe how something is accomplished through a sequence of actions or steps. The purpose is to help the readers how to do or make something completely.



### **9. Discussion Text**

Discussion is a text which purpose is to present information and opinions about issues in more one side of an issue.

### **10. Review Text**

Review is a text which purpose is to critique or evaluate an art work ro event for a public audience dominant.

### **11. Anecdote Text**

Anecdote is a text which purpose is to share with others an account of an unusual or amusing incident.

### **12. Spoof Text**

Spoof is a text which purpose is to tell an event with a humorous twist and entertain the readers.

### **13. News Item Text**

News Item is a text which purpose is to inform readers about events of the day which are considered newsworthy or important.

## **2.10 Procedure of Jigsaw Technique**

According to Arronson (1997) there are ten steps considered important in the implementation of the jigsaw classroom:

1. Divide students into 5-6 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 on 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 their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present his/ her 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.

### **2.11 Advantages and Disadvantages of Jigsaw Technique**

In improving students' oral production ability by applying jigsaw technique not only give advantages, but this technique also has its disadvantages. Below are the more description about them:

#### **a. Advantages of Jigsaw Technique**

According to Arronson (1997) the advantages of jigsaw technique are as follows:

1. It is an efficient way to learn the material.
2. Builds a depth of knowledge.
3. Discloses a students' own understanding and resolves misunderstanding.
4. Builds on conceptual understanding.
5. Develops teamwork and cooperative.

#### **b. Disadvantages of Jigsaw Technique**

There are some disadvantages of using jigsaw technique (Arronson: 1997). They are as follows:

1. Uneven time in expert group.
2. Students must be trained in this method of learning.
3. Requires an equal number of groups.
4. Classroom management can become a problem.

## 2.12 Teaching Procedures

Based on the procedures of teaching speaking through jigsaw technique (Arronson, 1997), the researcher has modified the activities of teaching learning process by using recount text as follow:

### Pre Activities:

1. The teacher opens the class with greeting, and then checks the students' attendance list in order to make sure that all students are present in the class.
2. The teacher tells the students what they are going to learn and explains them how to practice the spoken recount text through jigsaw technique.
3. The teacher shows the students an example of recount text.
4. The teacher explains the definition, generic structures, and the language features of recount text to the students.
5. The teacher introduces jigsaw as a technique to help the students in improving their oral production in recount text.
6. The teacher explains several procedures in applying jigsaw for their learning process.
7. The teacher warms up the students by giving several questions related to the topic. It is aimed to brainstorming the students' background knowledge. The questions are as follows:
  1. Do you have an experience?

2. What kind of text which tell the readers about the past event or someone's experience?
3. What kind of experience do you ever have?
4. What happen in your experience?
5. What is your impression of your experience?

While Activities:

8. The students are asked to form into five (5) groups which consists of six (6) students. The group should be in terms of ethnicity, gender, ability, and race.
9. One student is appointed by the teacher to be the group leader, in which this chosen person should initially be the most mature student in the group.
10. As one group consists of six (6) students, the materials consist of six (6) parts. One student will get one part based on the generic structures of recount text.

**a. Orientation**

- Student 1 gets the *orientation* of the text.

**b. List of Events**

- Student 2 gets the *event 1* of the text;
- Student 3 gets the *event 2* of the text;
- Student 4 gets the *event 3* of the text;
- Student 5 gets the *event 4* of the text.

**c. Re-Orientation**

- Student 6 gets the *re-orientation* of the text.

11. In **EXPERT GROUP**, one student is assigned to become an expert on a part of a unit of study based on the generic structure of recount. In this group, the students are asked to read about their expertise area of the text given.

- Group 1 : Students who get the part of *orientation*.
- Group 2 : Students who get the part of *event 1*.
- Group 3 : Students who get the part of *event 2*.
- Group 4 : Students who get the part of *event 3*.
- Group 5 : Students who get the part of *event 4*.
- Group 6 : Students who get the part of *re-orientation*.

Post Activities:

12. After reading about their expertise area, the experts from different groups meet together to discuss their part. Then, they are asked to return to their **HOME GROUP** and take turns teaching and transferring their part to their group mates.

13. Each group are asked to present their summary of recount in front of the class.

14. The students are asked to answer several questions given by the teacher based on their expertise area/ their own part based on the generic structures of recount text.

**a. Orientation**

- What kind of experience happens in the text?
- When did the experience happen?
- Who involved in the text?

- Where did the experience happen?
- Why did the experience happen?
- How did the experience happen?

**b. List of Events**

- First, what happens in event 1?
- After that, what happens in event 2?
- Then, what happens in event 3?
- Finally, what happens in event 4?

**c. Re-Orientation**

- How did the writer's feeling in the end of the experience?
- What is your impression if the experience is yours?

15. The students' speech performance in form of dialogue is recorded by the researcher and is assessed by two (2) raters based on the rating scale of Harris (1974) which concerns on five (5) aspects namely: *Pronunciation*, *Grammar*, *Vocabulary*, *Fluency*, and *Comprehension*.

### **2.13 Theoretical Assumption**

Speaking is one of the skills that have to be mastered by students in learning English in which it is an essential tool for communicating. In teaching speaking, there are some technique that a teacher can apply which can help the teacher to reach the aim of teaching and learning process. In this case, jigsaw technique was chosen by the researcher 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.

### **2.14 Hypothesis**

Based on the theoretical assumption above, the researcher has formulated the hypotheses as follow:

1. There is a significant difference between the pretest and posttest scores of the students' oral production ability in recount text before and after being taught through jigsaw technique.
2. The first topic gets the highest gain from the learning among the three different topics of recount.
3. Vocabulary is the most improved aspect in the students' oral production.