

I. INTRODUCTION

This chapter discusses the following points: introduction that deals with the background of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Backgrounds of the Problem

Speaking is one of the language skills which is essential for students to master. But the learners of English still have problems in speaking. Based on the researcher's experience when conducting Field Practice Program (PPL) in SMPN 2 Bukitkemuning, it can be reported that many students still have difficulties in expressing their ideas in English orally. Some students found difficulties in finding factual information that should be involved in speaking such as appropriate expression and context. The students also faced difficulties in pronouncing some words since they are not given the same chance to practice speaking in the class because of time limitation. Besides, the lack of vocabulary is also as one of the problems that is faced by the students. Some students spend much time to pay full attention to express some words in English. Byrne (1977) points out that the students of senior high school often have difficulties in speaking although they have enough time to study English from junior high school. In the previous study that was done by Rahayu (2004) at senior high school

of YP Unila, it was known that the students of senior high school still have difficulties in their speaking. Furthermore, one factor that may cause the problems is because the teachers often use traditional way of teaching. Therefore, in this research the researcher states that one of possible way to solve this problem is that the use of appropriate technique in teaching speaking. There are many techniques of teaching speaking that can be used by the teacher such as, jigsaw task, think-pair-share, three-step interview, round robin brainstorming, three-minute review, numbered heads, team pair solo, circle the stage, partners, etc.

In this research, the researcher used jigsaw task to help the teacher solve the problems. The researcher expected that it will improve students' speaking ability by giving factual information that will be experienced by them and give a lot of speaking practice in group cooperatively to the students. Aronson et al (1978) explains that jigsaw teaching task is Cooperative Learning technique. This technique can be used in teaching listening, speaking, reading and writing. In this technique, teacher pays attention to students' experience background and helps student activate their schemata so that the material becomes more meaningful. Besides, students work together with their friends in cooperative situation and have many opportunities to process the information and increase communication skill.

By considering the advantages, the writer thought that jigsaw task is important for teaching in the class. It is because the jigsaw task insures the participation of the students that have unique and essential information; it helps the students in learning the content of subject; it has a strong effect on attitude to learning and social relationship among students in group; and it enables the students to

understand the text because while they are doing the activity they will try to know the meaning of words or sentences in order to get complete task. In this research the researcher tried to explore whether jigsaw technique could also be used in teaching speaking and whether there is a significant improvement of students' speaking ability score from pretest to posttest after being taught through jigsaw task.

Based on the background above, the researcher intended to find out whether jigsaw task can significantly improve the students' speaking ability score from pretest to posttest through research entitled "Improving the Students' Speaking Ability through jigsaw Task at class IX of SMPN 2 Bukit Kemuning".

1.2 Formulation of the Problem

For based on the problem above, the researcher formulated the problem as follow:

1. Is there any significant improvement of students' speaking ability after being taught through jigsaw task?
2. What is the students' response after being taught through jigsaw task?

1.3 Objective

The objective of this research is:

To find out whether there is a significant improvement students' speaking ability score from pretest to posttest after being taught through jigsaw task.

1.4 Uses of the Research

The uses of the research are:

1. Theoretically, this result of this research is expected to support the previous theories that Jigsaw task can be used to increase students' speaking ability and learning activities in the class.
2. Practically, this research can be made as information to English teacher that Jigsaw task can be used to increase students' speaking ability and teachers' performance, especially in teaching speaking.

1.5 Scope of The Research

The researcher intended to find out whether there is a significant improvement of students' speaking ability score from pretest to posttest after being taught through jigsaw task. The researcher would also see the students' response after being taught through jigsaw task. In this research, the researcher focused on speaking skill in forms of interpersonal dialogue. The criteria for evaluating students' speaking ability used are five aspects of speaking namely, pronunciation, vocabulary, fluency, comprehension, and grammar based on the rating scale by Harris (1974:84). Cooperative learning used in this research is jigsaw task since it has many opportunities to improve their speaking abilities. This study was intended for intermediate students class IX of SMPN Bukitkemuning. One class was taken as the sample. The class consists of 40 students. The researcher conducted this research in 5 meetings for three weeks.

1.6 Definition of Terms

Jigsaw

It is defined as a task in teaching speaking in which the students should share the information because they do not have the complete information.

Speaking

Is defined a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the same time to get the ideas or the message across. In this case, there is a process of giving message or encoding process. Tarigan (1982:5) who says that speaking is the instrument of language and the primary aim of speaking is for communication.

Teaching

It is defined as the instructional action to organize something which has contact with learning, so created the situation than can motivate the students to study effectively.

Teaching Speaking

It means the process of giving knowledge, or skill to others, which the goal is emphasized to improve communication skill in order to make them be able to communicate especially in sharing their ideas and sharing their speech.