

## **I. INTRODUCTION**

This chapter describes background of the problem, formulation of the problems, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding, definition or terms are provided in the last part of this chapter.

### **A. Background of the Problem**

In Indonesia, English as a foreign language has become a compulsory subject that is taught and learnt at elementary schools up to university level. According to 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. In line with this, Westphal (1978) states that the ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills. However, speaking is almost neglected since speaking might not be the primary goal of learning English. Teaching English does not emphasize on students' oral capability but it emphasizes largely on grammar rules. As a consequence, when the students are given an oral test, they do not even be able to speak in English although they have learned English for years.

Many language learners regard speaking ability as the measure of knowing a language. That is why the main purpose of language learning is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishment in spoken communication.

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.

As a teacher, we will have greater success spurring a student to speak up if we can figure out why he/she is reluctant to participate in speaking during classroom interaction. Rivers (1987:4) says that interaction is the key to teach language communication.

Based on the researcher's interview with the English teacher of SMA Negeri 3 Metro, most students of SMA Negeri 3 Metro at the first year cannot express their idea orally. Based on pre-observation in class X.3 during teaching learning process most of the students tend to be reluctant to speak in English and keep silent. They were not brave enough to express their idea. They often feel embarrassed to say anything when they did not understand what others speak or when they realized that others do not understand them. They lack confidence of their ability to participate successfully in oral interaction. Actually, to be able to speak English in

their speaking class, students are not expected to have a great ability in grammar, vocabulary, or writing, but how brave they express their idea and use their English in front of others. It caused minimal participation of the students during the teaching learning process. Teacher tended to speak more than the students. The interaction occurred in the classroom was dominated by Teacher-Students interaction. It doesn't reflect the ideal of classroom interaction in speaking class. That should be the students speak more than the teacher and the interaction is dominated by Student-Student Interaction since the aim of speaking class is to train the students to use English in real communication.

Taking a look at the description of the problem of the first grade of SMA Negeri 3 Metro, it seems necessary to take an action by using appropriate technique which gives opportunities and triggers the students to practice their English in the classroom. Therefore, there should be a new learning strategy that can expose the students' language competence. Jigsaw technique is considered as an alternative. Jigsaw technique was developed by Aronson 1978. This technique can be used in teaching listening, speaking, reading or writing. Jigsaw technique is an interesting activity which can motivate students in speaking because each student can be active learners by giving his/her idea and share it to the other members when they have some problems in comprehending the topic.

Jigsaw is a cooperative learning technique that requires everyone's cooperative effort to produce the final product (Arends, 2001:323). A cooperative learning method is believed as being able to give chance for students to be involved in discussion, have courage and critical thinking and is willing to take responsibility

of their learning. The characteristic of this technique is students are divided into groups which each group usually consists of six students.

There are many reasons why Jigsaw Technique is chosen as a technique in teaching speaking. One of them is that through Jigsaw Technique all the students have a chance to interact with the other students. In this activity, the students will form a community that can make them love the teaching learning process.

Besides, by using Jigsaw each student can be active learners who can give his/her idea and share it with the other members when they have some problem in learning.

Jigsaw technique will improve students' motivation as students will have to interact with each other in the activity to complete the technique, it is intended that they will be motivated by participating in the technique and this will improve their language learning (Van Patten, 1996; Littlewood, 2000; Millington and Thompson, 2009).

One of the guidelines to analyze the interaction activities is by using Flanders' Interaction Analysis Categories (FIAC). This analysis system had been used by many researchers in all over the world to analyze the classroom interaction. Flanders in Nunan (1989:83) states that FIAC is divided into three categories. They are; teacher talk, student talk and silence. Teacher talk includes accepts feeling, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives directions and criticizes or justifies authority. Student talk includes student-talk initiation and student-talk response. Silence is period of silence and confusion.

Besides Interaction Categories, Interaction Pattern is also important to be analyzed in classroom interaction. It can give more detailed information about the interaction occurred in the classroom during the teaching learning process.

According to Edge (2001), there are six kinds of interaction patterns, namely: Teacher-Students, Students-Teacher, Teacher-Student, Student-Teacher, Teacher-Student-Student and Student-Student.

The previous research, Iffah (2010) had done the research about the classroom interaction in speaking class at IAI Ibrahimy Situbondo. The findings of the study in general can be stated that the teacher and the students interacted in the classroom interactively and communicatively. Moreover, Irianto (2007) conducted the research in speaking participation during classroom interaction the finding showed that students' participation can stimulate the students' to be actively involved in teaching learning process.

Based on the background above, the researcher focused her research on the classroom interaction in English speaking class by using Jigsaw Technique. Therefore, the researcher did the research entitled "An Anlysis of Students' Interaction in Speaking Class through Jigsaw Technique at The First Year Students of SMA Negeri 3 Metro".

## **B. Formulation of the Problem**

Based on the research background above, the researcher formulated the problems as follow:

- What is the pattern of interaction that mostly occurred during classroom interaction through the implementation of Jigsaw Technique?
- How is students' interaction through the implementation of Jigsaw Technique?

### **C. Objective of the Research**

In relation to the formulation of the problem above, the objectives of the research are:

- To analyze what pattern of interaction that mostly occurred during classroom interaction through the implementation of Jigsaw Technique.
- To analyze the students' interaction through the implementation of Jigsaw Technique.

### **D. Uses of the Research**

The result of the research might be beneficial for the following:

Theoretical use:

- Theoretically, the result of this research is expected to give information to the reader about the analysis of classroom interaction including the interaction categories based on the theoretical principles of classroom interaction analysis proposed by Flanders (1970) and also the analysis of interaction patterns between teacher and students in the classroom.

Practical use:

- As a help to English teachers in finding an appropriate way to improve students' speaking participation especially in speaking activity.

### **E. Scope of the Research**

In this research, the researcher focused on the students' interaction based on Jigsaw Technique, the researcher limited the research on the process of teaching learning by analyzing the activities that take place in the classroom.

The researcher became a non-participant observer who observed students' interaction in the form of discourse happen in the classroom. She observed the classroom interaction in English speaking class by using jigsaw technique. In this activity, the students were divided into groups and they should share their story to the other groups. This research was conducted at SMA Negeri 3 Metro, while the subject of the research was the first year students of Senior High School. The subject was X.3 that consists of 32 students. The topic of materials used in this research was narrative text, since narrative text is one kind of text that should be learned by the first year students of senior high school.

### **F. Definition of Terms**

- 1) **Classroom interaction** is the social relationship of teacher and students in the classroom to interact, to share information, to express opinions and thought.
- 2) **Classroom Interaction Analysis** an analysis of language phenomena found in interaction activities involving two or more participants.
- 3) **Jigsaw Technique** is a cooperative learning technique that requires everyone's cooperative effort to produce the final product (Aronson, 1978). It

is believed that jigsaw able to give chance for students to be involved in discussion, have courage and critical thinking and is willing to take responsibility of their learning.