ABSTRACT

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

BY

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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 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.