The Use of Jigsaw Technique in Teaching Hortatory Exposition Text to Improve Students' Speaking Skill at the Second Grade Students of SMAN 1 SUMBEREJO

(A Script)

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ABSTRACT

THE USE OF JIGSAW TECHNIQUE IN TEACHING HORTATORY EXPOSITION TEXT TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMAN 1 SUMBEREJO

By

Eka Rizki Amalia

The aim of this study was to find out whether there is statistically significant improvement of the students' speaking skill after the students were taught through Jigsaw technique in teaching hortatory exposition text.

The subjects were 30 students of 11 Language and Culture Class at SMAN 1 Sumberejo in 2018/2019 academic year. There are two raters to assess the students' speaking skills and to collect the data, speaking test was used as the instrument. The speaking test is in form of discussion topics. The students' speaking improvements were measured in terms of pronunciation, grammar, vocabulary, fluency, and comprehension. The data were analyzed by using repeated measure t-test in which the significance was determined by $p<0.05$ and hypothesis testing was analyzed by using Statistical Package for Social Science (SPSS).

The results showed that there was a statistically significant improvement of the students' speaking skill with the significant level 0.05. It showed that Jigsaw is significantly improved the students' speaking skill. Furthermore, Jigsaw techniquue improved the speaking aspects in term of vocabulary, pronunciation, grammar, comprehension and fluency. This suggests that Jigsaw technique can facilitate the students to improve their speaking skill.

Keyword: Jigsaw technique, hortatory exposition text, speaking skill.

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A Script

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Research Title   : **THE USE OF JIGSAW TECHNIQUE IN TEACHING HORTATORY EXPOSITION TEXT TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMAN 1 SUMBEREJO**

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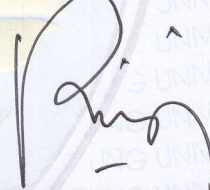Study Program   : **Teacher Training and Education**

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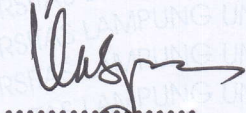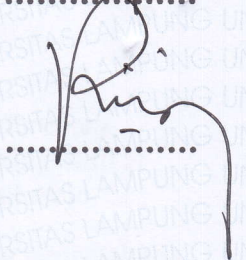**ADMITTED BY**

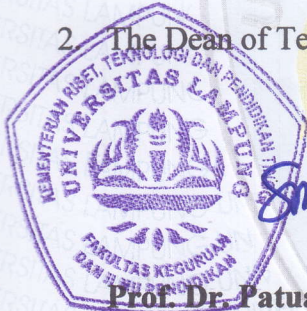1. Examination Committee

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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 Agustus 2019

Eka Rizki Amalia

CURRICULUM VITAE

Eka Rizki Amalia was the first child of Zamzuri and Samini. She was born on January 23rd, 1997 in Sumberejo, Tanggamus regency, Lampung Province. She had two brothers, Dwi Ikhin Fahrezy and Alby Muamar Al-Fathir.

She began her education at TK Rama Margodadi in 2002. She enrolled MIMA Margodadi in 2003 and graduated in 2009. After that, she continued her study at SMPN 1 Sumberejo and graduated in 2012. Then, she continued her study at SMAN 1 Sumberejo and successfully graduated in 2015.

Through SNMPTN, she was accepted in English Education study program of Teacher Training and Education Faculty, University of Lampung in 2015. From July to August 2018, she did KKN in Margodadi, Semberejo district, Tanggamus regency and she conducted PPL at MA Al-Ma'ruf, Margodadi.

During her study at Lampung University, she involved in UKM-U English Society Unila (Eso) as the staff of Public Relation Department in the periode of 2017. In Eso, she joined speech division. She also become one of English teacher in Education Bridge Lampung from 2016-2019 continued to be an English speaking trainer in MEC Indonesia chapter Lampung in 2019.

DEDICATION

This script is fully dedicated to :

My beloved Fathers Zamzuri and Edy and mothers Samini and Fitri

By beloved brothers Dwi Ikhwan Fahrezy and Alby Muamar Al-Fathir

My friends in English Education 2015 of Lampung University

My Almamater, University of Lampung

MOTTO

"Indeed, the patient will be given their reward without account"

(QS. Az-Zumar : 10)

"Whether you think you can or you can't. You are right". (Hendry Ford)

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Praise is only for Allah SWT, The Almighty God, for blessing the writer with health and determination to finish this script. This script, entitled '' The Use Of Jigsaw Technique in Teaching Hortatory Exposition Text in Improving Students' Speaking Skill at the Second Grade Students of SMAN 1 Sumberejo'', was presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as a partial fulfillment of the requirements for S-1 degree.

Among many individuals who gave a generous suggestion to improve this script, first of all, the writer would like to express her sincere gratitude and respect to :

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Finally, the writer believes that her writing was still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions were always open for better research. Somehow, the writer hopes this research gave benefits to the educational development, the readers and those who interested to conduct further research.

Bandar Lampung,.......2019

Eka Rizki Amalia

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I. INTRODUCTION

This chapter introduces the beginning of the research. It includes background of the research, research questions, objective of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of the research

English has became very important language to learn because the need of the wider communication in the world. In learning English, there are some skills that a learner should master. The skills in a language learning are : listening, speaking, reading and writing. Speaking is one of the most important and applicable skills in learning a language. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown,1994; Burn & Joyce,1997). Farhana (2017) stated that learning a language is basically learning communication skill. The language form and meaning in communicative language depend on the context in which it occured, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking . In this case, speaking is used for a direct communication that can be practiced in daily life, so speaking skill should be mastered by the learners who want to be able to speak English actively. In learning speaking, there are some aspects that can be measured, namely : pronunciation, vocabulary, fluency, grammar and comprehension. For being a successful speaking learners, the   learners   should master all the aspects of speaking because the aspects are connected each other.

But in fact, learners usually get problems in learning speaking. The first problem is the learners do not have correct pronunciation, so they can not produce an understandable communication. The second problem is the learners do not have enough vocabulary in English, so they got difficulties in explaining their idea. The last problem is about the learners are afraid to speak and learners are lack of confidence. Nurlaila (2008) stated some students might have good pronunciation and a high proficiency level but they still prefered to be silent because the lack of courage, they do not have a lot of confidence or courage. They prefer to be quite rather than speak English. In the other words, the learners' problems are related each other. When the students have low vocabulary mastery and also low in grammar usage, they will have low comprehensibility in their interpersonal communication.

Based on the pre-observation which conducted by interviewing the English teacher of XI language and culture of SMAN 1 Sumberejo, the teacher said that in teaching learning process, the students prefer to be quite rather than speak up in the class. It because the students have low vocabularies mastery, wrong pronunciation of vocabularies and do not have enough understanding of grammar. This condition makes the students have low self-confidence to speak English actively in the classroom.

Related to the problems above, the fact that happen is in teaching learning process is most teachers do not have a suitable technique in teaching speaking. A common problem for foreign language teacher is dealing with a passive class where the students are unresponsive and avoid the interaction with the teacher and other students. English students tend to have difficulties to speak English in a simple form of dialogue or even to tell their ideas and utterances in English. They are inhibition, nothing to say, low or uneven participation, and mother tongue interference. The example is that the students are inhibited about trying to say

something in a foreign language in the class room. They are worried about making mistakes.

Based on the problems faced by the teacher in teaching speaking and the students in mastering speaking, the researcher would like to do a research regarding to the teaching technique that can be used by the teacher to support English teaching learning process especially to teach speaking to the students. It is Jigsaw technique.

In a speaking class, the students might need a cooperative learning strategy to increase their speaking skill. There are so many techniques that deal with cooperative learning, such as Jigsaw, Think-pair-share, Three-step Interview, Round robin brain storming, Three-minute review, Numbered heads, Team pair solo, Circle the sage, Partners, etc. One of the effective ways that can be used to help students build up their ideas is through Jigsaw technique. Jigsaw technique is a technique which organized the class room and made the student able to learn by themselves without only receiving information but also explaining it to other students, it creates a self-learning in expressing their ideas by doing a task together with a group.

In jigsaw technique the students have the biggest responsibillity in receiving a knowledge. The purpose of jigsaw itself is increasing the students' teamwork and cooperative learning where every students has different capabilities in receiving knowledge. The procedures are the students study in a small group which consists of 5-6 students and every student has his or her own responsibility to learn a particular case from the materials given and explain those materials to other students. Each group consists of 5-6 students from various abilities. Each member in home group who has a same topic to the other home group members moves to create an ''expert group'' to study the material which is assigned to each group.

After the disscussion, they go back to their home group and explain to their home group members the materials completely.

Defined broadly, Jigsaw is a grouping strategy in which the students in the class are organized into "Jigsaw" group. The students are reorganized into "Expert" group which contains of a member of each home group. The members of the expert group work together to learn the same segment and solve the problem. After that, they returned to their home group to share their learning in the expert group. In this technique, the members who work in the expert group go back into their home group and each person has responsibility for sharing a piece of the topic that they has discussed in the expert group. Slavin (2009:237) said that in Jigsaw, the students study cooperatively in heterogenity team. According to Aronson (2000), Jigsaw is an efficient way for students to become engaged in their learning, learn a lot of material quickly, share information with other groups, minimize listening time, and increase their self confidence in learning. Jigsaw maximizes the interaction and establish the atmosphere of cooperation and respect other students. Teachers who listen to the disscussion of the jigsaw groups can quickly hear what each of the expert groups have been doing.

In English teaching, there are materials that should be taught by the teacher. In teaching speaking, the teacher needs a material which is interesting and needs critical thinking in order to motivate the students actively speak up during the class activity. In this case, the suitable material is hortatory expotition text because it tells the listeners about the newest issues that interesting to discuss. Hortatory exposition text is a type of text that intends to explain the listeners or readers about something that should or should not happen or be done. This text can be found in scientific books, journals, magazines, newspaper, articles, academic speech or lectures and research report. This text gives a statement related to the topic and to strengthen the explanation there are arguments that used

to persuade the readers or listeners. The speaker or the writer needs some arguments as the fundamental reasons of the given idea. The purpose of this text is to persuade the readers that something should or should not be the case or be done. The teacher should create a creative and critical thinking in order to understand the topic, find the solutions and also explain their idea orally to other students.

According to those previous statements, the researcher thinks that it is important to apply a more interesting teaching technique of speaking. In this case, the researcher will apply jigsaw technique because it motivates every student to speak in front of the class. In this research, the researcher focuses on the use of Jigsaw technique. So,the tittle of this research is "The Use of Jigsaw Technique in Teaching Hortatory Exposition Text in Improving Students' Speaking Skill at the Second Grade Students of SMAN 1 Sumberejo''

1.2. Research Question.

The problems of the research are formulated as follows :

1) Is there any significant improvement of the students' speaking skill through learning hortatory exposition text by using Jigsaw technique?

2) What speaking aspect improve the most and the least after learning hortatory exposition text by using Jigsaw technique?

1.3. Objectives of the Research

In relation to the research above, the objectives of the research are below :

1) To find out whether there is a significant improvement of the students' speaking skill through learning hortatory exposition by using Jigsaw technique.

2) To find out what aspect Improve the most and the least after being taught by using Jigsaw technique?

1.4. Uses of the Research

1) Theoretically, it supports theories that teaching hortatory exposition text by using Jigsaw technique can improve students' speaking skill.

2) Practically, it can be used by the teacher to teach speaking by using a suitable technique such as Jigsaw technique.

1.5. Scope of the Research

The reserach was quantitative research. The quantitative research focused on finding out the result of students' speaking skill in learning hortatory exposition text by using Jigsaw technique. The population of the research was the second grade students of SMAN 1 Sumberejo. Based on the curriculum, the learners had already studied : vocabulary, grammar, tenses, and structure. This research focused on hortatory exposition text. The students were expected to be able to comprehend speaking in terms of macro skills, such as : pronunciation, grammar, vocabulary, fluency, and comprehension.

1.6. Definition of Terms

There are terms that need to be defined in order to avoid misunderstanding and ambiguity, the definitions are below :

1) Speaking is the productive skill. It can not be separated from listening. When we speak, we make a communication and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

2) Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. Hortatory exposition text can be found in scientific books,

journals, magazines, newspaper articles, academic speech or lectures, research report etc. `

3) Jigsaw technique is a grouping strategy in which the members of the class are organized into "jigsaw" groups. The students are then reorganized into "expert" groups consist of one member from each home group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" group to share their learning. In this way, the work of the expert groups was quickly shared through out the class, with each person taking responsibility for sharing a piece of the information.

II. LITERATURE REVIEW

This chapter reviews theories that support this research. It consists of concept of speaking, aspects of speaking skills, teaching speaking, the use of Jigsaw technique in teaching speaking, hortatory exposition text, teaching hortatory exposition text by using Jigsaw technique in teaching speaking, advantages and disadvantages of Jigsaw technique, theoretical assumption and hypothesis.

2.1. Speaking

Speaking is very important skill for making a communication in daily activities. In speaking, people react to other people, situation, express the ideas, thought and feeling through spoken language. Pollard (2008) said that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them. According to Haris (1975) speaking is encoding process whereby, we communicate our ideas, thought, and feeling through or other form of language. So we can produce spoken message to someone. Here is the speaking situation that involves a speaker who puts a message with words or someone who has content and a listener. Meanwhile, Byrne (1984) stated that speaking is oral communication. It is two processes between speaker and listener and involve productive and reactive skill of understanding. Based on this idea, it shows that through speaking someone can communicate or express what she or he wants to say in order to understand one another.

In addition, Brown (2004) said that speaking is productive skill that can be directly and empirically observed, those observations are in variably coloured by the accuracy and efectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Moreover, he devided speaking skill into two, namely : micro and macro skills of speaking. The micro skills refer to produce the smaller chunk of language such as phonemes, morphemes, words, collocations and phrasal units. The macro skills simply the speakers focuses on the larger elements : fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

In the relation to speaking definition, Lado (1979 : 240) stated that speaking is 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 persons, one as the speaker and one another as the listener. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener receives what the speaker communicates, he or she has to comprehend towards coming message and the organize appropriate response for production. Rivers (1978: 162) also said through speaking someone could express her or his ideas, emotions and reactions to other or situation and influence other persons. Furthermore, someone can communicate or express what he or she wants to say and response to other speaker. In conclusion, there must be at least two persons to do the conversation. Conversation is a part of speaking that made the conversation happen. The situation and the condition are the important things. Without something that we need to ask or response there will not be a conversation. So, there must be a purpose for people to communicate with others even it just for the interpersonal dialogue.

2.2. Aspects of Speaking Skill

There are five aspects of Speaking skills which are recognized in analysis of speech process, those are pronunciation, grammar, vocabulary, fluency (the ease and speed of the flow of the speech) and comprehemsion or the ability to understand of what the speakers are talking about or the ability to respond to speech as well as to initiate it.

There are five aspects that influence how well people speak English acording to Brown (1997 : 4), he defined the five components of speaking

testing skill as follows :

1) Grammar

It is a need for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that students need ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expert in a language in oral and written form. In this research, the students' grammar mastery that will be tought are : simple present tense. In discussing and sharing the information, the students do speaking practice by using simple present tense to talk about the topics.

2) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, students can not communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom, so that the learners gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. The vocabularies that are taught in the treatment of this research are

about : linking verb, abstract noun, action verb, temporal connectives, evaluative words and content words. The students learn these vocabularies when they try to find out the vocabularies that related to their topic.

3) Pronunciation

Pronunciation is the ability to produce clearer language when they speak. It deals with the phonological process that refers to the aspects of a grammar made up of the elements and principles that determined how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronunce a range of phonemes are extremely difficult for a speaker from other language community to understand (Gerard, 2000:11). The students' pronunciation are taught in the home group activity. In this group, the students present their topic to the other home group members. In this group, the students explain orally about their topic to other member in home group. Then the teacher takes notes to the students' pronunciation mistakes. The evaluation are shared by the teacher at the end of the class session.

4) Fluency

Fluency defines as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speakers do not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4). In this reaserch, the students practice their speaking to present their topics to the other group. The students got treatment three times. In every treatment the students present different topic to exercise their fluency in speaking.

5) Comprehension

Comprehension is the ability of understanding the speaker's intension (understand what the speaker said) and general meaning (got the point what the speaker said) (Heaton, 1991 : 35). It means that if a person answers or expresses well and correctly, it shows that he or she comprehends or understands well. For example: the students were given a question by the teacher, such as : ''What do you think about smoking for teenagers?'', they answered the question correctly, such as ''smoking for teenagers is dangerous, Miss.'' It means that they comprehend what the teacher said. They were correct to speak and the audience understand what they said.

2.3. Teaching of Speaking Skill

Speaking should improve students' communicative skill to express themselves and learn how to follow the social and cultural rules in appropriate communicative circumtance. According to Richards (2008), the emergence of communicative language teaching leads to the change views of sylabuses and methodology, which continue to shape approaches to teach speaking skill today. In line with this, Kayi (2006) stated that teaching speaking has been undervalued and English language teachers have continues teaching speaking just as a repetition of drills or memorization of dialogue. However, today's world requires that the goals of teaching speaking should improve the students' communicative skill. Teaching speaking means teaching how to produce the language for communication.

2.4. Hortatory Exposition

As analytical exposition text, hortatory exposition text is a kind of English text that belongs to the argumentative text . Hortatory exposition text is a type of English text which represents the author's attempt to influence the reader to do

something or act in a particular way. In hortatory exposition text, the authors give some opinions about certain things to reinforce the main idea of the text.

Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures and research report.

Hortatory exposition text presents recommendation at the end of the paragraph. In this recommendation, the author tries to invite and persuade the reader to do something. This is different from the analytical exposition text which puts reiteration or rewrites the main idea of a text as the closing of the text without invitation or recommendation.

The generic structure of hortatory exposition text are (1) Thesis, is a statement or announcement of the issue concern. (2) Argument, is the reasons concern that lead to the recomendation. (3) Recomendation, is a statement of what should or should not happen or be done based on the given arguments.

2.5. Cooperative Learning

Teaching by using cooperative learning methods is very beneficial. Slavin (1995:2) suggests that there are many reasons that cooperative learning is entering the mainstream of educational practice. One is the extraordinary research base supporting the use of cooperative learning to increase student achievement, as well as such other outcomes as improved intergroup relations, acceptance of academically handicapped classmates, and increased self-esteem. Another reason is the growing realization that students need to learn to think, to solve problems, and to integrate and apply knowledge and skills, and that cooperative learning is an excellent means to that end. In addition, Slavin (1995:15) states that the most

important goal of cooperative learning is to provide students with the knowledge, concepts, skills, and understanding they need to become happy and contributing members of our society. Looking at the benefits and the goal of cooperative learning above, it is hoped that teachers can implement cooperative learning method in their teaching in order to make improvement in education. There are so many techniques that deal with cooperative learning, such as Jigsaw, Think-pair-share, Three-step Interview, Round robin brain storming, Three-minute review, Numbered heads, Team pair solo, Circle the sage, Partners, etc. In this research, the researcher focused on Jigsaw technique as one of the cooperative learning methods.

2.6. Jigsaw Technique

Jigsaw is one of ELT techniques that now used by language teachers. Aronson (2000: 43) said that Jigsaw technique is a technique which has a strong effect on students attitude in learning, social relationship among students in the group. That means that Jigsaw technique is dependable on each of the students' ability in order to complete the information by doing cooperative work. Jigsaw is a tiny puzzle that connected between one onto another in order to be a whole unit and each peace has information in it. When complete, a Jigsaw information puzzle produces a complete information. Each piece of information puzzle is needed because the whole information of the puzzle will not be able to be seen if there is a missing piece. According to Clarke (1985) stated that Jigsaw is one method which made the independence of group members possible, promotes interaction and cognitive elaboration, took into consideration, the principle of the multiple perspective and context as well as the construction of common knowledge.

Besides, most of the time, the students tend to be more comfortable and have secured work in groups rather than individually. They learn and speak more if

they put in a team work, moreover they try to contribute their best for the success of their group performances because they know from the beginning although they work in groups, but they will be assessed individually (Hersulastuti, 2010).

In the discussion about Jigsaw, Hersulastuti (2010), in her research finding explained that the atmosphere of learning speaking by using Jigsaw technique is much better because the students find another interesting way in speaking class. They participate actively into the learning, since everyone has to discuss the information in expert group and then present it in their home group, make them more productive, and creates better interactions among the members, although some mistakes occurre 'here and there', but they feel excited as well, they also help each other when they find difficulties in their presentation. All those positive things are in line with the principle of what makes speaking class successful.

2.6.1 Principles of Jigsaw

In order to apply Jigsaw technique in class, most of the researchers agree that to be truly cooperative, learning should consist of key elements, they are :

a. Positive interpendence (Kagan, 2009). It needs every student participation to have a contribution in the learning process of the student. Students are needed to work as fit as they take their part so each of them needs the other students to complete the task.

b. Individual responsibility (Kagan, 2009). It means each member of the groups are responsible to complete his or her part. It is important to have a feeling of self responsibility for each student in the group in order to spread responsible energy to the others.

c. Small heterogeneous group. The groups consist of students with a varied abilities in order to have an optimum learning. Groups need to be small in order to have a maximum interaction between the other groups.

d. Purposeful talk. The Students need to spread the ideas in interaction in order to have the energies to make an idea.

2.6.2. Advantages and Disadvantages of Jigsaw Technique

According to Arronson (2000) the advantages of Jigsaw technique are :

a. It is an efficient way to learn the material. Jigsaw provides an excellent learning environment for the acquisition of language through relevant content.

b. Builds a depth of knowledge. Jigsaw activity allows teachers to use several texts or information sources at different level of linguistic or conceptual difficulty in one class.

c. Discloses student's own understanding and resolves misunderstanding. Jigsaw activity allows the teachers to maintain the development of students academic skills through carefully structured speaking and writing activities.

d. Builds on conceptual understanding. Jigsaw provides opportunities for students to work in racially and culturally mixed groupings.

Thus, every technique has its own strengths point and weaknesess, and these are some disadvantages of using Jigsaw Technique (Arronson:2000). They are as follows :

a. Uneven time in expert groups. It requires long time to prepare students to work in groups.

b. Students must be trained in this technique of learning. It requires long time to arrange the seating, because in jigsaw speaking activity, the teacher as facilitator and monitor of the class activity and while activity the teacher needs to float from group to group in order to observe the process.

c. Requires an equal number of groups. Because there is a student as a leader, who has responsibility for being fair and speaking participation evenly and in order to reduce problems in their group.

2.6.3. Procedures of teaching speaking through Jigsaw Technique

There are some theories that explain about the procedures in implementing Jigsaw technique. The theories are as below :

1. Gunter, Estes and Mintz (2007)

According to Gunter, Estes and Mintz (2007:27-274), Jigsaw lesson divides the class up into two different kinds of groups, expert groups and learning groups. The expert groups all read and study the same material they become expert on the topic and prepare an outline and/or graphic that summarizes the critical information of their unit. As a group, they determine how this information will be shared with their peers. After the expert groups have completed their study, they meet with their learning group composed of a member of each expert group. Each expert teaches his or her topic to the members of the learning group. In simpler words, the steps of Jigsaw technique are: (1) introduce the Jigsaw, (2) assign heterogeneously grouped students to expert and learning groups, (3) explain the task ad assemble expert group, (4) allow expert group to process information, (5) experts teach in their learning group, (6) hold individuals accountable, (7) evaluate the Jigsaw process.

2. Aronson (2000)

According to Arronson (2000), the research procedures of teaching through Jigsaw technique as below :

1. Divide students into 5 or 6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.

3. Divide the day's lesson into 5-6 segments. For example, if you want to teach history about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her worked in the White House as First Lady, and (5) Her life and worked after Franklin's death.

4. Assign each student to learn one segment. Make sure the students have direct access only to their own segment.

5. Give students time to read or to think over their segment so they become familiar with it. There is no need for them to memorize it.

6. Form temporary "expert groups" by having one student from each Jigsaw group join other students assigned to the same segment.

7. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they made to their jigsaw group.

8. Bring the students back into their Jigsaw group. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

9. Float from group to group, observing the process.

   If any group has trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it is better for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader got the hang of it.

10. At the end of the session, give a quiz on the material. Students quickly come to realize that these sessions are not just fun and games but really count.

Those are two examples of Jigsaw steps based on the expert. In this research, the researcher purely used and adopted the Jigsaw steps from Aronson (2000). The reason of using Aronson's Jigsaw Step was because Jigsaw technique in Aronson (2000) gave more detail steps, so the researcher assumed that it was easier to be implemented in the class activity. This assumtion came out since the condition of the students in the class romm had different English skill and even some of them had very low English skill. In this case, the detail steps were easier for the students to follow the steps and easier for the teacher to make evaluation.

2.7. Previous Research

The use of Jigsaw technique in improving students' speaking skill has been conducted by several researchers as follow:

The first one is *Cooperative Model Type Jigsaw to improve Speaking Skill* conducted by Sulaeman (2010) stated that through the cooperative learning type Jigsaw in learning process can enhance the students speaking skill. He added that through his study showed that the students activities and the students speaking enhanced after learning process. Finally, he stated that the use of cooperative model type Jigsaw was really improve the students' activities.

The second one is related to the research of *Implementing Jigsaw Technique in Speaking Class of Describing Someone* conducted by Hersulastuti (2010). In this research findings, the researcher find out that the atmosphere of learning uses Jigsaw is much better because the students find the other interesting way in speaking class. They participate actively into learning process, since everyone has to exchange the information in expert groups and then presents his or her topic in their home group, it makes them more productive, and creates better interactions among the members, although some mistakes occurred 'here and there', but the students feel excited as well, they also help each other when they find difficulties in their presentation. All those positive things are in line with the principle of what makes a successful speaking class.

The third previous research is *the "Jigsaw" Approach Brings Lessons to Life* conducted by Bafile (2008) in Mengduo and Xiaoling (2010). He stated also that students are eager participants in the learning process and they are responsible for the work and achievement while being held accountable by their peers; students have more chance to appreciate differences and shared experiences through individual participation and instruction, the jigsaw classroom stimulates students' motivation and increases enjoyment of the learning experience and promoted a great deal of negotiation for meaning, the Jigsaw classroom reduces students' reluctance and anxiety to participate in the classroom activities while increasing self-esteem and self-confidence. Finally, Jigsaw technique is an effective strategy to integrate various language skills and translation in an English class with the teacher no longer serve provider of knowledge.

The next one is *Vocabulary Learning : A critical Analysis of technique* conducted by Rebecca Oxford and David Crookall stated that some distinctions productive and receptive vocabulary knowledge may be important. Spoken vocabulary is often smaller than written vocabulary, which is generally smaller than receptive

(reading and listening) vocabulary. This fact coincides with the truism that, for many learners, proficiency is more difficult to reach and sustain in speaking than in writing, and more difficult in writing than in reading and listening. Some L2 teachers may feel that students learn vocabulary most effectively by practicing it through speaking or writing. Sufficient exposure to the new target language word in meaningful, communicative, oral or written contexts is no doubt essential. Simulation or gaming, small group discussions, project work, and other communicative techniques provide naturalistic, motivating practice in speaking.

The ability to productively use new vocabulary is extremely important and recently been highlighted through the communicative approach and the proficiency movement (Oxford, Lavine, & Crookall,1989). Production practice can help learners expand their vocabulary in several ways. First, such practice forces the learner to access relevant schemata and put them rapidly into production. Second, for the alert learner such practice provides many opportunities for feedback about whether the learner is using the new word correctly and whether the new word carries a particular nuance or connotation. This feedback gradually helps to shape and reshape the leamer's existing schemata related to the new word.

The last is *"The use of Jigsaw technique and still pictures combination to improve students' vocabulary mastery''* by Dilla Silvia (2013) during her research, the researcher also found that cooperative learning gives many benefits and can improve students' achievement. Based on her research, when students were taught using Jigsaw technique, they could participate actively in the teaching and learning process and learned the given material independently and enthusiastically. Based on the researcher's observation during the learning process showed that most of the students were very happy and interested in learning using this technique. The reasons are because it could improve their self-esteem in speaking in front of their friends and could build better solidarity with their classmates. Moreover, the result of the students' test score showed that their achievement in vocabulary improved significantly.

2.8. Theoretical Assumption

Based on the frame theories, speaking is one of the basic skills in English that the students need to develop. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In learning speaking, the students need a learning material that is interesting and also motivates them to talk about it. In this case, hortatory exposition text can be used to teach speaking. Hortatory exposition text is a type of text that belongs to argumentative text. The social function of hortatory exposition text is to explain the listener or the reader that something should or should not happen or be done.

In the relation of this study, one of the alternatives to make process of teaching speaking of hortatory exposition text is using jigsaw technique. Jigsaw technique is a grouping strategy in which the members of the class are organized into groups. They discusse about the material that given by the teacher and explain it to other students.

The researcher thinkthat jigsaw technique is a technique which bring an impact to increase the five aspects of speaking, they are : vocabulary, grammar, pronunciation, fluency and comprehension. The speaking skill can be increased because the students have to explain the materials to others friends, make a question and answer session, discuss about newest issues which is interesting and they have chance to speak up in the class. Finally, it assumes that teaching hortatory exposition text by using jigsaw technique can improve the students' speaking skill.

2.9. Research hypotheses

This research is aimed to know whether there is or there is no significant improvement of students' speaking skill after being taught by Jigsaw technique to accomplish the objective, here is the hypotheses is proposed to be tested:

There is or there is no significant improvement of students' speaking skill after the implementation of Jigsaw technique.

III. METHODS

This chapter discusses about research design, population and sample, data collecting technique, research procedures, research instrument, validity and reliability, scoring rubric, data analysis and hypothesis testing.

3.1. Setting of the Research

a. Time

This research was conducted in the second semester of the second grade students in Language and Culture class of SMA Negeri 1 Sumberejo from January 7th to January 22nd 2019 that followed the English Curriculum 2013 for second grade of senior high school.

b. Place

This research was conducted at SMA Negeri 1 Sumberejo which located on Jl. Raya Gunung batu KM. 82,7 Sumberejo, Tanggamus.

3.2. Research Design

This research was quantitative research. According to Lisa (2008), quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. The researcher intended (1) to find out whether there is significant improvement of the students' speaking skill after being taught by using Jigsaw technique.

This research design used pretest, treatment and posttest design.

The design of the research was as follows:

$$\boxed{\textbf{T1 X T2}}$$

T1 = Pretest (pretest was given before the researcher taught hortatory exposition text through Jigsaw technique in order to measure the students' speaking skill before they were given the treatment).

X = Treatment (treatment was given for three times through teaching hortatory exposition text by using Jigsaw technique to improve the students' speaking skill).

T2 = Posttest (posttest was given after implementing Jigsaw technique in teaching hortatory exposition text and to measure how far the students' speaking skill improved after they got the treatment).

(Hatch and Farhady (as cited in Setiyadi 2006:132)

Note :

T1   : T1 means Pretest which is given before the researcher giving the treatment to the students.

X   : Teaching hortatory exposition text to improve students' speaking skill by using Jigsaw technique.

T2   : T2 means Posttest which is given after the researcher giving treatment to the students.

3.3. Population and Sample

The population of this research was the second grade students of SMAN 1 Sumberejo in the second semester. This research used purposive sampling, that was second grade students of Language and Culture class.

3.4. Variables

The researcher consisted of the following variables :

1. Jigsaw technique as independent variable (X)

It is categorized as independent variable because Jigsaw technique is the variable that can be the influence of the dependent variable to determine the effect between phenomenon and the object which is observed.

2. The students' hortatory exposition text speaking ability as dependent variable (Y)

It is categorized as dependent variable because students' speaking skill is based on the activity output. The achievement of the students' speaking skill can be measured to determine whether or not there is an effect of the independent variable.

3.5. Data Collecting Technique

The data of this research was in the form of students' speaking skill score in performing an oral discussion about the topics that served in terms of pronunciation, fluency, vocabulary, grammar and comprehensibility. The technique in collecting the data was clarified as follows:

1. Pretest

The pretest was given to the students before being given the treatment to know the students' speaking skill before giving the treatment by using Jigsaw technique. The researcher gave the pretest to the whole students in the class. Meanwhile, before conducting the pretest, the researcher explained the rule and the topics that were going to be discussed in the group. The test focused on an oral test. In the pretest, the teacher gave fifteen differents subtopics according to the main topics. There were three main topics, they were : Education, Economic challange and Teenager mischief. The students should choo se oneof given subtopic. The student had to speak English about the subtopic chosen. The student had 1 minute to think about the topic and had two minutes to speak English about the topic.

The researcher recorded the students' performance in order to make easy in scoring the oral speaking test. So, when the researcher slipped the students' performance during the scoring, the reasearcher could reply the records.

2. Treatment

The treatment were done after pretest and in the treatment the teacher taught hortatory exposition text to the students through Jigsaw technique. There were three times of treatments.

The first treatment, the students were divided into groups (home group) consisted of five untill six students. Every single student in home group got different subtopic related to the main topics. There were five subtopics served based on the main topics. In the first treatment, the topic was about Education and the subtopics were : homework, full day school, extracuricular activity, hoax news and social media. The students had to think about the topic. After that, the teacher divided the students into new group (expert group) consisted of 5 students. The member of this group were taken from home group members. In expert group, every student met other students with the same subtopic. In expert group, the students discussed about their same subtopic. In the last session, the students were

back to the home group to share the whole information about all topics that they had discussed in the expert group.

The second treatment, the researcher implemented the same steps with the first treatment but used different topics. The first was the students were divided into group (home group) consisted of five to six students. Each group of the students got different subtopics related to the main topic. There were five subtopics served based on the main topics. In the second treatment, the main topic was about teenager mischief and the subtopics were : drugs, free sex, gang fight, bullying and violence. Every single student got the different subtopic in home group. After discussing the topic in home group, the teacher divided the students into new group (expert group) consisted of one member of each home group. In expert group, every student met other students with the same topic. In expert group, the students discussed about their same topic. In the last session, the students were back to the home group to share the whole information about all topics that they had discussed in the expert group.

The third treatment, the students were devided into group (home group) consisted of five untill six students. Each student in home group got different subtopics related to the main topics. There were five subtopics served based on the main topics. In the third treatment, the topic was about Economic challange and the subtopics were : foreign employees, electronic commercial, enterpreneurship, US VS ID Rupiah, job vacancy. One topic that was given to each group member should be discussed by the students in home group before they moved to next group. After discussing the topic in home group, the teacher divided the students into new group (expert group) consisted of one member of each home group. In the expert group, every students met other students with the same subtopic. In expert group, the students discussed about the same topic. In the

last session, the students were back to the home group to share the whole information about all topics that they had discussed in the expert group.

3. Posttest

After conducting the teaching through Jigsaw technique as the treatment, the researcher administered a posttest to the students as the last steps. The researcher gave the posttest to the whole students in the class. Same with the pretest, the researcher explained the rule and the topics that were going to be discussed in the group. The test focused on an oral test. In the posttest, the teacher gave three different maintopics with five subtopics in it to each student (the topics had been discussed during the treatment). The students should choose one of the given subtopic. The student had to speak English about the chosen subtopic. The student had 1 minute to think about the topic and had two minutes to speak English about the topic.

The researcher recorded the students' performance in order to help the researcher gave the score to the oral test. So, when the researcher slipped the students' speaking performance during the scoring, the reasearcher could reply the records.

It was done in order to know the students' development in speaking skill after having the treatment.

4. Recording

The researcher recorded the students' speaking skill during pretest and posttest by using video recorder as the recording tools. The reasercher recorded every student in the sample class. In the recording process, the reasercher gave one minute to prepare the topic and two minutes to talk about the topic chosen. The resercher took the record of the students in different place in order to avoid the noisy of the class. The records used to help the researcher in scoring the students' speaking

test. The record helped the researcher to evaluate the students' performance specifically.

3.6. Research Procedures

The procedures of the research were as follow :

1. Selecting and determining the population and sample

   The population of the research was all of second grade students in SMA 1 Sumberejo and the sample was the second grade students of language and culture class of SMA N 1 Sumberejo.

2. Selecting the materials

   The material was about hortatory exposition text which the topics were chosen based on the newest issues.

3. Administering the pretest

   The prestest was conducted before treatments. The prestest used for knowing the students' basic skill of speaking before learning hortatory exposition text through Jigsaw technique. The test was administered once.

4. Conducting the Treatment

   In this research, the treatments were administered in three meetings. The reseracher had 90 minutes for each meeting with three different main topics. There were five subtopics (related to the main topics) given by the teacher in every treatment. These five different subtopics were delivered to each group's member randomly and then they discussed it in class activity by using Jigsaw technique.

5. Administering the postest

   The postest was conducted after the treatments. The postest was used for knowing the progress of the students' speaking skill by learning hortatory exposition text through Jigsaw technique. The test was administered once.

6. Analyzing the test result of Pretest and Postest.

After scoring the students' speaking skill in the pretest and posttest, the reseracher compared the result between pretest and postest to see whether or not the score of postest was higher than pretest in each aspects of speaking.

3.7. Reseach Instrument

In this research, the research instrument that the researcher used in conducting to the intension of gaining until the end of the teaching process. speaking test.

At the beginning, the researcher gave the pretest to measure the students' basic skill in speaking. The researcher used Jigsaw technique to teach hartatory exposition text, then the students got a postest to explain orally about the topic given. In scoring the students' speaking skill, the researcher used a scoring rubric. Then, the data of this research was in form of speaking task score, the researcher gave the score with ranged from 1 up to 20 in each aspect of speaking skill**.**

3.8. Validity and Reliability.

To create a good test, validity and reliability of the test should be considered. They were as follow :

3.8.1. Validity of the Instrument.

Validity refers to the extent to which the test measures what is intended to measure. This means that it related directly to the purpose of the test (Shohamy, 1985:74). There are four types of validity, namely face validity, content validity, construct validity, and empirical validity or criterion-related validity. To measure whether the test has a good validity or not, the researcher used content validity and construct validity. Therefore, the two types of validity used in this research as follows:

a. Content Validity

Content validity concerns with whether the test is actually in line with the theory of what it means to know the language. It means that the test measures certain aspect based on the indicator. The researcher examined it by correlating the aspects that are measured with the theories of those aspects.

b. Construct Validity

Construct validity is concerned on whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985 : 74). If the test has construct validity, it is capable to measure the students' speaking's skill. It means the test can be measured in certain aspects based on the the indicator. The researcher examined it by referring the aspect that will be measured with the theories of those aspects (pronunciation, vocabulary, fluency, comprehension and grammar).

3.8.2. Reliability of the Instrument

In this reserach, in order to find reliability of the data, inter-rater reliability is used. It means there were two raters to jugde students' speaking skill during the scoring process. The first rater was the researcher herself and the second rater was the English teacher. Both of them discussed the speaking criteria in order to obtain reliable result of the test. Inter-rater reliability of the test was examined by using statistical measurement using the following formula :

$$R = \frac{1\text{-}6\ (\sum d2)}{N.(n2\text{-}1)}$$

Note :

R   : Reliability of the test

N   : Number of the students

D1   : The difference between R1 and R2

D2   : The square of d1

1-6   : Constant number

(Shohamy, 1985 : 213)

The standard of reliability

A very low reliability	ranges from 0.00 to 0.19
A low reliability	ranges from 0.20 to 0.39
An average reliability	ranges from 0.40 to 0.59
A high reliability	ranges from 0.60 to 0.79
A very high reliability	ranges from 0.80 to 0.100

(Slameto, 1998 in Susan, 2001)

In ensuring the reliability of the scorer, the researcher used inter-rater reliability, since the scoring was taken by two raters.

The reliability of this research could be seen in the explanation below :

   a. Result of the pretest score

$$\rho = 1 - \frac{6.\Sigma d^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6.483}{30(900 - 1)}$$

$$\rho = 1 - \frac{2898}{26970}$$

$$\rho = 1 - 0.11$$

$$\rho = 0.89 \text{ (very high reliability)}$$

b. Result of the posttest score

$$\rho = 1 - \frac{6.\acute{O}d^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6.746}{30(900 - 1)}$$

$$\rho = 1 - \frac{4476}{26970}$$

$$\rho = 1 - 0.16$$

$$\rho = 0.84 \text{ (very high reliability)}$$

3.9. Rubric of scoring system

In evaluating the students'speaking scores, the researcher used speaking task by

Harris (1975: 84). Based on the speaking task, there were five components,

namely: pronounciation, fluency, grammar, vocabulary, and comprehension.

3.1. Table of Scoring Data from Aspects of Speaking test.

Aspects of Speaking	Scales	Descriptions
Pronunciation	5	Speech is fluent, effortless as the native speaker
	4	Always intelligible thought and concious of a definite accent
	3	Pronunciation problem necessity concentrated listenng and occasionaly lead to understand
	2	Very hard to understand because of the pronunciation problem most frequently be asked to repeat.
	1	Pronunciation problem so severe to make speech uninteligible.
Vocabulary	5	Use of vocabulary and idiom virtually that is of

		native speaker
	4	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary
	3	Frequently used the wrong word, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary made comprehension quite difficult.
	1	Vocabulary limitations so extreme to make conversations virtually impossible.
Fluency	5	Speech is fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant often forced into silence by language problem
	1	Speech is so halting and fragmentary to make conversation virtually impossible.
Grammar	5	Grammar almost entirely in accurate phrase
	4	Constant errors control of very view major patterns and frequently prevent a communication
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Few errors, with no patterns of failure.

	1	No more that two errors during the dialogue.
Comprehension	5	Appear to understand everything without difficulty
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetition
	2	Had great difficulties following what is said could comprehend only ''social conversation'' spoke slowly and with frequent repetitiopn.
	1	Could not be said to understand even simple conversation in English.

The score of speaking skills based on the five elements were compared in percentage as follow :

Pronunciation   20%

Grammar   20%

Vocabulary   20%

Fluency   20%

Comprehension   20%

Total percentage   100%

The score of each aspect are multiplied by four. Here is the identification of the score of the students' speaking skill :

Suppose that the students get:

5 = 5 x 4 = 20

4 = 4 x 4 = 16

3 = 3 x 4 = 12

2 = 2 x 4 = 8

1 = 1 x 4 = 4

The more explanation was below :

A student got 4 in pronunciation, 3 in vocabulary, 3 in fluency, 4 in

comprehension and 3 in grammar.

Therefore, the student's total score were :

Pronunciation	4 x 4 = 16
Grammar	3 x 4 = 12
Vocabulary	3 x 4 = 12
Fluency	3 x 4 = 12
Comprehension	4 x 4 = 16
Total	68

The students who got score ranging from :

 1-4 = very poor

5-8 = poor

9-12 = fair

13-16 = good

17-20 = exellent

3.2. table of Rating Sheet Score

S' Code	Pron. (1-20)	Voc. (1-20)	Gram. (1-20)	Fluency (1-20)	Comprehens. (1-20)	Total (1-100)
1.						
2.						
3.						
4.						
5.						

Bandar Lampung, Januari 2019

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3.10. Data Analysis

The data was analyzed by using quantitative analysis. In quantitative analysis, the data analysis was conducted to interpret data from the pretest and the posttest. The purpose of the pretest was to measure the initial score of speaking skill and the purpose of the posttest was to measure the improvements of the students' speaking skills after being taught by using Jigsaw technique. The formative test was administered to measure the students' speaking skill improvement from the pretest and posttest. There were some criterias to asses the students' speaking task. According to Haris (2011), the scoring criterias of speaking were pronunciation, grammar, vocabulary, fluency, and comprehension. First, the test were assessed by two raters. Second, the score were calculated by applying the statistical analysis of the test to examine the differences of pretest and posttest from experimental group. In addition, the significance of the test was analyzed by using computer program of SPSS.

3.11. Data Treatment

3.11.1. Test of Normality

In order to find out whether there was an improvement in students' speaking skill after the implementation of Jigsaw technique, the data were statistically analyzed by using t-test in SPSS. Before analyzing the data, the researcher analyzed the normality of the data. This research used normality test to know whether the data was normally distributed or not. In this research, the level of significance used 0.05. H1 is accepted if the result of normality test is higher than 0.05 ($p>q$). The hypothesis of normal distribution could be described as follows :

H0 : The distribution of the data is not normal

H1 : The distribution of the data is normal.

The result of the normality test can be seen in the following table :

Table 3.3.Test of Normality

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.111	30	.200[*]	.949	30	.163
Posttest	.116	30	.200[*]	.967	30	.463

a. Lilliefors Significance Correction

The result of normality test of pretest and postest shows that the value of two-tailed significance is 0.200. It means that H1 is accepted and H0 is rejected since 0.200>0.05. It implies that the distribution of the test is normal. The result of normality test of posttest shows that the value of two-tailed significance is also .200. Since 0.200 >0.05. It implies that the distribution of the posttest is also normal.

3.11.2. Hypothesis Testing

Hypothesis testing was to prove whether the hypothesis proposed by the researcher was accepted or not. The researcher used Paired Sample T-Test to test the hypothesis and this was the result of the test. Hypothesis used in Paired Sample T-Test are as follows :

H0= Tvalue<Ttable

H1= Tvalue>Ttable

Table : 3.4. Paired Sample Test

Paired Samples Test

| | Paired Differences | | | | | | | |
| | | | | 95% Confidence Interval of the Difference | | | | |
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 postest – pretest	6.42000	5.10308	.93169	4.49448	8.30552	6.869	29	.000

Ho: There is no significant improvement on students' speaking skill after being taught by using jigsaw technique.

H1: There is significant improvement on students' speaking skill after being taught by using jigsaw technique.

The criteria of the conclusion are :

   a) H0 is accepted if the alpha level is higher than 0.05 ($\alpha>0.05$).

   b) H1 is accepted if the alpha level is lower than 0.05 ($\alpha<0.05$)

The table showed that the result of computation of the value of two tailed significance of the experimental class was 0.000. It means that H1 was accepted and H0 was rejected since 0.00<0.05. It proved that there was improvement on students' speaking skill from pretest and posttest after being taught by using Jigsaw technique. And then, from the result of T-Test computation, we can see that T-value was higher than T-table (6.869>1.688). It means that there was a significant difference of students speaking achievement after being taught by

using Jigsaw technique.

3.13. Research Hypothesis

Hypothesis of this research is :

H1 = Tvalue > Ttable

H0 = Tvalue < Ttable

Where :

H1 : There is significant improvement on students' speaking skill after being taught by using Jigsaw technique in learning hortatory exposition text .

H0 : There is no significant improvement on students' speaking skill after being taught by using Jigsaw technique in learning hortatory exposition text .

Briefly, those are the explanation of this chapter about the methods of the research. They are research design, research procedures, research instruments, validity and reliability, scoring rubric, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use jigsaw technique in teaching speaking and for those who want to conduct similar research.

5.1. Conclusion

This research was concerned with the use of Jigsaw technique to improve students' speaking skill at the second grade of SMA Negeri 1 Sumberejo. Based on the research findings and discussion, the researcher would like to state some conclusions as follows:

1. There is an improvement on students' speaking skill after being taught by using Jigsaw technique at the second grade students of SMA Negeri 1 Sumberejo. It can be seen from the mean score of pretest and posttest. The mean score of pretest is 47.32 and the mean score of posttest is 53.74; the mean score of posttest is higher than pretest.

   Based on the result of the computation, the two tailed significance value of the experimental class is 0.000. It means that there is an improvement on students' speaking skill from pretest to posttest after being taught by using jigsaw technique. It is because H1 is accepted since 0.00<0.05.

2. The highest improvement is on vocabulary aspect, followed by comprehension, pronunciation, fluency, and grammar.

Vocabulary improved from 10.60 to 12.33. Vocabulary improved the most because the majority of the students were able to guess the meaning and understand the teachers' intention in general meaning, it means that the students understand well almost the whole topic. The students were also able to express their ideas well and correctly. Besides, grammar improved the least because the students got difficulties to speak by considering the grammar.

5.2 Suggestions

Considering the findings of the research, the researcher would like to recommend some suggestions as follows :

5.2.1 Suggestion for English Teachers

a. In implementing Jigsaw technique, the reseracher suggests the English teacher to add some additional activity such as :

- Explaining the materials before starting the the rules of Jigsaw technique.

- Explaining about grammar in the expert group discussion. In this part, the students tried to arrange thesis statement, arguments and recomendation so they need to know how is the correct grammar they will use.

- The teacher should make note for the students errors during the treatment and evaluating it (make correction) at the end of the class

activity.

b. Evidently, Grammar is the lowest aspect among the other aspects of speaking skill. According to this reason, the teacher should be more concerned to make a correction related to the grammar error in speaking. The teacher can give some sample sentences to exercise the students' understanding in using grammar.

c. It needs much time to apply jigsaw technique in teaching speaking. Therefore, the teacher should allocate the time efficiently.

d. Jigsaw technique can be one of the alternative technique to improve students' speaking skill. In the opening, the teacher is better to give the clear and specific explanation about : the instrction, the material and some of grammar rule before implementing the Jigsaw technique rule in the main class activity.

5.2.2. Suggestion for further researcher

a. This study was conducted in the second grade of Senior High School. Therefore, the further researcher can try to find out the use of jigsaw technique in different level of school.

b. Obviously, the students' score are still low in grammar aspect. Thus, the further researcher is suggested to find out another strategy to improve students' speaking in terms of grammar.

Those are the conclusion of this study after the researcher using jigsaw technique, also the suggestions for both English teachers and further researcher in using Jigsaw technique.

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