

## **ABSTRACT**

### **THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN IMPROVING THE STUDENTS' ORAL PRODUCTION OF RECOUNT TEXT AT THE FIRST GRADE OF SMAN 1 BANDAR SRIBHAWONO**

**By**

**MEGA AYU DESIANA**

Jigsaw is a technique in which the teacher is involved in putting students into situations where they must rely on one another disregarding of their ability, level of comprehension, sex, race, and religion that can be used in improving the students' oral production ability. This research was conducted at SMAN 1 Bandar Sribhawono, East Lampung. Based on the fact of pre-observation, it was found that the students still got low scores in oral production test. This quantitative research is intended to find out whether there is a significant difference between the pretest and posttest scores of the students' oral production in recount text before and after being taught through jigsaw technique, to see which topic get the highest gain from the learning among the three different topics of recount, and to see which aspect of oral production is the most improved in the students' oral production ability.

The sample of this research was chosen by purposive random sampling through lottery drawing, in which the chosen class was X1 class consisting of 31 students. The data were collected through pretests, treatment, and posttests. This research used one group time series design by conducting three times of pretests, three times of treatments, and three times of posttests. The data were analyzed by transcribing the students' speech performance, scoring the pretest and posttest scores, and comparing the mean scores of pretest and posttest.

Repeated measure t-test was used to analyze the data and the hypothesis testing was computed using SPSS version 17.00 at the level significant of  $<0.05$ . Based on the calculation of the t-test, the result shows that there is a difference of the students' mean score in pretest 1, which has improved from 69.61 up to 84.39 in posttest 1, pretest 2 has improved from 69.16 up to 82.65 in posttest 2, and pretest 3 has improved from 72.71 up to 84.58 in posttest 3. The three result of pretests

and posttests indicate that the significant (2-tailed) value are  $p=0.000$ ,  $p<0.05$ . It means that the alternative hypotheses are accepted, since there is an improvement of the students' oral production in recount text before and after being taught through jigsaw technique. The first topic *A Study Tour to Bali* gets the highest gain from the learning among the three different topics of recount with the gain of 14.78, and vocabulary aspect is the most improved aspect in the students' oral production ability with the final gain of 3.58. Therefore, it can be concluded that jigsaw technique can be applied and recommended as a reference to teach and to improve the students' English in oral production class.