

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' INTERACTION IN SPEAKING CLASS THROUGH JIGSAW TECHNIQUE AT THE FIRST YEAR STUDENTS OF SMA N 3 METRO**

**By**

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Guideline of School Based Curriculum (*KTSP*), the students are expected to master four skills in English subject. They are listening, reading, speaking and writing. Speaking is one of the important skills that the students have to master. The ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. On the contrary, for most students, speaking is the most difficult part when they learn a foreign language. A common problem for foreign language teacher is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher and other students. English students tend to have difficulty to speak in English in a simple form of dialogue or even to tell their ideas and utterances in English.

This classroom interaction analysis was conducted to find out what pattern of classroom interaction that mostly happen through the implementation of jigsaw technique and to analyze the students' interaction through the implementation of jigsaw technique. The subjects of the research were the first grade students of SMA N 3 Metro. The research was done started from August 5<sup>th</sup> to August 20<sup>th</sup> 2011.

The primary data of this research were the teacher's and students' conversation gathered from video recording and audio recording. Then, those data were transcribed, coded and analyzed in the form of interaction categories proposed by Flanders namely Flanders' Interaction Analysis Category (FIAC) and also analyzed the interaction patterns.

The research showed that the Students-Students (S-S) interaction is the mostly pattern of classroom interaction that mostly happen during the implementation of jigsaw technique, 64% of the total interaction. It also showed that students be more active, because jigsaw technique facilitates interaction among all students in the class leading them to value each other as contributors to their common technique.

Jigsaw technique used in this research stimulate the students to speak a lot in the classroom. It can be used to increase the interactions among students. They become more confidence to speak, they enjoy their speaking and they are not afraid of making mistakes when they were speaking with their partner. It can be seen from the Student-Talk Response and Student-Student interaction which dominated the interaction. This reflects the ideal situation of classroom interaction in speaking classroom where the students speak more than the teacher.

Key words: Speaking, Jigsaw Technique, Interaction Categories, Interaction Patterns