

## **I. FRAME OF THEORIES**

This chapter discusses the following points, i.e, concept of speaking, types of speaking, concept of teaching speaking, concept of jigsaw task, procedure of teaching speaking through jigsaw task, advantages and disadvantages of jigsaw task, theoretical assumption and hypothesis.

### **1.1 Concept of Speaking**

Speaking is a way of communication by which people can share their ideas each other. According to Byrne (1984) speaking is an oral communication. It is a two-way process between speaker and listener that involves productive and receptive skills. Welty (1976) states that speaking is the main skill of communication. Based on these ideas, it was understood that through speaking someone can express their ideas clearly.

Lado (1976:240) states that speaking as an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and the other is the listener. In speaking process, the speaker must be able to share the ideas clearly so that the listener can

receive what the speaker communicates, he or she must comprehend in coming message and then organize appropriate responses for production.

Rivers (1978:162) says through speaking someone can express his or her ideas, emotions, and reactions to other person and situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and responses to other speaker. It means that in order to express someone's ideas, the speaker must also attend the aspects of speaking, in order that the message is understandable to the listener.

According to Doff (1987:2) in all communication or conversation two people are exchanging information or they have a communication or conversation need. It means that the reason for people to communicate with each other is in order to tell people things, which they do not know, or to find things out from other people.

Murcia (1978:91) says that speaking is the primary element of languages and it can be developed from the beginning when someone was born, from the first contact with the language.

Rivers (1976:6) explains that speaking is developed from the first context with the language. So, we will introduce speaking with the language that we learn because by speaking, the teacher should motivate the students to use English for variety of communicative purposes. The teacher should be able to choose technique that can develop students' speaking ability. If the teacher has found the technique which is appropriate to the students' level, he or she should apply it in the teaching learning process.

From the definitions above, it can be concluded that speaking is an ability to express ideas, feelings and emotions to other person. The language is used to express oneself to be understood by others; therefore speaking is a skill of transferring the message to the others. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of life and socialization.

## **1.2 Types of Speaking**

According to Brown (2001) our language teaching is devoted to instruction in mastering English conversation. He also classifies six types of speaking classroom activities as follow:

### **2.2.1 Imitative**

A very limited portion of classroom speaking time may legitimately be spent generating "Human tape-recorder" speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

### **2.2.2 Intensive**

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of

some pair work activity, where learners are “going over” certain forms of language.

### **2.2.3 Responsive**

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow - up dialogues:

Dialogues:

#### Example I

Mary: Excuse me, do you have the time?

Doug: Yeah. Nine fifteen.

#### Example II

T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

#### Example III

Jeff: Hey, Stef, how's it going?

Stef: Not bad, and yourself?

Jeff: I'm good.

Stef: Cool. Okay, gonna go.

### **2.2.4 Transactional (dialogue)**

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information, is extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

### 2.2.5 Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for transmission of the facts and information. Interpersonal communication includes [message](#) sending and message reception between two or more individuals. It can involve one on one [conversations](#) or [individuals](#) interacting with many people within a [society](#). It helps us understand how and why people behave and communicate in different ways to construct and negotiate a [social reality](#).

Example:

Rudi : Hi, what is your name?  
 Andi : My name is Andi and you?  
 Rudi : My name is Rudi, where do you live?  
 Andi : I live in Sukaraja, and you?  
 Rudi : I live in Sukajaya.  
 Andi : Nice to meet you  
 Rudi : Nice to meet you too  
 Andi : Thank you

### 2.2.6 Extensive (monologue)

Students in intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

From all the types of speaking above, finally the researcher chooses interpersonal type of speaking as the main subject at the research. Jigsaw task is used to ask the students to take conversation related to the topic.

### **2.3 Concept of Teaching Speaking**

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people. So, it is clear that language is very important. We cannot only teach what will be spoken but also situation that will deal with the teacher teach speaking by carrying out the students in a certain situation concerning the topic discussed. For instance, the topic is about “drugs” hence the teacher carries out to involve the students’ activities in this situation. The topic must be familiar to the students so that the ideas and organization are clear and the learners have an oral command of the language need to describe the topic (SariYunila, 2002:7).

### **2.4 Concept of Jigsaw Task**

Aronson et al (1978) developed jigsaw task as Cooperative Learning Technique. Jigsaw is excellent for task that has several distinct aspects or components. Home teams are formed, with each team member taking responsibility for one aspect of the problem in question. Expert team is then formed of all students responsible for the same aspect. The teams go over the material they are responsible for and plan how to best teach it to their home groups. After adequate time has been given, the students return to the home teams 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.

This technique can be used in teaching listening, speaking, reading or writing. In this technique, teacher pays attention to students’ schemata or students’ experience background and helps students activate their schemata in order the

material become more meaningful. Besides, students work together with their friends in cooperative situation and have many opportunities to process the information and increase communication skills.

In implementing jigsaw task, teacher needs to make every learner active. The students are divided into pair or group (each group consists of 4-6 students). Each student has information and everyone needs to get information. All participant need to exchange information to complete the given.

Meanwhile, the role of the teacher is a facilitator for the student to learn. Certainly, the teacher has many roles to fulfill, since the teacher is a manager of the classroom activities. During the activities, the teacher acts as advisor, answering students' question and monitoring their performance. Jigsaw task is a kind of technique in teaching speaking that requires the learners to think and share information because they do not know the information yet.

Nation (1990: 29) argues that jigsaw task ensures the participants in need of getting other information. By applying the technique, each learner has unique or essential information. None has the same information. In this case, the students share the information to bridge the gap.

Long and Porter(1990:207) points out that where there is jigsaw(two way task) there is more feedback activity includes checking, understanding, seeking clarification and making sure the message get across. According to them jigsaw gives more chance for the teacher knowing his students response as a feedback in teaching learning process. In this way, the students get language input containing

new items which they understand through feedback with the speaker. On the other hand, in one way task he or her so here is no listener who provides such feedback.

Aronson (1978: 43) says that jigsaw task is a technique which has a strong effect on students' attitude to learning and social relationship among learners in the group. This also means that jigsaw task can help the students to rely on each other for information in a way which puts one learner above others finally, each learner will value in the group.

According to Doughty and Pica (1981), jigsaw task refers to the existence of lack information among participant, each of whom possesses some piece of information not known to, but needed by all other participants to complete the given tasks.

In conclusion, jigsaw is a task in teaching speaking in which the students should share the information because they do not have the complete information.

From the explanation above the researcher can conclude that in jigsaw task, groups four until six students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in learning, students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original group's reform and students teach each other. Test or assessment follows.



## 2.5 Procedure of Teaching Speaking through Jigsaw Task

Lie(2002:69) states that procedure of teaching speaking through jigsaw task as follows:

### A. Pre Activities

- The teacher greets the students.
- The teacher checks the student's attendance list.
- The teacher show the picture and asks them' Do you know how to invite someone and accept or refuse an invitation? What are the expressions that commonly used to it?"
- The teacher gives a chance for some of the students to give their opinion.
- The teacher introduces jigsaw task to the students and gives them explanation about the rule how to study in cooperative learning.

### B. While Activities

The teacher tells them a short dialogue related to invitation.

- The teacher gives expressions that are commonly used with the meaning related to an invitation and how to pronounce some difficult words.
- The teacher divides the class into some groups in which each group consist of five students.
- The teacher gives some situations related to an invitation for each group and the teacher divides the material into five parts, the first student receives the first part while the second student receives the second part and so on.

- The first student concerns on how to invite someone to a party, the second student concerns on how to invite someone to study together in his or her house, third student concerns on how to accept an invitation, the fourth concerns on how to refuse an invitation and the fifth concerns on how to invite someone have a dinner.
- The teacher asks the students to make five expert groups where each group consists of the students who have the same part.
- The teacher asks them to discuss what is important of their part and how to teach or explain it in their original groups.
- The teacher asks them to return to their original groups after being given an adequate time.
- The teacher asks them to share and discuss the information since each student has different information needed.

#### C. Post Activities

- The teacher asks them whether they have some difficulties related to the topic.
- The teacher gives a chance for the students to answer their friend's question first and then she helps to answer it only if needed.
- The teacher asks them' what they have learnt?'" and asks some students to conclude the topic.
- The teacher and the class.

## **2.6 Advantages of using Jigsaw Task to improve the students' speaking ability**

According to Aronson (1978: 44) the advantages of jigsaw task are

- It insures the participation of the students because the students have unique, essential information; all learners need to get other's 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.
- 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 that they can get complete task.

## **2.6 Disadvantages of using Jigsaw Task to improve the students' speaking ability**

There are same disadvantages of using jigsaw task (Johnson & Johnson, 1993).

They are

- Requires some time to prepare student to learn how to work in-groups.
- Requires planning and structuring by the teacher in other teaching to be successfully.
- Requires creative assessment by the teacher for the students.
- Requires some time to make groups that each group has heterogeneity in their member ability.

- The teacher has to distribute the information and arrange the seating, so that the students have easy access to the partner and they cannot see their partner information. So, it will use (need) longer time and more attention.
- The teacher will see the students who work individually since they do not want to ask question to their partner.

## **2.7 Theoretically Assumption**

In teaching speaking, there are some techniques that can help the teacher to reach the aim of teaching learning process. For this, jigsaw task was chosen as a technique in teaching speaking.

Jigsaw task was used because it got the students to be involved and active. Since, the students in this case have a unique, essential part to play in the activity. Therefore, jigsaw task has an effective technique in teaching speaking.

## **2.8 Hypothesis**

Ha: there is a significant improvement of students' speaking ability score from pretest to posttest after being taught through jigsaw task.

Ho : There is no significant increase of students' speaking ability after taught using Jigsaw task at Lampung.