

**USING MODIFIED JIGSAW FLASHCARD LEARNING MODEL TO
PROMOTE STUDENTS' SPEAKING SKILL AT SMA AL ISMAILIYUN
SUKADAMAI NATAR**

(A Thesis)

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**MASTER DEGREE OF ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG**

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ABSTRACT

USING MODIFIED JIGSAW FLASHCARD LEARNING MODEL TO PROMOTE STUDENTS' SPEAKING SKILL AT SMA AL ISMAILIYUN SUKADAMAI NATAR

BY

ARIEF WISUDIYANTORO

The research is conducted in order to find out the significant difference in students' speaking skill after being taught by using modified jigsaw flashcard, to find out how is the process of jigsaw flashcard modification in teaching speaking, and to find out how the implementation of modified jigsaw flashcard affects students' speaking skill.

This is a quasi-experimental research with one group pre-test post-test design. It applies the modified jigsaw flashcard on students' speaking skill. The samples, who were taken purposively, are 25 students of the tenth grader. The instruments used in this study are speaking pretest and posttest, interview, and observation.

Based on the research finding, it can be concluded that the implementation of modified jigsaw flashcard is effective to increase student's speaking skill. Students' speaking skill after using modified jigsaw flashcards is increased. Based on the calculation, the pretest that consists of 25 students has mean score 67.12 for the pretest and the posttest has mean score 75.52. The result of calculation shows that sig (2 tailed) is 0.000. It means that $\text{sig} < \alpha$ ($p < 0.05; p = 0.000$). It can be concluded that H_0 is rejected and H_1 is accepted that there is difference of students' speaking skill after being taught by using modified jigsaw flashcards and there is significant improvement between pretest and posttest. Thus, the process of jigsaw flashcard modification in teaching speaking is effective in teaching speaking especially in promoting the aspect of vocabulary. Lastly, the implementation of modified jigsaw flashcard affects students' speaking skill. Hence, students can relate vocabulary words to their own background or experience. Thus, it involves students in thinking, reading and speaking. At last, it engages the students as active learner.

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**(A Thesis)
Submitted in a Partial Fulfillment of
The Requirement for S-2 Degree**



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TEACHER TRAINING AND EDUCATION FACULTY
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Research Title : **USING MODIFIED JIGSAW FLASHCARD
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SUKADAMAI NATAR**

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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

The researcher' s name is Arief Wisudiyantoro. He was born on January 18th, 1992 in Sukadamai. He is the fourth child of Mr. Wagiyo and Mrs. Sumini (Alm).

He began his formal educational institution for the first time at TK AL Quran Sukadamai in 1996 and graduated in 1998. He continued his study at SD N 2 Sukadamai and graduated in 2003. Then he continued his study at SMPN 2 Natar and graduated in 2006. After that he continued his study at SMA Kartikatama Metro and graduated in 2009. At the same year, in 2009 he was registered as a student of English Education Study Program, in Tarbiyah Faculty at STAIN Jurai Siwo Metro and finished in 2014. In 2015, he continued study at Postgraduate English Education Program of Lampung University.

MOTTO

”And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful.”

(Q.S Al-Baqarah: 31)

“ No matter how you feel, get up, dress up and fight for your dreams “

“ Better late then never “

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I'd proudly dedicate this piece of work to:

- ❖ My beloved parents, Mr. Wagiyo and Mrs. Sumini, (Alm.)
- ❖ My beloved sister, Nur Hidayati, Yuyun Diah Apriyani and Yunita Fitri Anggraini.
- ❖ My fabulous friends of Postgraduate English Education Program.
- ❖ My beloved friends of Entertainment in Jakarta.
- ❖ My Almamater, Lampung University.

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The researcher hopes this research would give a positive contribution to the educational development, and to the reader.

Bandar Lampung, April 2018

The researcher,

Arief Wisudiyantoro

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I. INTRODUCTION

This chapter mainly discusses several points, i.e. introduction that deals with background of the problems, identification of the problems, limitation of the problems, formulation of research questions, objectives of the research, significances of the research, scope of the research, and definition of term.

1.1 Background

English is very important to learn because English is an international language; it means that by knowing English well you are going to be able to communicate with the foreigners with different language and culture. In Indonesia, English is the first foreign language taught at school and is considered as an important subject to acquire the knowledge, and to develop technology, art, and culture. English is one of subject which is taught from kindergarten to University level. Based on the school curriculum for English, teaching English is a subject that consists of four skills such as listening, speaking, reading and writing. Moreover, there are some elements of language that should be taught to develop these four skills, they are; grammar, vocabulary, pronunciation, and spelling.

English skills and English elements are important, but speaking is the most important skill that should be mastered by English learner. Speaking ability is used to describe how far the language learner has mastered the language itself. Turk (2003:20) spoken language was the first form of communication between

human beings. It can be inferred that speaking is the first skill that should be taught first when someone learns about a language.

Language ability can be measured by four language skills; however, people usually judge the language skill from how well someone is able to speak in language itself. The professionals are expected to have good speaking skills in influencing someone, for example politicians, teachers, lawyers and even a president.

Speaking is then able to be said as an activity in which people use their voice to deliver their opinion, suggestion, information even criticism. When we talk about something of course there are many elements that we should understand i.e., the topic of what the speaker is talking about, vocabulary, grammar, and intonation. It will be easier for the speaker to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for the speaker in order to speak well at least the speaker has enough vocabularies to express some idea. The last one is intonation; by using the appropriate intonations, probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

According to Richards (in Nunan, 1999: 226) speaking is one of the four language skills that are taught in English teaching. The objective of teaching speaking is making the students able of the students to communicate with other speakers in the target language. In order to be able to communicate, language learners need to have communicative competence. Communicative competence includes knowledge of grammar and the vocabulary of the language, knowledge of rules in

speaking, knowing how to use and respond to different types of speech acts, and knowing how to use language appropriately.

Brown (2001:267) claims that speaking is the treat of oral communication skills which is simply labeled as “Speaking” courses. And speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.

Based on the statements above, it can be inferred that speaking skill is an important skill to be mastered when someone want to communicate in English foreign language. Speaking skill becomes the most important skill since people believe that language mastery is able to be judged from how well someone speaks. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in a social interaction. Therefore the appropriate method and technique are needed to improve students’ speaking skill.

On the other hand, a large number of students in SMA Al Ismailiyun Sukadamai Natar find it hard to master speaking skill. It is caused by some factors.

The first factor comes up from the student. Mostly, the students keep silent when learning English. Here, the problems are the students’ limitation on vocabulary mastery and the low motivation to practice make the meaning is not conveyed

well in the process of communication. Most of them do not understand how to speak well, they feel speaking English is so hard to do. They are afraid of making mistake if they are speaking English. When the students found new vocabulary, they did not usually understand the right pronunciation. In addition, the utterance is also full of grammatical errors. It makes them hesitant. Furthermore, the teacher's feedback or correction on the wrong moment also contributes on their unreasonable fear to speak English well.

Furthermore, most the students are not confident and shy to speak English and engaged autonomously with their peer in learning process. It happens because the characteristics of adolescents tend to have high self-ego and sensitive for selfcorrection. They just need an interesting technique or strategy to stimulate their peer-interaction and cooperation among members. The technique is expected to help students improve their social skills on communication and also their speaking skills.

The second factor comes up from the teacherhim/herself, it goes without saying that speaking is rare to be used in classroom daily activities because speaking is not used in final examination, so teacher does not teach the student how to speak fluently. They are always taught in reading and writing skill only. Thus, the method or technique is not interesting for the students to support their speaking activities in class. So, the students are not motivated to practice speaking effectively. Another problem from teacher is related to opportunities that are given to the students itself. Speaking needs more allocation time to practice. So,

practicing in group is one way to facilitate and give the students more chances to ask, respond, give a comment without afraid to make mistakes.

Teacher as a facilitator in the class has to know how to make variety technique to do different way while teaching in the classroom. As an English teacher, he should know how to make the students more understand with the explanation. The main problem always comes from the meaning of each word because English is our foreign language not our mother language, as an English teacher we have to know how to make our students easy to understand when we deliver English lesson in the class. When learning a foreign language, our individual vocabulary in that language is one of the most important micro skills to develop. Of course, all micro skills like grammar, vocabulary and pronunciation are important. But it is far more difficult to communicate with no vocabulary than with no grammar.

According to Setyadi, (et.al), therefore, there are three features of speaking activities to bridge the classroom and the real world practice opportunities for purposeful communication in meaningful situation. The students in speaking activities need to be given a lot of oral opportunities to practice the language suited to the real life communication.

There are about six similar categories that can be applied to the kinds of oral production that students are expected to carry out in the classroom. There are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). The first student must be trained to use patterns in carefully graded oral drills. Since the study is more difficult than the study on the

speech perception or comprehension, so linguist use a less direct method, i.e., by the speech error or the speech disfluency to get insight into how the process is accomplished by the speaker.

Considering the condition above, the researcher proposes to implement jigsaw to promote students' speaking skill. Jigsaw flashcards learning model is one of the branch from cooperative teaching method which students more active to teach other students in turn of the group. The teacher just controll each of groups when Jigsaw runs. In common, the teacher makes several groups consist of students who have very good, standard, and low ability in understand literary theory. This way is actually easy to act, because the teacher can divide the students into a group to have discussion based on the teachers's command to them. But, it will be good and creative way if the teachers modify jigsaw to make the class more active, because as we know that most of High/Vocational School students are attractive students with their different characters. Therefore, the researcher modifies the jigsaw with flashcard to make the class more active and attractive.

1.2 Research Questions

Based on the background above, the researcher formulates the research question as follows:

- 1) What problems do the students face in the implementation of modified jigsaw flashcards in teaching speaking?

- 2) Is there any significant difference on students' speaking skill before and after being taught by using modified jigsaw flashcards?
- 3) How affect the implementation of modified jigsaw flashcards can students' speaking skill?

1.3 Objectives of the Research

In line with the research question above, the researcher states the objectives of the research as follows:

- 1) To find out how us the implementation of modified jigsaw flashcardsto students' speaking skill.
- 2) To find out the significant difference on students' speaking skill before and after being taught by using modified jigsaw flashcards.
- 3) To find out what problems do students face in the implementation of modified jigsaw flashcards in teaching speaking.

1.4 Significances of the Research

The uses of this research are expected to provide scientific contributions in education, particularly in learning English. Scientific contributions in the form of using theoretically and practically.

1. Theoretically

- a. The result of this study is expected to be able to widen the skill of teachers in using jigsawflashcards on students speaking ability.

- b. It can be a reference to other researchers who want to study modified strategy more intensively in teaching speaking.

2. Practically

- a. The result of this study is suggested to apply the using jigsaw flashcards on students speaking achievement.
- b. The use of collaborative using jigsaw flashcards strategy can make the students more enjoyable in doing their tasks associated with the speaking materials.

1.5 Scopes of the Research

The study is using jigsaw flashcard learning model to promote students speaking ability at the first grade students' of SMA Al Ismailiyun Sukadamai Natar. The researcher applied modified jigsaw flashcards to promote students' speaking ability. Then the researcher promoted jigsaw flashcards to be applicable in developing students' speaking ability. Moreover, this study also wants to investigate the effect of students' critical thinking level toward their speaking ability.

1.6 Definition of Terms

The uses of this research are expected to provide scientific contributions in education, particularly in learning English. Scientific contributions in the form of using speaking and jigsaw flashcard.

1. Speaking

Speaking is an interactive process of making use of words in an ordinary voice to construct meaning involving producing, receiving, and processing information from one person to another. It consist of four aspects, they are: accuracy, fluency, grammar and vocabulary.

2. Jigsaw Flashcard

Jigsaw flashcard is a cooperative learning which each member of a group was assigned a different part of material. Then, all the students from different groups who had the same learning material gathered together and formed an “expert group” to discuss and communicate with each other until they all mastered the material. Later, the students returned back to their home group to teach the material to other members of their group (Mengduo and Xiaoling, 2010).

II. LITERATURE REVIEW

In this chapter, the researcher explains two major important parts which deal with review of related literature and review of previous related research. To support this research, the researcher provides explanation about the literature review which are related to this research such as review of literature that deals with concept of speaking, speaking ability, using jigsaw flashcard learning, advantages of using jigsaw flashcard learning model in speaking ability, disadvantages of using jigsaw flashcard learning model in speaking ability, procedure of using jigsaw flashcard learning model in speaking ability, the procedures of collaborative using jigsaw flashcard learning model, collaborative learning, frame of thinking, and hypotheses.

2.1 Review of Previous Research

In order to gain a clear perspective toward this research, it is necessary to review findings of previous related researches on primarily speaking comprehension skill and aspects which might correlate with it. There have been a lot of research modified jigsaw flashcards in speaking skill.

The first research was conducted by Sriati, Humaidah, and Prasetyo (2006), entitled *The Use of Flashcard Media to Improve Students' Speaking Ability*. They

said that education in the kindergarten is a form of pre-school education contained in the path of school education. As a pre-school education, the main task of kindergarten teachers is to prepare children by introducing a range of knowledge, attitudes, behaviors, and intellectual skills to be able to adapt to the actual learning activities at school level in the upper elementary school. The researcher used a descriptive qualitative design. The subjects of this study were in the kindergarten school of *Dharma Wanita Persatuan Kemiri Sidoarjo* in group B. The researcher chose the flashcard because flashcard easy of teaching and learning without bringing real thing in the learning process. Based on the result of this study, the use of flashcard media make learning activities be more interest and students are more active in learning process. Learning with flashcard media more quickly improve the quality of speaking ability.

The second research was conducted by Aronson (2000) entitled Overview of a Modified Jigsaw Technique for Learning Content Material. In his paper, he said that the Jigsaw Technique is relatively simple to learn and use. It is a form of Cooperative Learning and is particularly useful in teaching students to comprehend content material (i.e., Science, Social Studies, etc.). As students with reading and writing problems advance in the K-12 system, the amount and range of content material continues to expand. Frequently they fall further and further behind their age peers because they often lack the requisite skills to master content material, particularly in the areas of reading fluency and comprehension.

Aronson (2000) has found that the *Jigsaw Technique* to be an effective method to help students cover larger amounts of content material and to remember that

material. Attached to this page are some informative articles about *Cooperative Learning*. The *Jigsaw Technique* is one form of cooperative learning.

The third research was conducted by Ortlieb and Norris (2012). This quasi-experimental study investigated the effectiveness of using a modified flashcards strategy to improve students' speaking comprehension in science within a kindergarten classroom. The primary purpose was to examine if students receiving the intervention would experience greater comprehension of the subjects being taught than students who did not receive this treatment. There were 30 kindergarten participants in this study. In group A, there were 15 students and in group B there were 15 students.

Both groups were given a pretest before the study began the final evaluations taken from the Texas Education Service Center Curriculum Collaborative, called CSCOPE. This curriculum support system is fully aligned to the state standards to provide a common language, process, and structure for curriculum development.

The pre-test and post-test consisted of six questions that were taken from CSCOPE. The questions were modified to be answered orally. The questions for the pre and post test have construct validity from their derived origin within the CSCOPE curriculum. Teacher observations were recorded for duration of study to provide an extension of quantitative data results.

At the end of the five weeks, the post-test questions were given to each student orally to measure the growth, if any, from the pretest. Data from group A and group B were then compared using an unpaired t-test to see if there was a

statistical significance, and a Cohen's effect size was calculated to measure the effect of the comprehension intervention. The data showed that there was a statistical difference between the control group and the experimental group. The students in the control group gained 2.5 questions correct on average compared to the experimental group which had an average gain of 4 questions from the pre to post test.

The last research was conducted by Hudzaifah (2016) entitled "Increasing Vocabularies through Modified Jigsaw and Recitation for Junior High School". She says that teaching english for junior high school needs more innovative and creative way to take the students more concentration and serious when they learn inside and outside the class with nice manner. Vocabularies such as: carnival, dive, caterpillar, camp, and others may appear difficult to understand for the students when the teacher is using all the words without give and explain the meaning. The easiest and common way is the teacher command the students to open the dictionary and search the meaning. Most of Junior High School Students are critical, active, and moody students based on their ages. If the teacher only give the usual way, they will lazy and bore to follow the class and there is not interesting manner to increase their vocabularies in English. Therefore, it becomes the important task for the teacher to find an effective method to increase the vocabularies that the students find it enjoyable and easy to get the meaning. Jigsaw is one of cooperative teaching method that the students into several groups to teach the other groups in turn. The writer arranges modified jigsaw through "card paper" that already divide from easy, middle, and difficult and the students

have to pay attention how to run this enjoy method and if they already learn and answer, they move to other group based on the paper card which already answer. After the teacher runs modified jigsaw, the teacher continue with recitation. Recitation means the teacher have to give the student task to learn at home, library, or park to make the students always remember the vocabularies, and when they come back to the class, the students will try to remain and repeat again the vocabularies that already learn outside the class. Thus, the change of students in other groups with modified jigsaw and recitation will make all the students more understand and enriched with many vocabularies to make them easier than before.

Based on the previous researches above, the researcher realizes that the students need to be taught with a good leading approach.in this study and they also needs social interaction to verbalize their thinking. The researcher also wants to prove the effect of collaborative think aloud on EFL students' to comprehend the English reading text and report its process. Besides two prior objectives, the researcher wants to find students' opinion about collaborative think aloud strategy after they are trained by the researcher.

2.2 Concept of Speaking

Speaking is very important in English. By speaking, students can get much knowledge and new information. In general, speaking is probably the language skill that most language learners wish to be perfect as soon as possible. According to Richards (in Nunan, 1999: 226) speaking is one of the four language skills that are taught in English teaching. The objective of teaching speaking is ability to

communicate with other speakers in the target language. In order to be able to communicate, language learners need to have communicative competence. Communicative competence includes knowledge of grammar and the vocabulary of the language, knowledge of rules in speaking, knowing how to use and respond to different types of speech acts, and knowing how to use language appropriately. Thus, Brown (2001:337) states that speaking is an interactive process of constructing meaning involving producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participant, their collective experiences, the physical environment, and the purpose of speaking. Furthermore, Munawar (2010) states that speaking is the human ability to produce sound or voice orally and to share or express feelings and thoughts with others as a means of communication in life. While skill is the ability to do something well. Therefore the researcher infers that speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skills are the ability to perform the linguistics knowledge in actual communication. The ability functions to express one ideas, feeling, thoughts, and needs orally.

In addition, Hasan (2014) states that speaking skill has been claimed to be at the core of language learning. Speakers talk in order to give some information to the listeners, they assert things to change their state of knowledge to get them understand about the language. Concerning the speaking achievement, skills in rapid selection can be developed only by much practice in retrieving learned items in their complete interrelationship from the memory store and adapting

them to new requirements as meaning are expressed with more finesse and nuance. To improve the students ability in speaking, they need to involve their idea. In this section the students can converse on subject where ideas spring readily to his mind. So, through speaking, students connect with others, learn concept, develop vocabulary, and perceive the structure of the English language in essential components of learning.

Speaking, as one of the English language skill has some aspects. According to Spratt, et.al (2005:35) there are four aspects of speaking, i.e., fluency, pronunciation, grammatical accuracy, and body language. Furthermore, Spratt, et.al explains that fluency is speaking at a normal speed, without hesitation, repetition or self- correction, and with smooth use of connected speech. Meanwhile, accuracy in speaking is the use of correct grammar, vocabulary and pronunciation .

According to Jones (2007:18) fluency means using simple words to express meaning, even though longer words might be more descriptive. Also, fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence – and on not worrying about losing face by making mistakes. Another component of fluency is being able to articulate easily and comprehensively. Meanwhile, Accuracy means not making too many mistakes. We certainly want our students to become more fluent, but we also want them to become more accurate. An overconfident, inaccurate speaker can be an irritating companion, though preferable to a silent one.

Fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. Meanwhile, accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language.

Based on the discussion above, it is known that accuracy and fluency are closely related, which leads us to the notion that accuracy as well as fluency is necessary for successful communication. Thus grammar and vocabulary is another important aspect that can smooth accuracy. In short those four factors are two factors which can determine the success of English language students in the future and the most essential linguistic behavior in classroom teaching.

Based on the explanation above, it can be concluded that speaking is an interactive process of making use of words in an ordinary voice to construct meaning involving producing, receiving, and processing information from one person to another. It consist of four aspects, they are: accuracy, fluency, grammar and vocabulary.

2.2.1 Teaching Speaking

Teaching students to speak or to make conversation is not easy since the students are not exposed to the target language. The teacher should try his or her best to provide resources such as materials, media, and strategies. The teacher should also give good examples of how language is spoken, by making him or herself as a model, or by giving the students sample exposure to the language through

speaking to or watching the recording materials in which the language is spoken . Moreover, the language learning process differs from situation to situation because there may be much variation in the factor that may influence it. Thus, teachers need to know the background capability of the students. As stated by Burns and Joyce (1999:55), before EFL teachers decide to teach speaking skill, they need to find the background data about the students' need and goals. This involves gathering personal data, such as: age, language background, and data information about the students' goals or needs. It also involves assessing their current level of spoken language competency and proficiency.

Having analyzed the students' need and the current level of their spoken competence, teachers need to design teaching learning sequences which can help students and develop students' ability to use oral language. According to Brown (2001:331), there are seven principles for teaching speaking skill. They are (1) focus on both fluency and accuracy, depending on your objective; (2) provide intrinsically motivating technique; (3) encourages the use of authentic language in meaningful context; (4) provide appropriate feedback and correction; (5) capitalize on the natural link between speaking and speaking; (6) give students opportunities to imitate oral communication; and (7) encourage the development of speaking strategies.

By and large, letting students interact in communicative speaking activity is the best way in teaching speaking skill. EFL teachers should create a classroom environment where students have real life communication, authentic activities,

and meaningful task that promote oral language (Kayi, 2006). He further, gives some suggestions for English language teachers while teaching oral language. In teaching oral language teachers should provide maximum opportunity for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

Besides, teacher should try to involve each student in every speaking activity, for this aim, teachers should practice different way of students' participation. They should also increase students speaking time instead of their speaking time. In giving comments on student responses, teachers should indicate positive signs in order not to invite the students' reluctance in speaking. Teachers should provide the vocabulary beforehand that students need in speaking activities. The most important thing for teachers to do is they should diagnose problems faced by students who face difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.2.2 Evaluating Speaking

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic. When we talk about something of course there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation.

Anderson and Bachman (2009:1) claim that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object

of assessment as well. As known that language ability can be measured from four language skill however now days people usually judge the language skill from how well someone able to speak in language itself.

2.2.3 The Problems in Teaching and Learning Speaking

There are several problems that are generally encountered by the teachers during speaking activities in their classroom: students are reluctance to talk or say anything, students speak use their mother tongue, and the lesson is noisy and out of hand, and the teacher loses control of it. Dealing with the students' reluctance to speak, Burns and Joyce (1999: 134) state that there are three factors that may cause students to be reluctant to participate in classroom task which involve speaking. First, cultural factor, such as belief that learning involves speaking to the teacher and not actively speaking up in the class and a belief that language learning is based primarily on reading and writing from a textbook and completing written exercises. Second, linguistic factor, such as difficulties in transferring from the learners' first language to the sound, rhythm, and stress pattern of English, difficulties with the native speakers pronunciation of the teacher, a lack of understanding of common grammatical patterns in English (e.g. English tenses) and how may be these different from their own language, lack of familiarity with the cultural or social language knowledge required to process meaning. The range of psychological and affective factors including culture shock, previous negative social or political experiences, lacks of motivation, anxiety, and shyness in class.

Furthermore, Brown (2001:270) states that there are several characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult. They are as follows:

1. Clustering.

Fluent speech is phrasal, not word by word, learners can organize their output 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 can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

One of the 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. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as *uh, um, well, you know, I mean, like, etc.* one of the most salient differences between native and nonnative speakers of language is in their hesitation phenomena.

5. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that 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

That is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

8. Interaction

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

Classroom tasks and patterns of interactions which are far from the students' level of competence do not promote their communicative competence. When they find that such kinds of task and patterns of interactions are difficult, then they tend to discourage to have speaking practice.

The problem coming from the students as stated by Lucantoni (2002:48) is when students think that they are based on what they say. They then prefer keeping

silent to speaking language. The next is there is tendency of some students to dominate the interaction, Gebhart (1996:54) suggest some factors that can contribute to make interactive classroom (1) reducing the centrality of position of the teacher. Although the reduction the teacher's centrality can facilitate interactive classroom, the teacher can maintain control of what goes on in the classroom while giving freedom to the students to initiate interaction among themselves and with the teacher; (2) appreciating for the uniqueness of individuals. The teacher is expected to be sensitive to each individual's background and affective state; (3) giving chances for the students to express themselves in meaningful ways; (4) giving opportunities for the students to negotiate meaning with each other and the teacher; and (5) giving choices, both in relation to what students say and how they say it.

In addition, Lucantoni (2002:6) proposes suggestions to solve the problems. First, provide students with the functional exponents they need in order to carry out pair work and role-play activities, and demonstrate exactly what they have to do. Then, put them in situation where they have to speak in English in order to complete a task. Secondly, always encourage – do not allow students to become discourage when they make mistakes. They have to understand that making mistakes is part of the learning process.

2.2.4 Characteristics of Successful Speaking Activities

Encouraging students to be able to speak English fluently is not an easy matter. There are some difficulties for the students in speaking activities. Ur (1996: 121)

states that there are four problems which may hamper the successful of speaking class. Those are as follows:

a. Inhibition

Speaking require real context and exposure to audiences. This often makes students inhibited in speaking in front of others. Students may be worried or afraid of making mistakes and being humiliated.

b. Nothing to say

Students often cannot think and find any words to say even though they may have some words and knowledge about the topics.

c. Low or uneven participation

Speaking class may face this problem especially in big classes. Students must wait for their turn to speak and before they have chance to speak, the time is over. A talkative or smart student who dominates the speaking class will make this problem worse,

d. Mother tongue use

The use of native language during speaking activities the use of the target language. In order to create a successful speaking class and to solve the problems mentioned above, Ur (1996: 121-122) suggests the teacher to use some activities as follows:

1) Using group work

Group work can prompt interactive language, offer a comfortable affective climate, promote students responsibility and a move toward individualizing instruction.

2) Base the activity on easy language

Teachers should recognize the level of the students' language and provide an easy activity to recall and produce.

3) Make a careful choice of topic and task to stimulate interest

Teachers should choose an interesting topic and task for the students in order to motivate their interest in the activity provided.

4) Give some instructions or trainings in discussion skill

Giving instruction or training on how discussion should be performed will ensure that the activities work well. There should be clear rules how discussion will be done and each students is given specific roles to get involves in it.

5) Keep students speaking in the target language

Teachers should monitor the students in speaking class to make sure they speak well at their best ability. To help teachers do this job, they can ask some students to monitor the others in turn.

Ur (1999: 120) says that the characteristics of a successful speaking activity are as follows:

- 1) Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- 2) Participation is even: Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak, and contributions are fairly distributed.
- 3) Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.
- 4) Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2.3 Jigsaw

Jigsaw is a cooperative learning which each member of a group was assigned a different part of material. Then, all the students from different groups who had the same learning material gathered together and formed an “expert group” to discuss and communicate with each other until they all mastered the material. Later, the students returned back to their home group to teach the material to other members of their group (Mengduo and Xiaoling, 2010). It is in line with Isjoni 2011; Slavin, 2005; Sahin, 2010 who states that jigsaw is one of cooperative learning technique which suggests students more active and responsible for each other in comprehending the material to get the achievement maximally.

Furthermore, Mattingly and Van Sickle in Mayer & Alexander (2011: 356-357) define the jigsaw technique as group work that group members share the same section and then join with another pair of students. If the sections are more open-ended so there is no single right answer, or if students are encouraged to take notes during the focus groups to provide a support when the original groups re-assembles. It means when group members are doing the jigsaw technique, they have all the pieces or few pieces in front of them. Each group has a different part with other groups which may be information from a story or factual fact, parts of picture or comic strip, parts of short explanation of relating materials, have to be fitted together to find the solution. That is why the jigsaw technique is said to improve cooperation and mutual acceptance within the group and well-known for cooperative learning. In this context, the group members also have to do a lot of talking before they are able to fit the pieces together in the right way.

In addition, Burkart (1998) states that the jigsaw technique is focused in group working and more elaborate information gap activities that is able to build the students' bravery and communication ability with other people or friends because by using this technique each student gets one or few pieces of the "puzzle". With that piece, students are expected to share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion to fit all the pieces and get meaningful information.

Based on definitions above, it can be concluded that the jigsaw technique is a kind of group work that the students are expected to share the information, retell the story, or discuss the certain topic with other members in the same and in the different group to get meaningful information and find the solution. Besides, because each group has different part of information, the group members have to make a good cooperation with involving actively in order collecting all the pieces together.

2.3.1 The Origin Jigsaw

In Jigsaw, the students separate from their own groups and form new groups with the other students who are responsible for preparing the same subjects. These groups, called “groups of experts” try to make other students understand the subject; they make plans about how they can teach the subject to their friends, and prepare a report. Afterwards, they turn to their own groups and teach their subjects to them with the help of the reports they have prepared. In the last stage, stage of completing, teachers can perform some activities with individuals, small groups or the whole class in order to unify students’ learning. For instance, she/he can make one of the home groups or individual students make presentations in the classroom on their subjects. In the evaluation stage, the study is completed by making the evaluation proposed by the cooperative learning method. Jigsaw is technique of the learning method which demands the students on group with 4-6 member students who have heterogeneous ability (Dini, 2009). The fit number of students according to Slavin’s experimental result says, 4-6 students was more understandable than group which has member 2-4 student. Hence, in collecting

their group, the teacher should choose their group members, because if the student is freed to select their group members themselves, so, infrequently they will select their closed-friends.

This technique allows students to actively participate in learning process. By being constantly subjected to this method, they should feel more comfortable about their roles. Ways of evaluating the groups can enhance the effectiveness of the jigsaw technique by making each student have a sense of responsibility for their group's performances.

2.3.2 Modified Jigsaw Flashcards Learning Model

As stated on the previous sub topic that jigsaw technique is a kind of group work that the students are expected to share the information, retell the story, or discuss the certain topic with other members in the same and in the different group to get meaningful information and find the solution. Besides, because each group has different part of information, the group members have to make a good cooperation with involving actively in order collecting all the pieces together.

Thus, flashcard is a cardboard consisting of a word, a sentence, or a simple picture on it (Komachali & Khodareza, 2012). Furthermore, flashcard (in language teaching) is a card with words, sentences, or pictures on it, used as an aid or cue in a language lesson (Richard & Schmidt, 2010:222). Flashcard is considered as a helpful teaching aid because of its benefits. Moreover, teachers can also use flashcards for drilling and presenting new words. The primary advantage of

flashcards over other review techniques is that since the cards are easy to carry around, you can review them often and quickly. Frequent review of cards is what makes them effective. Short reviews frequently repeated will generally be more effective than long sessions of cramming. Objections about flashcards usually state that "they take too long to make." Keep in mind, however, that blank cards can be inexpensively purchased now and writing down of the material on the cards themselves is itself an aid to memory. Furthermore, there are now many online websites for making free flashcards (e.g., <http://www.flashcardmachine.com/>). It is also important to make the cards throughout the course, not just before the exam (Academic Enrichment & Support Center (AESC) of Bethel University, 2010).

It can be concluded that modified jigsaw flashcard is one of the cooperative learning techniques which is based on group dynamics and social interactions which combines a cardboard consisting of a word, a sentence, or a simple picture on it as the teaching aid. The steps of jigsaw techniques follows:

First, teacher divides the students into small groups. Each group consists of three to five students. These groups are called jigsaw group. Teacher gives a passage consists of some segments of the material to all students in jigsaw group.

Second, each student in Jigsaw groups is assigned to choose a section or portion of the material. After that, students who choose the same section gather and make a new group called expert group. In this step, the researcher gives time to these "Expert Group" to discuss the main point of their segment. They may share ideas,

opinions, and comprehension about the material and try to solve their problem. After that, they return to their jigsaw groups and explain the material to each other, until all of them in jigsaw groups comprehend the material.

Finally, give a quiz based on the material to find out students' achievement (Slavin, 2005; Mengduo and Xiaoling, 2010; Hersulastuti, 2010).

Based on the above statement, the researcher can conclude that jigsaw technique is simple technique for practicing in the classroom. As a teaching technique, Jigsaw has some advantages (<http://serc.carleton.edu/sp/library/jigsaws/why.html>) as follows:

1. Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
2. Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
3. Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
4. During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
5. Each student develops an expertise and has something important to contribute to the group.

6. Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion.
7. The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
8. Jigsaw encourages cooperation and active learning and promotes valuing all students' contributions.
9. Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

From the description above, the researcher can include that jigsaw is a technique should active in learning process, because the class is needed to all of students or individually comprehend the material well. Finally, they teach themselves in their groups to one another. By this way, all of them will develop their speaking skill as well.

Besides there are experts and researches declare that jigsaw is an effective method which has many advantages. Yet, jigsaw technique has also disadvantages which may happen in implementing in learning process. For instance, Sofiana & Nugroho (2012) say:

1. In jigsaw technique, learning and teaching activity need more time.

2. The teacher needs more skills because each group need different handling.

2.3.3 The Procedure of Teaching Speaking Through Jigsaw Flashcards

In addition, Johnson, Johnson and Holubec in Mengduo and Xiaoling (2010:114) put forward five principles for jigsaw technique as follows:

1. Positive Interdependence

Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.

2. Face-to-face Promotive Interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

3. Individual and Group Accountability

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain

the rationale underlying the group answers, and monitor students to teach what they've learned to the others.

4. Interpersonal Skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on.

5. Group Processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change. Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on their own. Finally, since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student's own understanding of a concept as well as reveals any misunderstandings.

Consequently, jigsaw strategy can successfully reduce students' reluctance to participate in the classroom activities and help create an active learner-centered atmosphere (Mengduo and Xiaoling, 2010). Finally, in this study jigsaw technique considers that can be more supporting the students in improving their students' speaking ability.

2.3.4 The Benefits of Jigsaw Technique in Language Teaching

Dycus (1996) states that the jigsaw technique is focused on peer tutoring and information gaps. It means that the students can express their idea and their ability to solve the problems. Besides, the students are motivated to ask some questions if there is difficulty to their friends who are clever. This technique also increases the participation of the students in teaching learning process.

In addition, the jigsaw technique is a kind of group work activities. Related to this, Harmer (2007: 117) proposes some advantages of group work. First, group work increases the amount of talking for individual students. It gives more opportunity for students to practice language without hesitant. Second, personal relationships are usually less problematic. There is greater chance of different options or opinions and varied contributions than in pair work. Third, group work helps students who have difficulty to master the lesson material as a result of asking and interacting with other friends. In other words, it allows the students to interact at all stages to accomplish a given task. Fourth, group works creates a comfort and creative atmosphere. It can enhance students' self confidence and motivation to speak English fluently. Last, group work encourages boarder skills of cooperation and negotiation. In summary, the jigsaw technique is expected to give some benefits in language teaching process like the benefits of group work as well.

2.4 Theoretical Assumption

Nowadays, English is very important for human life, so it is learned starting from elementary school up to higher school or university. However, many students have difficulties in studying it. That is why many students have low achievement in practicing speaking, because the orientation of teaching learning process is ready to finish the material without using the strategy. In addition, in teaching speaking ability rarely applying interesting methods, so the students get bored in following the subject. To get success in teaching speaking ability, the teacher should prepare the materials as possible. The teacher should have many strategies in teaching English learning, especially in speaking ability.

Speaking is an important aspect in life because one cannot know anything without speaking. Therefore, teaching speaking English should do carefully and effectively. Using jigsaw flashcards learning model strategy is a really handy resource to have and can be useful at every stage of the class. They are a great way to present, practice and recycle speaking and when students become familiar with the activities used in class, they can be given out to early-finishers to use in small groups. I sometimes get the students to make their own sets of jigsaw flashcard that can be taken home for them to play with, with parents and siblings.

Based on the frame of theories above, in order to achieve the aims of teaching English, especially in speakingability, the researcher assumes that modified strategy will increase the students' competence in English speaking ability. So the

student will be easier to comprehend the meaning and find out the main idea of the text.

2.5 Hypotheses

Hypothesis is a temporary conclusion about the research. Furthermore, Hypothesis is also known as a speculation concerning either observed or expected relationships among phenomena. If for research purposes the speculation is translated into a statement that can be tested by quantitative methods in research, the statement is known as a **statistical hypothesis**, stated with reference to population parameters (e.g. population mean) and takes the form of two opposing but related hypotheses: a **null hypothesis**, symbolized by H_0 , and an alternative hypothesis, symbolized by H_a or H_1 , that are mutually exclusive and exhaustive. A null hypothesis is a statement that “No difference exists between groups A and B” whereas the alternative hypothesis is an opposite statement that “The mean for group A is higher than that for group B” (Richards and Schmidt, 2010: 266-267). Based on the theoretical assumption above, the researcher formulates the hypothesis as follows:

H_0 : There is no difference on students’ speaking skill before and after the implementation of modified jigsaw flashcards.

H_1 : There is difference on students’ speaking skill before and after the implementation of modified jigsaw flashcards.

III. RESEARCH METHOD

This chapter discusses certain points, i.e., research method deals with research design, variable of the research, population, sample, and sampling technique, data collecting technique, instrument of the research, research procedure, validity and reliability of the test, and data analysis. They are explained in the subtopics as follows.

3.1 Research Design

In this research, the researcher used experimental design because the purpose of this research is to investigate the effect of using jigsaw flashcard learning model strategy towards students' speaking skill. Frankel (2008) states that experimental research is one of the most powerful research methodologies the researcher can use. An experimental design is the general plan for carrying out a study with an active independent variable. Ary (2006) agreed that the design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. The researcher concluded that experimental design is a research that conducted to know or investigate the influence of a treatment. This design is important because it determines the study's internal validity to reach valid conclusions about the effect of the treatment.

According to Ary (2006) experimental design may be classified according to how well they provide control of the threats to internal validity is: pre-experimental design, true experimental design, and quasi experimental design. Furthermore, the researcher used quasi-experimental design. Quasi experimental design includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment Creswell (2012).

Creswell (2012:310) states that the variety of quasi experimental design can be divided into two main categories. First is pre- test and post- test design, and the second is posttest-only design. The researcher used one group pre- test and posttest design, the pre-test was used to know the students mastery before treatment. The research design of the research is illustration as follows:

T1 X T2

Notes:

T1 = pre- test

X = Treatment

T2 = Post-test

(Hatch and Farhady, 1982: 22)

The researcher analyzed the result of the pretest and the post-test and compared them. The pretest was conducted to the experimental class the treatment to know

the students' speaking ability. Then, the treatment was done to the experimental class by using jigsaw flashcard learning model.

The post-test was given to the experimental class; the comparison was done between the result of the students' achievement before the treatment and after the treatment. The result of this comparison informs the researcher whether the model implemented works or not.

Besides, to explore the other research questions the researcher employed the descriptive qualitative method. Descriptive qualitative is used when the researcher needs to explore the topic which is investigated. It was in line with Creswell (2009) who states that qualitative study is selected because the topics need to be explored.

3.2 Research Population and Sample

3.2.1 Population

Fraenkel (2009) states that population is all the members of a particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of a study. Furthermore, Richard & Schmidt (2010:406) state that population is any set of items, individuals, etc. that share some common and observable characteristics and from which a sample can be taken. Thus, one can speak of comparing test scores across a sample of a population of students. The population of this research is all the students at the tenth grader of SMA Al

Ismailiyun Sukadamai Natar in year academic 2017/2018. In addition, there are three classes in which each class consists of 25 students, and the total number of the students is 75 students.

3.2.2 Sample

After determining the population, a researcher should do the next plan, that is, determining the sample, because sample is any group of individuals that is selected to represent a population (Richard & Schmidt, 2010: 465). Furthermore, Fraenkel (2009) states that sample is any part of population of individuals on whom information is obtained. It may for a variety of reasons, be different from the sample originally selected. The researcher chooses one class as a sample, that is the experimental class.

The sample of this research was determined by using purposive sampling. There are three classes of the tenth grader of SMA Al Ismailiyun Sukadamai Natar, in which the total number of the students are 75 students. However, the researcher just handles one class, that is X^B . Therefore, the class of X^B was determined to be the sample of this research.

The participants of this study consist of 25 students. They are selected purposively. At first, the group was given a pretest. Thus, the students are taught by Modified Jigsaw Flashcard. Next, the group was given a posttest to find out the difference and all intended research objectives.

3.3 Data Collection and Research Instrument

The collection of data is an extremely important of all research endeavors, for the conclusion of a study are based on what data reveal. As the result, the kind of data to be collected, the method of collection to be used, and the scoring of the data need to be considered with care. The term data is referred by Fraenkel & Walen (1993:112) as the kinds of information researchers obtain on the subjects of their research. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kinds of data he or she intends to collect. The device the researcher used to collect data is called an instrument. An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study. According to Creswell (2012) examples of instruments are survey questionnaires, standardized tests, and checklists that you might use to observe a student's or teacher's behaviors. The data collections are elaborated as follows:

3.3.1 Test

In this research, the data is in form of quantitative data. It means that the data is implied in using numerical data or statistic (Gall et al., 2003:135). Thus, the technique of collecting the data is speaking test. The researcher uses the subjective test in form of performance test to get the scores of the effectiveness of teaching technique in teaching speaking skill. At this point, the students were given an instruction to perform an oral monologue based on the given theme.

The assessment is scored on a point scale based on well-defined criteria (a rubric) that is presented in advance. The scoring is done by the teacher. There are four criteria/aspects that are employed in this scoring rubric. Further explanation about the scoring rubric is illustrated as follow.

Scoring Rubric for Students' Speaking Skill

Pronunciation		
Level	Criteria	Score
5	Has few traces of foreign accent	25
4	Always intelligence though one is conscious of a definite accent	20
3	Pronunciation problems require concentrated listening and occasionally lead to misunderstanding	15
2	Very hard to understand, because of pronunciation problem most frequently is asked to be repeated	10
1	Pronunciation problem, so severe us to make speech virtually unintelligible	5
Fluency		
Level	Criteria	Score
5	Speech is fluent and effortless as that of native speaker	25
4	Speed of speech seems to be slightly affected by language problems	20
3	Speed and fluency are rather strongly affected by language problems	15
2	Usually hesitant; often forced into silence by language problems	10
1	Reporting information is so halting and fragmentary as to make reporting information virtually impossible	5
Grammar		
Level	Criteria	Score
5	Makes few noticeable errors of grammar or word order	25
4	Occasionally make grammatical error	20
3	Makes frequent error of grammar and word order which occasionally obscure meaning	15
2	Grammar and word order error make comprehension difficult	10
1	Error in grammar and word order so severe as to make reporting information unintelligible	5
Vocabulary		
Level	Criteria	Score
5	Use vocabulary and idioms is virtually that of native speaker	25

4	Sometimes uses inappropriate terms or must rephrase idea	20
3	Frequently uses the wrong words; reporting information somewhat limited because of inadequate vocabulary	15
2	Misuse of words and very limited vocabulary make comprehension quite difficult	10
1	Vocabulary limitation so extreme as to make reporting information virtually impossible	5

Sources: Modified from testing English as a Second Language

Hariss

(1974)

3.3.2 Interview

Interview is a conversation between an investigator and an individual or a group of individuals in order to gather information (Richard and Schmidt, 2010:298). According to Lodico, Spaulding, and Voegtle (2006) there are five types of interview, they are: one-to-one, group interviews, structured interview, Semi-Structured Interviews, Unstructured interviews. In this research, the researcher used semi-structured interview in order to get the detail information from the interviewee. In order to make the data valid, the researcher uses triangulation of theory. Triangulation of theory. Setiyadi (2006) state that in triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.

Interview guide used to know the students' responses and motivation after following the teaching and learning process. Interview guide is a list of topics used by an interviewer during an interview. An interview guide helps the interviewer make sure that the important topics have been covered during the interview (Richard and Schmidt, 2010:298). This interview guide would be given

in the beginning and at the end of treatment. Besides, it was also used to know whether the strategy was helpful to solve the students' problem in writing or not.

The topics of interview can be described as follows:

Table 3.1
Interview Guideline for the Teacher

No	Component of interview	No. item
1	To know the general process of English teaching learning activity.	1,2,5,6,9
2	To know the students' problems during the teaching learning speaking.	3,4,7,8,10

Table 3.2
Interview Guideline for the Students after the Treatment

No	Component of interview	No. item
1	To know the students interest in speaking after being taught by using modified jigsaw flashcards.	1,7,10
2	To know the students' respond about the implementation of modified jigsaw flashcards.	2,3,5,6
3	To know the constrain about the implementation of modified jigsaw flashcards.	4,8,9

3.3.3 Validity

Validity is defined as referring to the appropriateness, meaningfulness, and usefulness of the specific inferences researches make based on the data they collect (Fraenkel & Wallen, 1993: 148). There are several types of validity according to the different purpose of the test. In this research, content validity and construct validity are used. The interview that is used in this research was examined also to know the validity of it. The speaking test was based on content

validity and construct validity, meanwhile the interview test was based on construct validity. Detail of both of them is as follow:

3.3.3.1 Content Validity

According to Fraenkel & Wallen (1993: 162), content validity refers to judgments of the content and logical structure of the instrument as it is to be used in a particular study. To get the content validity of speaking skill, the materials should be found based on the standard competence in syllabus for the tenth grade of senior high school level. The materials are about the news item and the kinds of that text.

3.3.3.2 Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory. It means that the test items should really test the students or the test items should really measure the students' ability in speaking skill. Regarding the construct validity, it measures whether the construction has already inferred the theories, meaning that the test construction has already been in line with the objectives of learning (Hatch and Farhady, 1982: 252).

3.3.3.3 Validity of the Interview

In this instrument, the researcher uses only construct validity. Construct validity focused on the kind of the test that it is used to measure the ability. According to

Setiyadi (2006), if the instrument just measures one aspect, for example, some writing, the construct validity can be measured by evaluating all items in the test.

3.3.4 Reliability

Richards & Schmidt (2010:495) explain that reliability is a measurement of the degree to which a test gives consistent results. A test is said to be reliable if it gives the same results when it is given on different occasions or when it is used by different speaking test.

3.3.2.1 Reliability of Speaking Test

To ensure reliability of the scores and to avoid the subjectivity, the researcher uses inter-rater reliability. Richards & Schmidt (2010:297) explain that Inter-rater reliability is the degree to which different examiners or judges making different subjective ratings of ability (e.g. of L2 writing proficiency) agree in their evaluations of that ability. If different judges rank test takers in approximately the same order, using a rating scale that measures different aspects of proficiency, the rating scale is said to have high inter-rater reliability.

In achieving the reliability of the pretest and posttest of speaking, inter-rater is used in this research. The first rater is the English teacher in SMA Al Ismailiyun Sukadamai Natar and the second rater is the researcher. All of them discussed and put in mind of the speaking criteria in order to obtain the reliable result of the test.

3.3.2.2 Reliability of Interview Score

To know the reliability of the interview sheet, the researcher uses Pearson Product Moment formula as seen below:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

Notes:

r_{xy} : Correlation of coefficient of reliability between odd and even numbers

N : The number of students who take part in the test

X : The total number of odd number item

Y : The total number of even number item

X^2 : The square of X

Y^2 : The square of Y

ΣX : The total score of odd number

ΣY : The total score of even number

(Hatch and Farhady, 1982:198)

After getting the reliability of half test, the researcher used Spearman Brown to determine the reliability of whole test, as follows:

$$R_k = 2r_{xy}$$

$$1+r_{xy}$$

R_k = the reliability of the whole test

$2r_{xy}$ = the reliability of the half test

(Hatch and Farhady, 1982:247)

The criteria of reliability are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

0.00 up to 0.19 is very low

Based on the calculation (see Appendix 8), it is known that the score of validity is 0.929. It can be said that the instrument has very high level of validity.

3.4 The Research Procedure

The researcher used the following procedure in order to collect the data

1. Determining the Research Problem

The main concerns of this research are whether there is a difference achievement of students' speaking skill after being taught by using modified jigsaw flashcards or not and how the process of modified jigsaw flashcards affects students' speaking skill.

2. Determining the Subject of the Research

The subject of this research was chosen by purposive sampling. The researcher took one class that is class X^B as the experimental class and use one group pre- test and posttest design.

3. Selecting the Material

The material of this research was selected based on the syllabus for the second semester of the tenth grader students. The topic is about descriptive paragraph.

4. Administrating Interview

There was an interview to the students before conducting the research. This interview was conducting to know how the students' respond about the teaching learning of English and which skill or component that makes them feel difficult to master English subject.

5. Administrating Test before the Treatments

Before the treatments, there was a pre- test. The pre- test was conducted in one session before the treatment of modified jigsaw flashcard. The test was in the form of monologue that consists of some topics that should be chosen by the students. The pre- test was conducted to find out the students' quality before treatments.

6. Conducting the Treatments

The treatments were given for three meetings in the experimental class. The researcher conducts the treatment to develop students' speaking skill.

7. Administrating Speaking Test after the Treatments

After giving treatment, the students are asked to perform the speaking test. By giving the post-test, the researcher can find out whether there is difference achievement of the students' speaking skill or not.

8. Analyzing the Data

The last step of this research is analyzing the data. In this step, the researcher drew conclusion from the tabulated results of the test that had been administrated. The researcher examined the students' work based on the guidance from scoring rubric of speaking based on Harris (1969). In addition the researcher also analyzed the qualitative data to answer the third research questions.

The eight things, starting from the determining research problem until analyzing the data, are the whole procedures in administrating the research.

3.5 Data Analysis

The data in this research are analyzed both of quantitatively and qualitatively. To analyze the quantitative data, the researcher uses Statistical Package for Social Science (SPSS) program. The data obtained from modified jigsaw flashcards in speaking test are calculated before and after treatment. Repeated Measures T-test is used to compare means score from the result of pretest and posttest. The researcher uses significant level of 0.05 in which the probability of error in the hypothesis is only about 5.

After analyzing the result of the students' speaking test, the researcher also describes how the modified jigsaw flashcards affect the students speaking skill by analyzing the students' speaking test result and their pretest and posttest.

To prove the hypothesis, SPSS was used to know the significant difference of students' speaking skill after being taught through modified jigsaw flashcards. This study uses Repeated Measures T-testing comparing the mean score. The significance level is in 0.05 even the hypothesis is approved if sign $< p$. It means that probability of error in the hypothesis was about 5%. The criteria is "H₀ is rejected if t Value is \geq than t table. On the other hand, H₀ is accepted if t Value is \leq than t table. The hypothesis is stated as follows:

H₀: There is no difference on students' speaking skill before and after the implementation of modified jigsaw flashcards.

H₁: There is difference on students' speaking skill before and after the implementation of modified jigsaw flashcards.

V.CONCLUSION

This last chapter covers (1) Conclusion of this research; and (2) Implication and Suggestions from the research related to the conclusions of this research.

5.1 Conclusion

Based on the data analysis and the results of the interviews, the researcher concludes that the research findings for the tenth grade students of SMA Al Ismailiyun Sukadamai Natar are as follows:

- 1) There were some problems happen during the implementation of jigsaw technique; time consuming, students' confusion and students' weakness in handling speaking material.
- 2) The implementation of modified jigsaw flashcards affects students' speaking skill. Hence, students can relate vocabulary words to their own background or experience. Thus, it involves students in thinking, reading and speaking. At last, it engages the students as active learner.
- 3) The implementation of modified jigsaw flashcards run well.

Based on the research finding above, it can be concluded that the implementation of modified jigsaw flashcards learning model to promote students' speaking skill.

Students' speaking skill after using modified jigsaw flashcards learning model is increased.

5.2 Implication and Suggestion

The following section discusses about the implication and suggestion written based on the conclusions of this research. Some of those implication and suggestion are addressed to:

5.2.1 For the Teachers

- 1) The strategy used in this research is really effective to teach students speaking skill especially in promoting the aspect of vocabulary. It can be used as an alternative way for teacher to teach learning speaking. It provides clear directions and steps to teach students about the speaking skill especially in promoting the aspect of vocabulary.
- 2) In implementing the strategy, teachers are suggested to not only give the clear instruction about how to use the strategy but also give the materials which support the use of the strategy. By giving the appropriate materials, students can try to implement the strategy by using those materials.

5.2.2 For the Further Researchers

By looking at the limitation of the research, several suggestions for further researchers are suggested.

- 1) Since the use of modified jigsaw flashcards learning model to teach speaking especially in promoting the aspect of vocabulary, it seems that it would be

interesting for the future researchers to implement this strategy in different English skills.

- 2) It is suggested for the further researchers to conduct their research in a senior high school which has students with good ability of English in order to get the best result of the research.
- 3) In addition, it is also suggested for the next researcher to implement jigsaw flashcards in long term research to see the different effect of modified jigsaw flashcards to students' in other language skills.

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