IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH JIGSAW METHOD IN THE EIGHTH GRADE OF SMPN 1 BANYUWANGI 2022/2023 ACADEMIC YEAR

THESIS

By:

DIANA EKA MAYASARI
SRN. T20186002

ISLAMIC STATE OF UNIVERSITY KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC AND LANGUAGE EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
JANUARY 2023

IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH JIGSAW METHOD IN THE EIGHTH GRADE OF SMPN 1 BANYUWANGI 2022/2023 ACADEMIC YEAR

THESIS

Submitted to the Islamic State of University Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements for obtaining
a Bachelor of Education (S. Pd) Degree
Faculty of Education and Teacher Training
Department of Islamic and Language Education
English Education Study Program

By:

DIANA EKA MAYASARI
SRN. T20186002

ISLAMIC STATE OF UNIVERSITY KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DEPARTMENT OF ISLAMIC AND LANGUAGE EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
JANUARY 2023

IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH JIGSAW METHOD IN THE EIGHTH GRADE OF SMPN 1 BANYUWANGI 2022/2023 ACADEMIC YEAR

THESIS

Submitted to the Islamic State of University Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements for obtaining
a Bachelor of Education (S. Pd) Degree
Faculty of Education and Teacher Training
Department of Islamic and Language Education
English Education Study Program

By:

DIANA EKA MAYASARI
SRN. T20186002

Advisor Approved:

AS'ARI, M. Pd. I
NIP. 19760915 200501 1 004

IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH JIGSAW METHOD IN THE EIGHTH GRADE OF SMPN 1 BANYUWANGI 2022/2023 ACADEMIC YEAR

THESIS

Has been examined and approved by the board for examiners
in partial to fulfilments of Sarjana Pendidikan (S. Pd)
Faculty of Education and Teacher Training
Department of Islamic and Language Education
English Education Department

Day   : Thursday
Date   : January, 5th 2023

The Board of Examiners

Chairman   Secretary

Dr. Mohammad Zaini, S. Pd. I, M. Pd. I   **Siti Khodijah, M. Pd**
NUP. 20160366   NIP. 1986091920190320

Members:

1. Dr. Inayatul Mukarromah. SS.. M. Pd   (   )

2. As`ari. M. Pd. I   (   )

Approved By:
Dean Faculty of Education and Teacher Training

Prof. Dr. Hj. Mukni'ah, M. Pd. I
NIP. 19640511 199903 2 001

MOTTO

وَقُوْلُوْا لِلنَّاسِ حُسْنًا

"and speak to people nicely ….. (QS. Al-Baqarah: 83)[1]

---

[1] Ministry of Religion of the Republic of Indonesia, memorized Al-Qur'an As-Salaam (Kudus: Muara Kudu Publisher, 2020), 12

DEDICATION

Alhamdulillahi Robbil 'Alamiin. With all humility and gratitude, the researcher dedicates this thesis to:

My parents, father Haeroni. Mother Rina Susilowati, little sister Nurfakhira Agustin, and my little brother Alm. M. Rizky Maulana Akbar who always give love, support, motivation, and always pray for my success. May Allah Subhanahu Wa Ta'ala always give them a blessed sustenance, a long life, and always be given health.

All parties who cannot be mentioned one by one, thank you for all the help given during the completion of this thesis directly and indirectly.

ACKNOWLEDGEMENTS

Firstly, all praise and gratitude the author goes to Allah Subhanahu Wa Ta'ala for all the abundance, gifts, and His permission so that the preparation of this thesis with the title *"Implementation of Teaching Speaking Skill through Jigsaw Method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year"* as one of the requirements for completing a bachelor's program, it can be completed as well as possible. Sholawat and greetings are always given to the Prophet Muhammad ☐ who has guided us to the path of truth, namely Islam religion.

During the preparation of this thesis, the author realizes that many parties have provided guidance and motivation. Therefore, with all humility, I would like to express my deepest gratitude to:

1. Mr. Prof. Dr. H. Babun Suharto, SE., MM., as the Rector of UIN Kiai Haji Achmad Siddiq Jember who has given us a place and facilities while studying at UIN Kiai Haji Achmad Siddiq Jember.

2. Mrs. Prof. Dr. Hj. Mukni'ah, M.Pd.I, as the Dean of the Faculty of Tarbiyah and Teacher Training who has guided during the lecture process at UIN Kiai Haji Achmad Siddiq Jember.

3. Mr. As'ari, M.Pd.I., as the Head of the English Study Program at UIN KH Achmad Siddiq Jember as well as my advisor who has been patient, sincere and provided support for the smooth writing of this thesis.

4. Mr. M. Sodiq, S.Pd., as the Principal of SMP Negeri 1 Banyuwangi who has given permission to carry out research and provide clear information about the institution.

5. Mr. Rahmat Sudana, S.Pd., as an English teacher at SMP Negeri 1 Banyuwangi who is willing to be the subject of research, takes the time and energy and provides direction during the research process until the preparation of the thesis.

Finally, the author realizes that there are shortcomings in the writing of this thesis so that it needs improvement. With humility, the author expects constructive criticism and suggestions for the perfection of this thesis. May Allah Subhanahu Wa Ta'ala always give His mercy and taufik to all of us, and the author hopes that the presence of this thesis can be useful for all of us. Amen Ya Robbal 'Alamin.

Banyuwangi, December 13th 2023
Autor,

Diana Eka Maya Sari
SRN. T20186002

ABSTRACT

Mayasari, Diana Eka, 2023: *"Implementation of Teaching Speaking Skill through Jigsaw Method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year."*

Keywords: Teaching Speaking, Jigsaw Method

Learning to speak English requires learning innovation that begins with a student-centered learning approach. One of the innovative English learning methods that will be implemented in the 2022/2023 school year at SMPN 1 Banyuwangi is the Jigsaw method with the aim of making students more active and critical. The focus of this research are: 1) What is the goal of teaching speaking skill through Jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 academic year?, 2) What is the material of teaching speaking skill through Jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 academic year?, 3) How is the step of teaching speaking skill through Jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 academic year?, 4) How is the evaluation of teaching speaking skill through Jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 academic year?.

This research used a qualitative research approach with a descriptive type. Data collection techniques in this study used interviews, observation, and documentation. For data analysis used models of Miles, Huberman, and Saldana namely condensation data, data display, and verifying conclusion.

The data validity, researcher used source triangulation and technique triangulation. The result of this research were: 1) The aim of teaching speaking skill through Jigsaw method are make students' more active in speaking especially in English, train students' critical thinking, and make it easier for students to understand the material. 2) The material of teaching speaking skill through Jigsaw method is present continuous tense and comparative-superlative. 3) The steps of teaching speaking skill through jigsaw method are as follows: first, the teacher starts with greetings then gives encouragement to students. Then, the teacher checks student attendance and announces the material to be discussed. Students were divided into 2 groups and distributed different materials. And then, the students were asked to present the results of their discussions using English. 4) The evaluation of teaching speaking through Jigsaw method are; the teacher instructs the students to present the results of their discussion and then the teacher assesses them through the fluency, accuracy, and mastery of the students' vocabulary in speaking English and also assesses how well students understand the material using a formative test in the form of an oral question and answer.

TABLE OF CONTENTS

LIST OF APPENDIXES

LIST OF TABLES

LIST OF PICTURE

CHAPTER I

INTRODUCTION

A.   Research Background

Language is the main source of our daily communication. It is a method by which we share our ideas and thoughts with others. There are thousands of languages in the world.[2] Each country has their own national language in addition to the local language which is spoken and understood by other people in various regions. Some languages are spoken by millions of people and others by only a few thousand people. In a globalized world, English is undeniable and neglected because English is the most spoken language everywhere. English is one of the most used spoken languages in the world. Even outside the country many people can speak and understand English.

English is the official language in many countries and is spoken by about millions of people around the world. Thus, English is a useful and even necessary language to know and learn. Learning English is important and people all over the world decide to learn it as a second language. Many countries include English as a second language in the school syllabus and children start learning English at a young age.

In this global era, many people use English as a medium of communication. This makes it easier for people from different countries to interact and communicate with each other. As an international language,

---

[2]   Niyozova Aziza Ilyosovna, "The Importance of English Language", *International Journal on Orange Technology*, (July 2020), 22

English is also taught in Indonesia in both religious and non-religious institutions. As educational institutions, elementary schools also have English language learning programs as a means of communication in daily conversation and as one of the subjects taught to elementary school students. As language learners who have studied English intensively, students must be able to interact verbally through English. English is considered a language of international importance.

Many people think that English language will be the language of the future. This resulted in a special case for incorporating English into the national education curriculum. English is designated as the first foreign language taught in schools, after Arabic, French and German. With this policy, English becomes mandatory in secondary schools under the administration of the Ministry of Education and Culture. This means that English is taught as a compulsory subject in Elementary School (SD), Junior High School (SMP), Senior High School (SMA) and Vocational High School (SMK). Thus, English becomes a second language for people who only speak Indonesian or a third language for Indonesians who already speak Indonesian and their mother tongue.[3]

Teaching and learning English in Indonesia has undergone complex curricular developments. The Grammar Translation Method (GTM) was the

---

[3] Subhan Zein, dkk. (2020), "English Language Education in Indonesia: A Review of Research", *Language Teaching Journal*: Cambridge University Press, 4

first methodology implemented in this country.[4] The aim is that students can understand the passages in English and translate them into Indonesian.

In 1975, the Structural Approach was introduced, focusing on language learning as a set of learned behaviors in where the repetition of sounds, words, and expressions plays an important role in the development of language skills, so that the excellence of language learning still relies on spoken language, with teaching that focuses on the introduction of English phonetics. This approach lasted until 1984 when a new curriculum was introduced by the Ministry of Education and Culture. This curriculum is influenced by Dell Hymes' Communicative Approach, which views language outside of structure, namely as a communication tool. This is the main principle of teaching English which is packaged in the 1984 English Curriculum, which emphasizes meaning and function in language teaching.

Following the arrival of the new millennium, the Indonesian Ministry of National Education developed two curricula. First, in 2004, the Ministry of National Education initiated the Competency-Based Curriculum (KBK) based on the National Education System Law no. 20/2003.[5] The objectives of learning English at KBK are: (1) developing communicative competence that emphasizes macro skills such as listening, speaking, reading and writing; (2) build and increase self-awareness to acquire English as a foreign language and as a means of learning and communicating; (3) Build and

---

[4] Ibid., 4
[5] Ibid., 5

develop a solid understanding of the close relationship between language and culture and improve intercultural understanding.

In 2013 the Ministry of Education and Culture developed the 2013 Curriculum. However, the curriculum objectives emphasize the development of students' character as well as the skills and knowledge needed for the twenty-first century, especially creativity.[6] This resulted in the decision to reduce the hours of teaching English in elementary, junior high school, and senior high schools to between two and three hours per week. The current curriculum emphasizes character building, which requires all subjects, including English, to contribute to the development of student character such as, religious, nationalism, independence, cooperation and honesty. This is an ideological principle that is instilled in the minds of Indonesian students through schools.

Speaking is the key to communication. It involves two or more people for talking to each other and issuing messages together, communicating messages and interacting with others. Chastain state that Speaking is an important tool for communicating, thinking and learning.[7] Learning to speak is clearly more difficult than learning to understand spoken language. As social beings, interaction with each other is a must, therefore we need to speak to explain our thoughts and feelings. Speaking is the process of constructing and sharing meaning through the use of verbal symbols, in

---

[6] Subhan Zein, dkk., 6

[7] Asmayanti, "Applying Student Talking Time (TT) in Communicative Activity to Improve the Student's Speaking Skill at Pesantren Putri Al-Munawwarah Panyili", *Educational Journal*, Vol. 11, No. 2 (December, 2017), 271

various contexts. Speaking is an important part of learning and teaching a second language.

Speaking is the ability to pronounce the articulation of sounds of words to express, state, or convey thoughts, ideas, and feelings.[8] Speaking is one way of verbally communicating ideas and messages. To enable students to communicate, we need to apply language to that communication. Gert and Hans state that, speaking is a speech that aims to make the speaker recognize it and the recipient processes the statement to recognize its meaning, while Brown and Yule that speaking depends on the complexity of the information to be communicated, however, the speaker sometimes find it difficult to explain what they want to say, and Rebecca states that speaking is the first mode in which children acquire language, it is part of most people's daily engagement with language activities, and it is the main motor language change.[9]

Speaking is considered a difficult language skill. Speaking also considered difficult to practice through other language skills. It is also a skill students will assess in real situations. This is an important skill that students must master as it will be used in everyday interactions. Many language learners assume that mastering the ability to speak means mastering the language itself. They (students) consider speaking as the most important skill they can acquire in oral communication. Brown suggests the main

---

[8] Henry Guntur Tarigan, "Speaking: As a Language Skill, (Bandung: Angkasa, 2008), 16
[9] Dedi Efrizal, "Improving Student's Speaking through Communicative Language Teaching Method at MTS Ja-Alhaq, Senot Ali Basa Islamic Boarding School of Bengkulu, Indonesia", *International Journal of Humanities and Social Science*, Vol. 2, No. 20 (October 2012), 127

aspects of speaking skills, namely fluency, accuracy, pronounciation and vocabulary.[10] In this case, the researcher found a common complaint experienced by students in teaching speaking, namely the lack of vocabulary and they had understood what the teacher said but they had difficulty providing feedback or responding to the teacher's speech. Therefore, the teacher must provide effective teaching that is able to provide understanding to students in learning English so that students can receive lessons or knowledge given by the teacher easily.

Speaking is one of the four skills that play an important role in mastering English. This is the most complex of the three skills in doing and learning it, not only their cognitive basis for learning language forms, but also internally within themselves. Therefore, there is a purpose (type) of speaking namely, to inform, persuade, and entertain. From this definition, speaking is a process of sharing with others knowledge, interests, attitudes, opinions, or ideas. In addition, the conveying of ideas, opinions, or feelings are some important aspects of the process of oral communication through the speaker's conception that becomes actual for him and his listeners. Some elements of speaking are, A) fluency, B) accuracy, C) comprehension.

Knowledge of language systems includes several aspects including, grammar, vocabulary, and pronunciation. Examples of personal and attitudinal factors are self-confidence and perception of importance of speaking. The three factors interact to each other. It is difficult for one to

---

[10] Riyana Dewi, "Improving Student's Speaking Skill through Communicative English for Specific Purpose", *Orbith*, Vol. 12, No. 3 (November 2016), 132

speak without those factors. For example, there is one who has good knowledge of language system, but his/her personality and his/her attitude are poor, of course he/she will find difficulties when she/he must convey a speech as an activity of speaking. On the other hand, it is impossible to speak fluently if one's attitude and personality are good, but he/she lacks knowledge of language system.

Speaking is very important because it is a way to communicate with other people in daily activities. "Basically, language is something that is used to convey ideas, thoughts, opinions, and feelings". English is the first foreign language in Indonesia which is considered important for the purpose of absorption and development of science, technology, and arts and culture to foster relations with other countries. To speak means to produce some words that represent someone's ideas. It is a process of sharing meaning by verbal and non-verbal symbols, in a variety of contexts. Burns and Joyce in Nunan argue that speaking difficulties include, shame, lack of self-confidence, lack of motivation, and fear of students' mistakes from the difficulty of speaking in general that hinders them. Of these obstacles, the causes are related to the students themselves, teaching strategies, curriculum, and the environment.

Based on the reality in real life, most students are faced with problems in speaking. Most of them cannot speak English well due to many factors. The only skill that uses a combination of vocabulary, pronunciation, accent, and even grammar is speaking. Thus, when students can do good speaking

skills and use them continuously, they think that their speaking skills are improving. The average person assumes that students majoring in English use English in every conversation inside or outside the classroom. However, the fact shows that they rarely practice speaking English even in English-related classes because they prefer to speak in their mother tongue when interacting with their friends.

As we can see in the speaking class, some students are too shy to speak in English because they must speak in front of the class, and they are afraid that they will make mistakes and their friends will laugh at them. Sometimes students want to speak English, but they don't know what to speak. Ironically, some students even face moments where they are at a loss for the words, they were planning to say that were already on their minds but couldn't convey properly. Baker and Burri state that, "the problem that students often face is about pronunciation. They find it difficult to pronounce certain words because in English, the pronunciation and writing are different. Therefore, they do not yet recognize." Of all these difficulties, students have the most difficulty in pronouncing words correctly and do not have a lot of vocabulary.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Agreeing on the explanation above, the researcher is interested in examined the implementation of teaching speaking skill through Jigsaw method at SMP Negeri 1 Banyuwangi. Researchers have several reasons based on preliminary studies; *first,* this method can help students to increase students' courage in speaking English. The researcher has interviewed one of the teachers at one of the favorite junior high school in Banyuwangi. The students always win in several competitions such as speeches, storytelling, essays, and others. This means that the teacher is successful in the process of learning and teaching English.

The researcher found that the teacher used several innovative methods to prevent students from getting bored in learning in class. The teacher said that the jigsaw method is very important because it can affect the conditions and situations of students, especially in the student learning process. *Second*, the application of Jigsaw method is very suitable and in accordance with the conditions of students. Third, the method in this school is rarely used in other schools. The researcher interviewed several English teachers in Banyuwangi schools and found that most of them used the conversation method between students and teachers by Indonesian or used listening methods to teaching students' speaking. This has been explained in the word of Allah in surah Al-Maidah verse 2:

وَتَعَاوَنُوْا عَلَى الْبِرِّ وَتَّقْوَى ۖ وَلَا تَعَاوَنُوْا بِ الْاِثْمِ وَالْعُدْوَانِ ۖ وَتَّقُوا اللّٰهَ ۖ اِنَّ اللّٰهَ شَدِيْدُ الْعِقَابِ

"And help you in doing good and piety, and do not help you in doing sin and enmity. Fear Allah indeed, Allah is very severe in punishment." [11]

Based on the verse above, it can be concluded that we are ordered to work together (in groups) in doing good, for example, such as discussing the application of the Jigsaw method so that this can be a factor so that students are able to think actively, critically, and could speak English, and don't miss being a student with good morals.

The ability to speak English in discussions by exchanging opinions and critical thinking is very important for students to be able to be active in groups. In relation to the learning process, the ability to think critically can also train students to be able to analyze a material.

Therefore, researcher is interested in examining how students learn speaking at SMP Negeri 1 Banyuwangi with the Jigsaw method that is mostly done in that school. Because not many of the junior high school students are able to speak English in particular, and not many of the junior high school students are able to master a lot of English vocabulary. From the description, there are several problems that researchers need to examine regarding the speaking ability of students at the school, namely: 1.) Fear of speaking English, 2.) Lack of students' vocabulary in speaking English, 3.) Lack of self-confidence them to speak English, 4.) their pronunciation is not fluent in speaking English. For this reason, the authors are very interested in knowing how the process of developing speaking abilities and skills of SMP

---

[11] Ministry of Religion of the Republic of Indonesia, Al-Qur'an and Its Translation (Kiaracondong Bandung: Sygma, 2010), 106

Negeri 1 Banyuwangi students through Jigsaw method carried out in schools, and whether these methods can develop speaking skills of SMP Negeri 1 Banyuwangi students effectively or not.

From these problems, the author wants to conduct a research entitled "Implementation of Teaching Speaking Skill through Jigsaw Method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year".

B. Research Questions

Based on the background above, the research questions are as follows:

1. What is the goal of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?

2. What is the material of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?

3. How is the step of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?

4. How is the evaluation of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?

C. Research Objectives

1. To describe the goal of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year

2. To describe the material of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year

3. To describe the steps of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year

4. To describe the evaluation of teaching speaking skill through jigsaw method in the eighth grade of SMPN 1 Banyuwangi 2022/2023 Academic Year

D. Research Benefits

This research is expected to provide benefits, including:

1. Theoretical Benefits

   This research is expected to contribute ideas to enrich scientific treasures in the field of English-speaking communication skills. In addition, it can be considered for further research. So those in-depth studies will continue to take place to obtain maximum results.

2. Practical Benefits

   As for practically, this research is expected to:

   a. For Researchers

      Adding insight and in-depth study on the development of speaking skills using the communicative activity method, as well as being an experience for writing scientific papers, both in theory and practice.

b.   For UIN Kiai Haji Achmad Siddiq Jember

1)   Enriching references for further relevant researchers in the library of UIN Kiai Haji Achmad Siddiq Jember

2)   Adding knowledge to the entire academic community of UIN Kiai Haji Achmad Siddiq Jember, especially regarding the Implementation of Teaching Speaking Skill through Jigsaw Method for Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year.

c.   For SMPN 1 Banyuwangi

This research can contribute ideas about the teaching of speaking skills, as well as input and consideration for optimizing the jigsaw method at SMPN 1 Banyuwangi. d. For the wider community or readers This research is expected to help broaden the reader's insight, especially in terms of implementing teaching speaking through jigsaw method, so that it is useful for all levels of society as a motivation to better support and pay attention to the development of English-speaking skills at SMPN 1 Banyuwangi.

E.   **Definition of Keyterms**

The term used by the researcher in this research are follows:

a.   **Teaching Speaking Skill**

Speaking is part of normal human life, as a tool as for interaction and mutual influence among human beings. Speaking is an event of conveying

one's intentions (ideas, thoughts, and feelings) to others by using spoken language (speech) so that the intent is understood by others. Speaking is a way to help students communicate their emotions, assist students in conveying what they want to say, and interact with others. To teach speaking effectively, teachers need to have a good understanding of speaking itself and also assist students in developing their natural speaking skills. Overall, teaching speaking skills emphasizes making students active and creative in their speaking activities.

b. Jigsaw Method

Jigsaw is one of the strategies used in the language learning approach. Jigsaw is a method of organizing classroom activities in which students depend on one another to achieve a common goal. The Jigsaw Method was originally developed by Elliot Aronson. Each student in the group has some information for all students to learn, and each student must be responsible for teaching the information they have to other students in the group. When all the information is put together, all students should have complete information. Therefore, in this study the method played a very important role in the process of teaching speaking.

c. Teaching Speaking Skill through Jigsaw Method

The overall meaning of the terms related to the title of this study is the teaching of English, especially speaking skills using the Jigsaw method to solve problems that occurred before during the learning process. While the focus of this study is about teaching objectives, teaching materials, teaching

steps, and teaching evaluation. Therefore, an appropriate method is needed so that the research focus can be achieved properly.

F.   **Systematic Discussion**

The systematic arrangement of the discussion of this writing, consists of several chapters, where each chapter is arranged systematically and is a unit that cannot be separated from one chapter to another. In the main part of this thesis there is a title page, endorsement, motto, presentation, foreword, abstract, table of contents, list of tables, list of pictures and then consists of five chapters, namely:

1. The first chapter is an introduction, which consists of research background, research questions, research objectives and benefits, definition of terms and ends with a systematic discussion.

2. The second chapter in the form of a literature review includes: analysis of previous research and theoretical studies which includes the process of implementation of teaching speaking and a discussion of the jigsaw method.

3. The third chapter is in the form of research methods which includes: approaches and types of research, research locations, research subjects, data collection techniques, data analysis, data validity, and research stages.

4. The fourth chapter is in the form of research results and discussion. In this chapter, the results of the application of the jigsaw method are described in teaching speaking skill.

5. The fifth chapter is a closing which contains the conclusions from the research results, and suggestions. At the end it is equipped with a bibliography, appendixes, and curriculum vitae.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In previous research, the researcher included the results of research that had been carried out related to the research that the researcher wanted to carry out and made a summary of the results of previous research. The results of previous studies related to this study include:

1. **The first research was from Lydia Purba. The student of HKBP Nommensen University. The title was "Improving Student's Speaking Skills through Jigsaw at Grade Eleven of SMA Kampus Nommensen Pematangsiantar".**

   The aim of this research was to improve student's speaking skills in grade eleven high school students in the Nommensen Campus through Jigsaw techniques. The data collected through classroom observation, interviews, field notes, questionnares, and tests.[12] The result of the research indicated that the use of Jigsaw techniques can teaching German speaking skils, positive attitudes, and the activeness toward learning German in grade eleven senior high school students in the Nommensen Campus. It can be seen from the result of student's

---

[12] Lydia Purba, "Improving Student's Speaking Skills through Jigsaw at grade eleven of SMA Kampus Nommensen", *Journal of English Teaching as a Foreign Language*, Vol. 5, Issue 2 (December 2019), 41

speaking skill test with the average value of 73,82 in the first cycle, then increased to 81,18 in the second cycle. The speaking skills of German language in grade eleven of Nommensen Campus high school have improve in terms of the process and the result after being given action using Jigsaw Techniques.

2.   **The second research was from Ratna Dewanti. The student of Postgraduate Language Education study program, Jakarta State University. The title was "Enhancing English Speaking Skill through Jigsaw Cooperative Learning" (Action Research in X Class of MIA SMA Negeri 2 DKI Jakarta).**

The aim of this research was to confirm the process in improving students speaking skill on English subject through cooperative learning of Jigsaw models on students in X MIA SMA Negeri 2 DKI Jakarta.

The researcher applied Classroom Action Research. The population of the research were 108 students who studying speaking English which they were randomly assigned into experimental and control group. The data collected through observation, interview, and documentation.[13] The result of the research showed that learning outcomes in students, especially speaking skills in students in SMA Negeri 2 DKI Jakarta has increased. It was evident through the experiment on cycle 1 and cycle 2 for class 10 MIPA 1, frm the mean

---

[13] Ratna Dewanti, "Enhancing English Speaking Skill through Jigsaw Cooperative Learning (Action Research in X Class MIA SMA Negeri 2 DKI Jakarta), *Language Education and Literature Journal*, Vol. 17, No. 2 (July 2018), 46

of 70.9167 increased to 84.2778. Class 10 MIPA 2 from the average 71.5056 increased to 86.2222 and for class 10 MIPA 3 from the average 70.5833 increased to 84.2222. so that the total increase during the Jigsaw type cooperative learning model from the initial value.

3. **The third research was a journal by Ubaedillah, and the title was "Improving Students' English Speaking Ability through Jigsaw".**

The aim of this research is to find out the improvement of students' speaking ability through Jigsaw method of the Management Study Program students of the second semester in the academic year 2018/2019 at a private university taught by and without using Jigsaw. The data of the current study were gathered at multiple points of time before and after the end of the experiment to determine the improvement of student's speaking ability through Jigsaw speaking skills. In practical terms, the sample's speaking ability was first examined through an English oral test prior to and after some Jigsaw instructional activities were provided. The data were analyzed using basic and inferential statistical methods including mean scores, standard deviations, paired sample t-test, and effect size.

The findings showed a remarkable development in the students' speaking skills through Jigsaw method. The writer holds an experimental research to apply Jigsaw in teaching English speaking. The population is the second semester students of a private university in the academic year 2018/2019 and the sample are two groups of

students placed in experiment and control groups. Using oral test as the instrument, the writer collected the data of the students' speaking ability. The report of the research concludes that Jigsaw improved the English speaking ability of the second semester students in the academic year 2018/2019. By doing small discussion of Jigsaw method it can motivate to develop the student's braveries to use their knowledge and their experience to solve a problem without other's opinion. There may be different of view so the students can give different opinion. Beside that the students are also able to give real opinion orally.[14]

4.   **The fourth research was journal by Urip Widodo, The title was "The Effectiveness of Jigsaw Learning Strategy to Teach Speaking".**

This research aims to know whether the jigsaw learning strategy is better than the audio-lingual method to teach speaking. This experimental research was carried out in the vocational school. The population was four classes (140 students) of eleventh grade A, B, C, D, and E. The samples were the eleventh grade A as the experimental group and B as the control group. Each group consists of 30 students. The experimental group was taught using the Jigsaw learning strategy, while the control group used the Audio-Lingual Method. The data collection technique was through the speaking test,

---

[14] Ubaedillah, "Improving Student's English Speaking Ability through Jigsaw", *Research and Innovation in Language Learning* 2(3), (September, 2019), 216

and the data analysis technique was through descriptive statistics and inferential statistics. The data analysis shows that the mean score of the students who were taught by using the jigsaw learning strategy is 81,23, while the mean score of the students who were taught by using the audio-lingual method is 76,03. Moreover, the Fo (8,77) is higher than Ft (4,00) at the significance level of significance α= 0,05, which means the null hypotheses are rejected, and the alternative hypotheses are accepted. In conclusion, the jigsaw learning strategy is more effective than the audio-lingual method to teach speaking.[15]

5. **The fifth research was thesis from Tuti, The student of Muhammadiyah University of Makassar. The title was "The Use of Jigsaw Technique in Improving Students' Speaking Ability at SMK Muhammadiyah 2 Bontoala Makassar".**

The aim of this research was: find out the improvement of the students' speaking skill by using Jigsaw Technique that focused on fluency and accuracy especially in pronunciation and vocabulary by gave students activities related the technique in teaching the material. The researcher applied pre-experimental method with on group pre-test and post-test design, and collected the data by giving pre-test and post-test. The sample of the research was class X.AP1 of SMA

---

[15] Urip Widodo, 2021. "The Effectiveness of Jigsaw Learning Strategy to Teach Speaking", *International Journal of Language Teaching and Education,* 62

Muhammadiyah 2 Bontoala Makassar which consisted of 36 students. The sample was taken by using purposive sampling technique.[16]

The result show that applying of jigsaw technique in teaching speaking, the mean score of students' speaking ability in post-test was greater than score of pre-test. The mean score of speaking ability both of accuracy and fluency in post-test was 70.515 greater than the mean score in pre-test was 57.337. Thus, the improvement of students' speaking ability was 22.98%. In other side, she founded that the result between t-test and t-table showed that the t-test was greater than t-table. The t-test was 18.17 while t-table was 2.03011. It means that the null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. Based on the explanation above, we can see that jigsaw technique is effective to improve the students' speaking ability which focused on accuracy and fluency in teaching speaking. Jigsaw technique is one way in improving students to speak up and to be active in front of the class with positive attitude.

6. **The sixth research was from Naajihah Mafruudloh. The student of Muhammadiyah Lamongan University. The title was "The Implementation of Jigsaw in Teaching ESP Speaking for Accounting Department in University of Muhammadiyah Lamongan".**

---

[16] Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ability at SMK Muhammadiyah 2 Bontoala Makassar", (*Thesis:* Sebelas Maret University Surakarta, 2019), iv

She applied descriptive qualitative research as the research design. The data are collected in the form of words. She used observation and interview to gain the data.[17] Based on the result that concluded, there were 3 important points. First, choosing material, making lesson plan, organizing Jigsaw in classroom, giving quiz, and evaluating were the steps in implementing Jigsaw for speaking class. Then supporting factors were media, professional teacher, situation surround the class, material, student's motivation, and class management. Third, limited time and different level of student's comprehension were the obstacles that faced by the lecturer. In conclusion, Jigsaw was recommended for teaching Speaking, because it gained the students to be more active and interactive in teaching and learning process.

7. **The seventh research was from Marni Yuniar Rika. The student of Islamic University of Raden Intan Lampung. The title was "The Implementation of Jigsaw Technique in Teaching Speaking of the Eight Grade Students at the Second Semester of SMP negeri 1 KRUI in 2015/2016 Academic Year".**

---

[17] Naajihah Mafruudloh, "The Implementation of Jigsaw in Teaching ESP Speaking for Accounting Department in University of Muhammadiyah Lamongan". *Journal of Research on Language Education (JoRLE), 1(1),* (July, 2020), 6

She applied descriptive qualitative research. The total of sample of her research were 30 students. The data collection were observation, interview, and questionnaire.[18]

Based the result of this research that in teaching speaking using jigsaw method at SMP Negeri 1 Krui as follows: 1) During teaching learning process was done in two meetings, 2) The teacher's problems in teaching speaking by using jigsaw method were the teacher could monitor student's activity and limit time to teaching and learning speaking by using jigsaw, 3) Student's problems in learning speaking by using jigsaw were the student's difficulty to share opinion because they had limited vocabulary.

8. **The eighth research was from Intan Fitri Dwijayanti. The student from Widya Dharma University. The title was "Implementing Jigsaw Method for Teaching Speaking a Case Study of Teaching and Learning at SMK Swadaya Klaten".**

The aims of this study were: (1) the implementation of jigsaw for teaching speaking and (2) the problem encountered by the teacher and students in implementation of jigsaw technique in teaching speaking". In this study, the writer acts as an observer. She used three instruments namely observation, interview, and questionnaire.[19]

---

[18] Marni Yuniar Rika, The Implementation of Jigsaw Technique in Teaching Speaking of the Eight Grade Students at the Second Semester of SMP negeri 1 KRUI in 2015/2016 Academic Year", (*Thesis:* Islamic University of Raden Intan Lampung, 2017),

[19] Intan Fitri Dwijayanti, "Implementing Jigsaw Method for Teaching Speaking a Case Study of Teaching and Learning at SMK Swadaya Klaten", (*Thesis:* Widya Dharma University, 2020), xiv

Based on the result after implementing Jigsaw method the students become more confident to speak in front of class also teaching and learning process become more attractive and interactive. Teachers' problems in the implementation of jigsaw technique in teaching speaking were the teacher cannot monitor students' activity and limited time to teaching and learning speaking by using jigsaw. The students' problems in learning speaking by using Jigsaw were the students have difficulty to share their opinion because they have limited vocabulary.

The previous research that has been decribed in general can be presented in the folowing table,

Table 2.1

Previous Research

NO	TITLE	SIMILARITIES	DIFFERENCES
1	2	3	4
1	Lydia Purba, "Improving Student's Speaking Skills through Jigsaw at Grade Eleven of SMA Kampus Nommensen Pematangsiantar"	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, the teaching of students' speaking skills using classroom action research, while this research focuses on describing the material, goal, step, and evaluation of the use of jigsaw in teaching students' speaking skills by qualitative research.

NO	TITLE	SIMILARITIES	DIFFERENCES
1	2	3	4
2	Ratna Dewanti, "Enhancing English Speaking Skill through Jigsaw Cooperative Learning"	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, measured the students' speaking skills using classroom action research, while this research focuses on describing the implementation and evaluation of the use of jigsaw in improving students' speaking skills by qualitative research.
3	Ubaedillah, "Improving Students' English Speaking Ability through Jigsaw".	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, measured the students' speaking skills using basic and inferential statistical methods research, while this research focuses on describing the implementation and evaluation of the use of jigsaw in improving students' speaking skills by qualitative research.
4	Urip Widodo, "The Effectiveness of Jigsaw Learning Strategy to Teach Speaking".	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, measured the teaching speaking skills using experimental research, while this research focuses on describing the implementation and

NO	TITLE	SIMILARITIES	DIFFERENCES
1	2	3	4
			evaluation of the use of jigsaw in improving students' speaking skills by qualitative research.
5	Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ability at SMK Muhammadiyah 2 Bontoala Makassar"	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, measured the teaching speaking skills using pre-experimental research, while this research focuses on describing the material, goal, step, and evaluation of the use of jigsaw in teaching students' speaking skills by descriptive research.
6	Naajihah Mafruudloh, "The Implementation of Jigsaw in Teaching ESP Speaking for Accounting Department in University of Muhammadiyah Lamongan".	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, she used observation and interview to collected the data , while this research using interview, observation, and documentation to collect the data.
7	Marni Yuniar Rika, "The Implementation of Jigsaw Technique in Teaching Speaking of the Eight Grade Students at the Second Semester of SMP	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, she used observation, questionnaire, and interview to collected the data , while this research using

NO	TITLE	SIMILARITIES	DIFFERENCES
1	2	3	4
	negeri 1 KRUI in 2015/2016 Academic Year".		interview, observation, and documentation to collect the data.
8	Intan Fitri Dwijayanti, "Implementing Jigsaw Method for Teaching Speaking a Case Study of Teaching and Learning at SMK Swadaya Klaten".	The similarities between previous research and this research was using Jigsaw in teaching student's speaking skills.	In the previous research, she used observation, questionnaire, and interview to collected the data , while this research using interview, observation, and documentation to collect the data.

This study has similarities and differences with the four previous studies that have been discussed previously. The similarity lies in the use of jigsaw in teaching students' speaking skills. The difference is at the same time a novelty in this study where increasing students' speaking skills using the jigsaw method focuses on material, goal, step, and evaluation of teaching speaking through jigsaw method.

B. **Theoretical Framework**

1. **Teaching Speaking Skill**

   a. Aspect of Teaching

   Teaching is the concerted sharing of knowledge and experience, which is usually organizes within a discipline and, more generally, the

provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. In short, teaching is a process of transferring or delivering knowledge from a teacher to students. So, it can be interpreted that teaching as a complex activity, namely the integrative use of a number skill to convey knowledge, and experience.[20]

The integration of skill means that it must be based on a set of theories and directed by a certain knowledge or insight. Meanwhile, for its application it will usually be influenced by all components of teaching and learning itself. The components referred to here are the goals to be achieved, the knowledge to be conveyed, subject, facilities, learning environment, and most importantly the skills, habits and insight of a teacher about the word of education and their mission as an educator. This is because the longer the world of education is becoming more developed and modern. This is of course the background of the emergence of various kinds of new technologies so that teachers must know even as much as possible the teachers must be able to master according to their fields. Therefore, there are several goals that must be achieved by the teacher in teaching especially teaching speaking skill including the goals, materials, steps, and evaluation.

---

[20] Zainal Arifin, 2011. *Education Research*, (Bandung: PT Remaja Rosdakarya), 43

1)   Teaching Goal

Hymes stated that teaching of speaking skill has become central in foreign language classroom. The goal of teaching speaking skill is communicative efficiency.[21] Students should be able to make themselves understood, using their current proficiency to the fullest. Therefore, it is necessary to use some teaching method, technique, or strategies and media to help to reach the goals. This can help students to achieve their teaching target in language skills.

2)   Teaching Material

Teaching material is the important part of language programs. These teaching materials are all forms of materials used to assist teacher in carrying out teaching and learning activities in the classroom. This also the basic source of input for students and way that language practice occurs in the classroom.

According to Sungkono, teaching materials are systematic, meaning that they are arranged in order to make it easier for students to learn. In addition, teaching materials are also unique and specific. Unique means that teaching materials are only used for certain goals and in certain learning processes, and specific means that the contents of teaching materials are designed in such a way only to achieve

---

[21]   Endang Fauzy, *Teaching English as a Foreign Language* (Surakarta: Muhammadiyah University of Surakarta, 2010), 15

certain competencies from certain targets.[22] Several types of teaching materials can be used in the classroom, including:

a) Printed teaching materials; hand out, book, modules, brochures, leaflet

b) Non-printed teaching materials; audio visual (video/film, VCD), audio (Radio, cassette, CD), visual (photo, picture), multimedia (Computer based, internet),

c) Teaching materials in the form of facilities; library, study room, studio, sports field

d) Teaching materials in the form of activities; interviews, group discussion, observation, simulation, game

e) Teaching materials in the form of community environment; friends, market, museums, factories.

Teaching materials can also add important structure to lesson planning and the delivery of instruction. Learning materials act as a guide for both the teacher and the students. From the explanation above, it can be seen that teaching materials can support students to reach their target in learning speaking skills.

3) Teaching Step

Before teaching, a teacher decides to determine the steps or activities that must be taken in bringing students to achieve their goals learning, and after teaching, the teacher makes a decision whether the

---

[22] Sungkono, *Development of Teaching Materials,* (Yogyakarta: FIP UNY, 2003), 23

steps and activities are necessary or not changed based on the achievement of goals by students. The steps that most important in teaching,[23] those are:

A) Planning

In this context of teaching, this planning stage is needed as a process of setting goals and determining ways to achieve these goals. In this case, it will be determined in advance what will be taught, how to teach, when to teach, who is being too taught and the evaluation of students. Enoch explains that planning is a process of preparing things that will do in the future to achieve a predetermined goal.[24]

B) Implementation

Implementation is the implementation of the strategy and resource assignment. Implementation is important element in the planning process. To assess the effectiveness of a plan can be seen from implementation.[25] The steps for implementing learning are carried out through the preliminary activity (pre-activity), core activity (main activity), and closing activity (post activity).[26]

---

[23] Sumiati and Asra. *Effective Learning Series Learning Methods*, (Bandung: CV. Wacana Prima, 2008), 4-7

[24] Yusuf Enoch. *Fundamentals of Educational Planning*, (Jakarta: Bumi Aksara, 1995), 11

[25] Ananda Rusydi, *Learning Planning*, (Medan, Indonesian Education Development Concern Institute, 2019), 5

[26] Hanum Latifah, *Learning Planning*, (Banda Aceh, Syiah Kuala University Press, 2017), 98

(1) Pre-activity

In this stage, the teacher is required to:

(a) Prepare students psychologically and physically to take part in the learning process

(b) Provide contextual learning motivation according to the benefits and application of teaching materials in daily activities

(c) Giving the apperception

(d) Explain the learning objectives

(e) Convey the scope of the material and an explanation of the description of activities according to the syllabus

(2) Main activity

In these activities, teachers will apply learning models, methods, media, and learning resources that have been adapted to the character of students and subjects.

(3) Post-activity

In this stage, the teacher and students both individually and in groups reflect to evaluate:

(a) The whole series of learning activities and the results obtained from the learning process

(b) Provide feedback on the learning process and results

(c) Carry out follow-up activities such as giving assignments, either individually or in groups

(d) Inform the lesson plan for the next meeting

C) Assessing

Brown stated that assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals.[27] This involves gathering and interpreting information about students' level of attainment of learning goals. Assessment also used to identify individual student weaknesses and strengths so that teachers can provide specialized academic support educational programming, or social services. Assessment can be used to provide a diagnosis of someone's problem.

Assessment can be said to be synonymous with evaluation. But what needs to be emphasized here is that what can assessed or evaluated in the assessment is the character of a person, including academic ability, honesty, ability to pursue etc.[28]

D) Teaching Evaluation

The success or failure of education in achieving its goals can be seen after an evaluation of the output produced. Therefore, the evaluation of learning is very important in the educational process in general. Learning evaluation is carried out to determine the level of success of students.

---

[27] Brown, D. H., *Language assessment: Principle and Classroom Practices*, (London: Longman, 2003), 5

[28] Asrul, Ananda R. dan Rosnita, Evaluasi Pembelajaran, (Bandung: Citapustaka Media, 2014), 3

In the field of education, learning evaluation is a mandatory activity. For educators, through evaluation they can make decisions or what steps forward should be given for the progress of their students. Wysong suggested that evaluation is a process for describe, obtain or produce information useful for consider a decision.[29] In learning process, teaching evaluation can be divided into four types,[30] including:

1) Diagnostic Evaluation

Diagnostic evaluation is an evaluation used to find out the extent of learning difficulties faced by students. Diagnostic evaluations are usually carried out before a lesson begins. The goal is to find out the knowledge and skills that have been mastered by students and this kind of assessment is also known as a test of entering behavior.

2) Formative Evaluation

Formative evaluation is usually used to review students' learning abilities during the teaching and learning process. In addition, this evaluation is also intended to provide feedback for the improvement of learning programs and to identify weaknesses so that improvements can be made and it is hoped that both student learning outcomes and the teacher's

---

[29] Ratnawulan E. and Rusdiana A., *Evaluation of Introductory Learning*, (Bandung: Pustaka Setia Bandung, 2014), 6

[30] Arifin Zainal, *Learning Evaluation*, (Jakarta Pusat: Directorate General of Islamic Education Ministry of Religion, 2012), 35

learning process will be better. In addition, this evaluation aims to improve the learning process, not to determine the level of ability of students. This evaluation is also commonly referred to as a criterion-referenced evaluation.

3) Summative Evaluation

Summative assessment is all that is carried out if the unit of learning experience or subject matter is considered to have been completed for example final exams and National exams.

4) Placement Evaluation

The first objective of the problem relates to readiness of students to face the new program, while the second relates to the suitability of the learning program with the student ability. It is used in setting of the position of students in some programs.

Based on the research objective of the researcher is to collect information about how far the improvement in students' understanding of the material provided, so the researcher used formative evaluation. The techniques used in the formative evaluation are:

a) Test Technique

(1) Essay Test

Essay test is a test whose questions require description answers, both free essay and limited essay. The test of this

form of essay, especially the free form of essay, demands ability students to organize and formulate answers by use their own words and can measure skills students to think highly which is usually expressed in the form of question.[31]

(2) Objective Test

Objective test is a test consisting of items that can be answered by the tester by choosing one or more answers among several possible answers that have been paired with each item.[32] So, an objective test is a text that can be examined during the examination objectively and this is meant to overcome the disadvantages of essay form test. Various kinds of objective tests such as true-false, multiple choice, matching test, and completion test.

(3) Oral Test

An oral test is a test that requires answers from test takers in oral form. The test taker will pronounce the answer with his words themselves according to the questions or orders given.[33] This test can also be called an interview test which in its implementation, the teacher will test the extent to which students' understanding and knowledge of certain materials

---

[31] Asrul, Ananda R. dan Rosnita, *Learning Evaluation*, (Bandung: Citapustaka Media, 2014), 42

[32] Widiyanto J, *Learning Evaluation (Concept Principles and Procedures)*, (Madiun: UNIPMA PRESS, 2018), 136

[33] Zainal Arifin, *Learning Evaluation*, 49

b) Non-test Technique

(1) Observation

Observation is a process of observing and recording continuously systematic, logical, objective, and rational about various phenomena, both in real situations as well as in artificial situations to achieve specific purpose. The tool used to make observations is called observation guidelines. Observation is not only used in activities evaluation, but also in the field of research, especially qualitative research.[34] In simple terms, observation is the observation of activities as in discussions, group work, experiments, and so on.

(2) Attitude Scale

Attitude assessment is a non-test instrument using a closed questionnaire where these questions contain the values of teaching and learning objectives.[35] There are several scale models developed by experts to measures attitudes, such as the Likert, Thurstone, Guttman, and differentiation scales semantics.[36]

---

[34] Zainal Arifin, *Learning Evaluation: Principle, Technique, Procedure*, (Jakarta: Kementrian Agama RI, 2009), 181

[35] Moh. Sahlan, *Learning Evaluation*, 199.

[36] S. Eko Putro Widoyoko, *Evaluation of Learning Programs*,115

2. Speaking Skill

a. Definition of Speaking

In everyday life, many people speak without having a good ability to convey the content of the message, so that the direction of speech is not understood by the interlocutor. This is because he is unable to harmonize or adjust the details that are in his thoughts or feelings with what he is saying. As social beings, humans also use spoken language more or less to communicate with each other. Speaking for humans is used as a communication tool to express opinions, convey intentions, messages, express feelings, and so on.[37] Speaking skills are essentially the skills of producing a stream of articulation sound systems to convey desires, needs, feelings, and desires to others. In this case, the completeness of one's speech apparatus is a natural condition that is possible to produce a wide variety of articulation sounds, stresses, tones, silences, and speech songs. This skill is also based on the confidence to speak fairly, honestly, correctly, and responsibly by eliminating psychological problems such as shame, low self-esteem, tension, tongue weight, etc.[38] So, speaking skill is one of the language skills as the ability to pronounce articulation sounds or words to express, state, and express opinions or thoughts or feelings to a person or group orally, either face-to-face or remotely.

---

[37] Jauharoti Alfin, *Basic Language Skills,* (Surabaya: Intellectual Library, 2009), 39
[38] Iskandarwassid and Sunendar, *Language Learning Strategy*, (Bandung: PT Remaja Rosdakarya, 2011): 241

b.   Aspects of Speaking

Nunan state that, there are two main aspects in speaking skills, namely: accuracy and fluency. Accuracy means that speakers are required to use correct vocabulary, grammar, and pronunciation. Meanwhile, fluency means that speakers are required to be able to continue speaking when speaking spontaneously. However, that doesn't mean the speaker has to speak so fast because sometimes pauses are important. Nunan states that pauses are an aspect of fluency that may be long but not frequent. In addition, when speaking fluently, speakers should be able to convey a message with whatever resources and abilities they have and free from grammatical and other errors. In addition, Harmer asserts that the ability to speak fluently does not only know knowledge about language characteristics, but also the ability to process information and language.

Jones explained that fluency means using simple words to express meaning, although longer words may be more descriptive. Jones also defines fluency as speaking slowly and clearly, not speaking quickly and incoherently. Fluency depends on knowing more vocabulary and confidence and not worrying about losing face for making mistakes. Another definition of fluency is being able to articulate easily and comprehensively. While Accuracy means not making too many mistakes. In addition, Lan states that fluency can be defined as the ability to convey communicative intent without too

much hesitation and too many pauses to cause obstacles or interruptions in communication. Meanwhile, accuracy refers to the use of correct forms in which speech does not contain errors that affect the phonological, syntactic, and semantic or discourse features of a language.

Aspects in speaking activities are indicators that are used as assessments in the evaluation of speaking. Namely pronunciation, intonation, vocabulary, or sentences, fluency, and expressions or expressions. And the characteristics of speaking itself are: 1.) Power of voice, 2) Expression, 3) Body Language, and 4) Mind Management.

c.   Goal of Speaking

The main goal of speaking is to communicate. In order to convey thoughts effectively, the speaker should understand the meaning of everything he wants to combine, he must be able to evaluate the effects of communication on his listeners, and he must know the principles that underlie all speech situations, both in general and individually.[39] The purpose of the conversation can usually be divided into five groups, namely: 1) Entertaining, 2) Informing, 3) Stimulating, 4) Convincing, 5) Motivating.[40] Basically speaking has 3 purposes, including: 1) Notify and report, 2) Entertaining, 3) Persuade, invite, urge, and convince. To achieve the purpose of speaking,

---

[39] Henry Guntur Tarigan, *Speaking: As a Language Skill*, (Bandung: Angkasa, 2008), 15

[40] Djago Tarigan, *Subject Matter Indonesian Research 1*, (Jakarta: Proyek Penyetaraan Guru SD Strata D-II, 1990)

motivation is an important consideration in determining the readiness of learners to communicate. Motivation refers to a combination of effort plus a desire to achieve learning goals, plus pleasant attitudes towards language learning.[41]

So, basically the purpose of someone speaking is to get reactions and responses from others. The use of speaking itself as a means of communication with others by conveying ideas, ideas, thoughts, so that others are able to understand and respond to what we mean. Speaking skill purposes will include the achievement of the following: 1) Ease of speaking, 2) Clarity, 3) Responsibility, 4) Forming habits. The influence factors of speaking skills are general health, intelligence, environmental attitude, socio-Economic, and bilingualism.

3. **Jigsaw Method**

a. Definition of Jigsaw Method

Jigsaw is a cooperative learning technique to form effectiveness in group work. This method is an efficient technique for students to interact and cooperate by giving everyone a part to analyze in academic activities. Perkins stated that Jigsaw is a cooperative learning strategy that instructs each home group to specialize on each topic. Students gather with members from other groups assigned to the

---

[41] Jauharoti Alfin, *Basic Language Skills*, (Surabaya: Intellectual Library, 2009), 39-43

same point, then master the material and return to their original group to explain the material to their group mates.[42]

Jigsaw is one of the strategies used in the language learning approach. Jigsaw is a method of organizing classroom activities in which students depend on each other to achieve a common goal. It has been central to the 'interaction' theory of foreign language learning since the 1980s.

Susan Ledlow said that the Jigsaw method was originally developed by Elliot Aronson. It has since been adapted by a number of teachers at all levels in various ways. Each student in the group has some information for all students to learn, and each student must be responsible for teaching the information they have to other students in the group. When all the information is put together, all students must have complete information. Therefore, the method is called Jigsaw. Aronson uses the jigsaw method to develop teaching concepts that are carried out with the aim of language learning exercises that actively involve all students.

The Jigsaw Strategy is a method of organizing classroom activities that makes students depend on one another for success. Jigsaw strategy refers to teaching methods in which students work together in small groups to help each other learn. Johnson says that, "jigsaw is the instructional use of small groups so that students work

---

[42] Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ablity at Smk Muhammadiyah 2 Bontoala Makassar (Pre-Experimental Research)" (*Thesis:* Muhammadiyah University of Makassar, 2019), 7

together to maximize their own and each other's learning". Kagan says that Jigsaw is an effective strategy to use when you want to increase students' mastery of a topic, encourage their concept development, increase targeted discussion among students, and encourage group project participation and learning.

Furthermore, Aronson defines that "Jigsaw learning is a group learning process based on the understanding that people learn better when they are together". The Jigsaw strategy is used to develop the skills and expertise needed to participate effectively in group activities. Based on the opinions above, it can be concluded that the jigsaw strategy is a cooperative learning learning strategy, with students learning in small groups consisting of four or six people, varying between ethnicities, races and abilities, cooperative in positive interdependence and being responsible for presenting tasks for each member.

b.   Elements of Jigsaw Method

Johnson and Holubec stated that there are five principles of the Jigsaw method, including:

1)   Positive Interdependence

Each student should be aware that they need each other to do group assignments. Each student in the group is interdependent on one another to achieve a common goal. Without the help of group members, the goal cannot be

achieved.[43] This develops students' sense of responsibility in their learning process, because they are aware that achieving goals in groups lies in the success of each student in the group.[44]

2)   Face to Face Interaction

This principle focuses on students to develop student behavior towards everyone by respecting the opinions of others, focusing, and encouraging others to speak. Johnson stated that students who do not contribute to learning with others are quiet students who need to be encouraged for the learning process to be successful. Dialogue is critical to successful learning in terms of constructive feedback.[45] Each student in the group must explain orally how to understand the material, teach it to others, and discuss material concepts.[46]

Students must help each other, support, encourage, and praise as an effort in learning. Students are also allowed to explain to each other how to discuss the material being studied, and how to teach one another.[47]

---

[43] Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ablity at Smk Muhammadiyah 2 Bontoala Makassar (Pre-Experimental Research)" (*Thesis*: Muhammadiyah University of Makassar, 2019), 8

[44] Masitah Shahrill, "Incorporating Jigsaw Strategy to Support Student's Learning through Action Research", *International Journal on Sosial and Education Sciences*, Vol. 3(2), 2021, 254

[45] Ibid,.

[46] Evi Dyna, "Using Jigsaw Technique to Improve Speaking Skill for the Science Students of Grade XI-1 at SMAN 1 Yogyakarta in the Academic Year of 2011/2012" (Thesis: State University of Yogyakarta, 2013), 28

[47] Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ablity at Smk Muhammadiyah 2 Bontoala Makassar (Pre-Experimental Research)" (*Thesis*: Muhammadiyah University of Makassar, 2019), 20

3)   Individual Accountability

Students must have a sense of responsibility to complete and master or understand the material.[48] This principle involves students taking responsibility for their own learning process by doing things together with groups.[49] Individual accountability involves students taking responsibility for their own learning by doing things together in their own group because they feel responsible for improving their own grades. Therefore, they are more active in group work to ensure the group achieves the right results for the individual student.[50]

4)   Interpersonal Skill

Social skills play an important role in achieving the success of the learning process using the Jigsaw method when in class. These social skills include: decision making, eadership, building trust, communication, and conflict management.[51] Social skills can promote social and interpersonal development as students learn in groups.[52]

---

[48] Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ablity at Smk Muhammadiyah 2 Bontoala Makassar (Pre-Experimental Research)", (*Thesi*s: Muhammadiyah University of Makassar, 2019), 9

[49] Evi Dyna, "Using Jigsaw Technique to Improve Speaking Skill for the Science Students of Grade XI-1 at SMAN 1 Yogyakarta in the Academic Year of 2011/2012" (Thesis: State University of Yogyakarta, 2013), 28

[50] Masitah Shahrill, "Incorporating Jigsaw Strategy to Support Student's Learning through Action Research", *International Journal on Sosial and Education Sciences*, Vol. 3(2), 2021, 254

[51] Dyna, Evi., 28

[52] Masitah Shahrill., 254

5) Group Processing

Each group discussed the achievement of their goals and maintained good communication. Apart from that, they also have to discuss which actions are useful and which ones need to be continued and which ones need to be improved.[53] This principle involves relationships within group members who can develop their skills in team building, identifying matters relating to members and solving them can prove that students work together effectively to achieve common group goals.[54]

c. Steps of Jigsaw Method

Aronson states that there are ten steps in implementing the jigsaw method, including the following:

1) Divide students into 4-6 people (original group)

2) Divide each material into 4-6 parts or points

3) Each student is assigned to analyze each point

4) Students are given time to analyze, identify, and understand each part

5) Ask students from each group of experts to enter the home group and join other students assigned to the same point

6) Students return to their jigsaw groups or original groups

7) Each student explains his points to his group

---

[53] Dyna, Evi., 28
[54] Masitah Shahrill., 254

8) Each group presents the results of their discussion in front of the class.

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

10) In the final stage, quizzes are given either orally or in writing as an evaluation.[55]

d. Evaluation of Jigsaw Method

Evaluation is a systematic process of collecting data and information quantitatively and qualitatively to analyze and interpret student learning outcomes to make meaningful decisions. Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.[56] Teachers use formative assessment in teaching speaking through the jigsaw method at SMPN 1 Banyuwangi. Black & William argue that formative assessment is a process that provides feedback and support during teaching, so that teachers and students can adjust the ongoing teaching and learning process to improve the achievement of planned student learning outcomes. Teachers provide feedback, corrections, assistance, and others to students to improve their English.

---

[55] Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ablity at Smk Muhammadiyah 2 Bontoala Makassar (Pre-Experimental Research)", (*Thesi*s: Muhammadiyah University of Makassar, 2019), 10

[56] Dana Linnell Wanzer, "What is Evaluation? Perspectives of How Evaluation Differs (or Not) from Research", *American Journal of Evaluation,* Vol. 42(1), 2021, 30

CHAPTER III

RESEARCH METHOD

A. Approach and Type of Research

This study used a qualitative approach, namely research which emphasizes the understanding of problems in social life based on natural, holistic, complex, and detailed reality conditions. Jane Richie state that, qualitative research was an attempt to present the social world, and its perspective in the world, in terms of the concept of behavior, perceptions, and issues about the human being studied.[57]

The researcher used a qualitative approach with a descriptive research type because this research described a symptom, event or incident that occurred at the research location related to innovation in learning to speak English through the Jigsaw learning method which is the center of attention without giving special treatment to the event.

Therefore, in this study the researcher conducted an in-depth study to describe learning to speak English through the Jigsaw method in the eighth grade of SMPN 1 Banyuwangi in the 2022/2023 academic year.

B. Research Location

This research was conducted at SMPN 1 Banyuwangi. The location is on Jalan Jenderal Ahmad Yani No.74, Taman Baru, Banyuwangi district, Banyuwangi regency, East Java province. This location was chosen based on several selection considerations. First, English teachers have used the

---

[57] Lexy J Moleong, Qualitative Research Method (Bandung: PT. Remaja Rosdakarya, 2017), 6

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

49

jigsaw method in teaching speaking. So, the situation and conditions are known because the researchers conducted field observations at the school and it is possible to obtain permission to conduct research at the school. Another reason is because this school is a bit unique from other schools in general. Second, in Banyuwangi city, there are only two junior high schools that have accelerated classes, namely SMPN 1 Banyuwangi and MTSN Banyuwangi. Third, SMPN 1 is an international standard pilot school (RSBI). Most importantly, SMPN 1 Banyuwangi is one of the favorite schools in Banyuwangi.

C. Research Subject

The research subject was the same as the data source. In this section, data types and data sources were reported. The data source was where the research data will be obtained and collected. This description includes what data you want to obtain, who you want to be used as informants or research subjects, how the data will be searched and captured so that its validity can be guaranteed. The research subjects were determined using purposive techniques, namely selected with certain considerations and goals. The research subjects that the researcher set in this study were,

1. Mr. Rahmat Sudana, S. Pd as an English teacher at SMP Negeri 1 Banyuwangi, which the researcher appointed as informants to obtain data related to material, goal, step, and evaluation.

2. Aphrodite Angela Apsari, Aufaa Kinaryuri Nuha Azhaar, Purwa Brawijaya as a grade 8i (Special class) students who actively asks

questions contextually and enthusiastically provides answers to other students' questions, and good at communicating during the English language learning process at SMP Negeri 1 Banyuwangi.

D. Data Collection Technique

To support information related to the research to be carried out, the researcher will describe several techniques that will be used during the research. The details are as follows,

1. Observation

Observation is when researchers go directly to the field to observe the behavior and activities of individuals in that location.[58] Sutrisno Hadi stated that observation is a complex process, a process composed of various biological and psychological processes.[59] It was clear that observation is a research technique that is carried out by going directly to the research location so that you can directly perceive it with the five senses in terms of attitudes, activities and actions of the object under study.

In this method the researcher observes carefully how the learning process is so that the data cannot be manipulated. In this study, the researcher used non-participant observation to observe the eighth grader of SMPN 1 Banyuwangi where the researcher only observed what the teacher and students did in class without teaching or being students there. By made observations, researcher can saw the teacher's technique in teaching English

---

[58] Creswell, John W, Research Design (Yogyakarta: Study Library, 2016), 254

[59] Sugiyono, Research Method: Quantitative, ualitative, and R&D (Bandung: Alfabeta, 2016), 145

and student activities in class. The specific information obtained by this method is:

a.   The goal of teaching speaking skills through the jigsaw method

The researcher made observations related to the goal of learning speaking skills through the jigsaw method for eighth graders of SMPN 1   Banyuwangi.

b.   Material of teaching speaking skills through the jigsaw method

Researcher made observations of learning materials for speaking skills through the jigsaw method for eighth graders of SMPN 1 Banyuwangi

c.   Steps of teaching speaking skills through the jigsaw method

The researcher made observations regarding the procedures for teaching speaking skills through the jigsaw method to eighth graders of SMPN 1 Banyuwangi

d.   Evaluation of teaching speaking skills through the jigsaw method

The researcher made observations related to the evaluation of learning speaking skills through the jigsaw method in eighth graders of SMPN 1 Banyuwangi

2.   Interview

The interview is one of the data collection techniques that is carried out face to face with the interviewee but can also be given a list of questions first to be answered on another occasion.[60]

---

[60] Juliansyah Noor, *Research Methods* (Jakarta: Kencana, 2017), 138

It is clear, the interview technique is a method of collecting data through interaction by if two or more people while still holding to the stated goal, namely the aim of obtaining research information based on trust.

In this research, the researcher used semi-structured interview to create flexible and relax situation, so the informants will feel comfortable to share their information they have. The researcher interviewed the English teacher and some students. The data that will be obtained by using interview technique were:

a. The goals of teaching speaking skill through jigsaw method

The researcher conducted an interview with the English teacher, about the goal of teaching speaking skill through jigsaw method in the eight grade students of SMPN 1 Banyuwangi

a. The materials of teaching speaking skill through jigsaw method

The researcher conducted an interview with the English teacher, about the material used of teaching speaking skill through jigsaw method in the eight grade students of SMPN 1 Banyuwangi. The focus of the material taught here were about present continuous tense and comparative degree.

b. The procedures of teaching speaking skill through jigsaw method

The researcher conducted an interview with the English teacher, about the procedure of teaching speaking skill through jigsaw method in the eight grade students of SMPN 1 Banyuwangi

c. The evaluations of teaching speaking skill through jigsaw method

The researcher conducted an interview with the English teacher, about the evaluation of teaching speaking skill through jigsaw method in the eight grade students of SMPN 1 Banyuwangi.

3. **Documentation**

Documents are records of past events. Documents can be in the form of writing, pictures, or monumental works of a person.[61] Research results from observations or interviews will be more credible or trustworthy if they are supported by a personal history of life in childhood, at school, at work, in society, or an autobiography. The documentation technique that researcher used in data collection to obtain more information about,

a. Class 8 English Learning Implementation Plan Material Present Continuous Tense and Comparative – Superlative.

b. Pictures related to the steps, and evaluation of learning English learning through the jigsaw method.

c. Profile of SMPN 1 Banyuwangi

d. Vision and Mision of SMPN 1 Banyuwangi

E. **Data Analysis**

Data analysis is the process of systematically searching for and compiling data obtained from interview, and documentation, by organizing data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and which

---

[61] Sugiyono, *Mixed Research Method* (Bandung: Alfabeta, 2018), 326

ones will be studied, and draw conclusions so that it is easily understood by oneself and others.[62]

In this study, researchers applied data analysis according to Miles, Huberman, and Sandala, including:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes, interview transcripts, documents, and other empirical materials. The need for condensation of data because the data obtained is complex, so it needs to be focused on choosing the main/important things and looking for themes and patterns.

As for data condensation, in this case the researcher wrote a summary based on the results of data collection regarding the material, goal, steps, and evaluation of learning English through the jigsaw method. Then, the researcher simplified the results of the summary to continue the stages of presenting the data.

2. Data Display

After the data is reduced, the next step is presenting the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, or relationships between categories.

Presenting the data at this stage, the researcher organized the data obtained, if the data was in accordance with the research focus, the

---

[62] Sugiyono, Researrch Method: Quantitative, Qualitative, and R&D (Bandung: Alfabeta, 2016), 244

researcher combined the data into the material, goal, steps, and evaluation of teaching English through the jigsaw method. Then, the researcher described the results of the contents of the data.

The next stage, the researcher understood the data information that had been collected to then be analyzed and re-corrected whether the data was in accordance with what the researcher wanted or the researcher took action again on the results of the data that had been presented related to the material, goal, steps, and evaluation of learning English through jigsaw method in the eighth grade of SMPN 1 Banyuwangi in the 2022/2023 academic year.

3.   Verifying Conclusions

The third stage in qualitative data analysis is drawing conclusions and verification. The initial conclusions put forward were still temporary and will change if not accompanied by strong evidence to support the next data collection stage. But if the conclusions put forward at the initial stage were supported by strong evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

At this stage, after the data had been collected and corrected carefully, in accordance with the focus of this research and had been verified, the final stage of the researcher was to draw conclusions about the goal, material, steps, and evaluation of teaching English through the jigsaw method in the eighth grade of SMPN 1 Banyuwangi in the 2022/2023 academic year.

F.   Data Validity

The data obtained by researcher needed to be processed more carefully so as not to deviate from the object of research. For this reason, the validity of the data was tested through triangulation. The triangulation in the study used source triangulation and technique triangulation.

a.   Source Triangulation

Source triangulation, namely testing the credibility of the data is done by checking the data that has been obtained through several sources. In this study, researcher used source triangulation, namely English teacher and grade 8i students.

b.   Technical Triangulation

Technical triangulation is the use of various data disclosure techniques that are carried out to the data source. Test the credibility of the data by triangulation of techniques that is, checking the data to the same source with different techniques. The several techniques used by the researcher were document review, interview and observation.

G.   Procedures of Research

In this stage, the researcher will provide an overview regarding the stages during the research. Starting with the pre-research stage, field stage, and data analysis stage. The detailed explanation is as follows.

1. Pre-Research Stage

    a. Developing a research design

    The design of this research was the background of the problem
    and the reasons for conducting the research, the selection of locations,
    the determination of the research schedule, the design of data
    collection, the design of data analysis procedures, and the design of
    data evaluation.

    b. Choosing Research Fields

    Before conducting research, a researcher must first choose a
    research field. The chosen research field is SMPN 1 Banyuwangi.

    c. Manage Research Permits

    In connection with research that is outside the campus and is a
    government institution, this research required the following
    permissions and procedures, namely a request for a cover letter from
    campus as a research permit application submitted to the school.

    d. Assess the Field

    After being given permission, the researcher began to explore
    and examined the field to find out more about the background of the
    research object. This was done to make it easier for researcher to
    collected data.

    e. Selecting and utilizing informants

    The important thing after conducting socialization with the field
    is to choose informants who are considered capable of providing more

and appropriate information during the research process. The chosen informants in this research were Mr. Rahmat Sudana as an English teacher and three students namely Purwa Brawijaya, Nuha, and Ela.

f.   Prepare Research Instrument

Activities in preparing research instrument include compiling a list of questions for interviews, making observation sheets, and recording the required documents.

2.   Field Stage

At the field stage, after all preparations were considered mature, the next step was to conduct research. In carrying out this stage, the researcher collected the required data used several methods, including observation, interviews, and documentation.

3.   Analysis Data Stage

After all the data has been collected, an analysis of the entire data is then described in the form of a report and consulted with the supervisor. This activity continues to be carried out by researchers so that the supervisor states that the results of this research are ready to be tested.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. **Description of Research Object**

In this study, the object of research was carried out at SMPN 1 Banyuwangi, located in Banyuwangi District, Banyuwangi Regency, East Java. For specifics, the school profile will be presented as follows.

1. **History of the School**

SMPN 1 Banyuwangi was established since the Dutch era. Initially, it was HIS (Hollandsch-Inlandsche School), a school founded in Indonesia in 1914 along with the enactment of ethical politics. HIS was the level of Low Education (Lager Onderwijs) or the level of basic education now. The traces of being a Dutch school were still visible in the three ancient buildings which had been well maintained. However, the oldest archive of school principal data that can be found was that of the principal who led in 1948.

As the oldest junior high school in Banyuwangi, SMPN 1 Banyuwangi has walked a long historical journey. And its historical existence as a pioneer school was very beneficial for the next school's journey. As the oldest school, thousands of alumni scattered in various corners of Banyuwangi and outside Banyuwangi had become their own strength. In the 50s, when only certain circles of society had an awareness of education, SMPN 1 Banyuwangi as the only junior high school in Banyuwangi at that time was a place for children from certain strata in Banyuwangi. And now many of these alumni have become figures both regionally and nationally.

SMPN 1 Banyuwangi currently holds several statuses as well as a mandate from the state that must be carried out by the institution. First, SMPN 1 Banyuwangi was appointed as a SKS service provider school, with the status of a SKS service provider school, SMPN 1 Banyuwangi was an example for implementing SKS services at the regional level. Second, SMPN 1 Banyuwangi was designated as a pilot school for implementing the Character Education Strengthening Program (PPK). Third, in 2018, SMPN 1 Banyuwangi was appointed as an Adiwiyata school at the district level, so learning at SMPN 1 Banyuwangi must had an Adiwiyata spirit. Fourth, until now SMPN 1 Banyuwangi was still one of the schools designated as the 2013 Curriculum Implementation pilot project.

B. Data Presentation and Analysis

The finding was taken from the result of the observation of teaching learning process, interviews, and document reviews related to the research. Here the explanations:

1. Goal of Teaching Speaking Skill through Jigsaw Method

The goals of implementing jigsaw method according to Mr. Dana as English teacher said:

> *"I conclude the goals of teaching speaking through Jigsaw method themselves to be one, because we will discuss two materials but use the same method. Therefore, the purpose of learning speaking using the jigsaw method that I can convey is that can be used for students so that students can get to know, review, and make students think critically about the material that will be delivered by means of peer guidance."[63]*

---

[63] Rahmat Sudana, interviewed by researcher, 2nd August 2022

Based on the results of interviews with Mr. Rahmat Sudana, the researcher can said that the goals set by Mr. Rahmat Sudana are related to the purpose of using the jigsaw method, namely so that students are more active in speaking and can make students recognize and critically review the material presented through the guidance of their peers.

The results of the interview are supported by the Learning Implementation Plan (Appendix 2) which is contained in point C namely,

> *"Through the Jigsaw Learning Method, students can be active, independent, and critical in the learning process. In particular: 1) Correctly find general information from the conversational text about the present continuous tense, 2) Find explicit specific information contained in the conversation about the present continuous tense correctly, 3) Indicate sentences that use the present continuous tense pattern correctly, 4) Explain the social function of the present continuous tense properly and correctly, 5) Analyze the present continuous tense sentence patterns in the text provided correctly and correctly, 6) Make simple short sentences related to the present continuous tense with correct and appropriate spelling and language signs."*

The data was also supported by class observations. The researcher noted that when learning took place, students used English in presenting the results of their discussions. And those who ask also use English. Students also seemed enthusiastic in asking and answering the questions given.

This is also supported by the existence of lesson plans which aim to enable students to contextually explain the functions, structures, and linguistic elements of the present continuous tense and comparative degree orally.

From interviews, observations and document reviews, the researchers concluded that the objectives of the jigsaw method were, 1) Students could be more active in speaking, especially in English. 2) Students can be active and more critical in thinking because this method applies lectures and cooperation between groups in discussing the material provided.

2.   **Material of Teaching Speaking Skill through Jigsaw Method**

The subject matter for learning to speak English through the jigsaw method according to Mr. Dana are as follows,

> *"The material that I took was about Present Continuous Tense and Comparative - Superlative. I took this material because it is certain that this will be material that can make students think critically about the formulas and another reason is that 2 materials are material that I think students are able to accept."[64]*

Based on the results of the researcher's interview with Mr. Dana, it can be said that the subject matter set for learning using the Jigsaw learning method are Present Continuous Tense and Comparative - Superlative, because these materials that can improve students' critical

---

[64] Rahmat Sudana, interviewed by researcher, 2nd August 2022

abilities, students' activeness in explaining material, and material that the students themselves are capable of.

This statement is reinforced by the Learning Implementation Plan (Appendix 2) at point D that the specified material is,

"Present Continuous Tense and Comparative-Superlative"

Based on the results of interviews with researcher and supported by documentation in the form of lesson plans that set the subject matter by Mr. Dana in teaching with the Jigsaw learning method is about Present Continuous Tense and Comparative-Superlative.

Picture 4.1

One of Student's Work

Based on observations in class, the researcher found that the material used by the teacher was present continuous tense and comparative-superlative. Students are divided into several groups and asked to make a summary of the material with their group mates regarding definitions, formulas, functions, and and example of

sentences. Each group presented their work in front of the class while the other groups listened to their group in front of the class and continued with a questions and answer session between groups.

Based on the results of the interviews, document review and observations above, the researcher can be said that the material used by the teacher is the present continuous tense and the comparative - superlative. Students are asked to make a summary related to the material and then present their work in front of the class.

3. **Steps of Teaching Speaking SKill through Jigsaw Method**

According to Mr. Dana, the implementation of teaching to speak using the Jigsaw method at SMPN 1 Banyuwangi is divided into 3 stages. Preliminary activities, core activities, and closing activities. He says:

> *"The first step, I open the lesson with greetings. After the greeting, read the prayer. Then provide enthusiasm, motivation, direction, and apperception as well as build communication to students, and then check the student attendance list."[65]*

From the interviews above, the researcher found that the first step (pre-activity) for implementing English teaching according to Mr. Dana was for the teacher to do four things. First, the teacher said the opening greeting. Second, students and teachers read a prayer before starting the learning process. Third, the teacher provides enthusiasm, motivation to build communication with students to find out whether

---

[65] Rahmat Sudana, interviewed by researcher, 2nd August 2022

the student is ready to start the learning process. Finally, fourth, the teacher checks the attendance list of students.

After that, he explained the main steps in the process of implementing English teaching through the jigsaw method, namely:

"After that, we enter the main stage. First, I divided the class into 2 groups due to the small number of students. Second, I distributed material to each group and ordered them to analyze the definitions, functions, formulas, and example sentences from the material I distributed to each group. From the material, students divide it into several points. For example, student A in group 1 analyzes definitions, then student B analyzes functions, student C analyzes formulas, and student D analyzes examples of sentences. Then, I asked them to discuss with each other in their group. Where this trains them to learn through peers. Please note that they analyze each point, using English language textbooks and Google sources as a reference for their analysis. Besides that, the teacher also helps in the discussion process when they don't understand a point. After they discussed all the points shared, they were assigned to present or explain the results of their analysis to other groups in front of the class. They can take advantage of existing media, such as: whiteboards, paper, markers, and others."[66]

Based on the results of the interviews, the researcher can conclude that the main activity of teaching speaking carried out by Mr. Dana begins by dividing students into two groups. Then the teacher distributes material to each group, where each student receives one point for analysis. after that, the teacher ordered them to discuss each point they got. The teacher will also continue to help students when there is material that students do not understand. after that,

---

[66] Rahmat Sudana, interviewed by researcher, 2nd August 2022

students were asked to present the results of the discussion in front of the class by utilizing the media in the class.

After the preliminary activities and core activities, the next step is closing activities. The following is Mr. Dana's explanation of the closing activities:

> *"At the end of the lesson, I usually explain the conclusion from the material they have presented. I explain by adding to or clarifying the notes they have written on the blackboard. Before the end, I asked the students if there was anything they didn't understand or something they wanted to ask about the material being discussed. If there are no questions, then I will close the lesson. I also gave them the task of summarizing the explanations of the two materials that had been explained."[67]*

Based on the interview above, Mr. Dana explained that in the closing activity he gave a closing explanation of the material. He explained it by using the notes on the blackboard that had been explained by the two groups during the presentation. This method is a form of effort to make students more active in asking, explaining, and critical in analyzing. The teacher closes the lesson if no students ask. Mr. Dana also gave students summarizing assignments.

Usually, the procedure in learning is equipped with a learning evaluation. Likewise with learning at SMPN 1 Banyuwangi, as follows Mr. Dana explains how he evaluates learning in his class:

> *"So, when the learning process is running, students are asked to analyze their own material using existing media or materials, so they can work together. If I immediately give the material, they will not learn. So, if they are looking for*

---

[67] Rahmat Sudana, interviewed by researcher, 9th August 2022

materials, they can get an overview of what the materials are like, and how the tasks are done. Students are asked to analyze the material that is distributed. I divided the material into 2 meetings. The first meeting was a presentation by the first group using English. So that I can focus on assessing students' fluency, accuracy, and vocabulary mastery, and likewise with the second meeting, followed by a presentation by the second group with the same evaluation process.''[68]

From the interview above, the evaluation used by the teacher is provide feedback by correcting student vocabulary and providing daily assignments delivered at each meeting. This is also supported by Purwa Brawijaya as one of the students, he said:

"We were told that today's material is Present Continuous Tense and Comparative-Superlative. Mr. Dana asked us to analyze the material that was distributed to us. Mr. Dana also helped us a bit in the process of finding material sources. After that we will make a presentation, and Mr. Dana will evaluate our speaking skills in the presentation and answering questions."[69]

The interview above is also supported by several points in the lesson plan as follows:

a.   Learning method (Jigsaw)

b.   Using whiteboards, laptops, cellphones, and others as media

c.   Pre-activity "Teacher greets, examines student presentations, gives brainstorming, conveys learning objectives."

---

[68] Rahmat Sudana, interviewed by researcher, 9th August 2022
[69] Purwa Brawijaya, interviewed by researcher, 9th August 2022

d.   Main activity "Students are divided into 2 groups. Distributed different materials. Analyze the material that is shared and then present it"

e.   Students conclude regarding the two materials that have been discussed. (Students conclude the material that has been presented)

Meanwhile, based on observations made by researchers on Thursday, August 4, 2022, in this observation Mr. Dana greeted students with greetings, then encouraged students to build student communication, and checked student attendance.

This statement was also corroborated by an interview with Aphrodite Angela Apsari as a student, she said:

> *"Usually Mr. Dana greets first, then checks student attendance, and continues by announcing the material to be discussed."[70]*

From the responses above, the researcher found that the learning process used the jigsaw method and there was a relationship between observation data and interviews. After that, in the core activities, the teacher prepared the material and immediately distributed it to the two groups, each with different material. Mr. Dana decided to have them discuss. Then the discussion begins after students understand the distribution of the material.

---

[70] Aphrodite Angela Apsari, interviewed by researcher, 9th August 2022

In the learning process, this observation found the fact that teachers always try to organize learning so that learning continues and achieves predetermined learning objectives.

So, based on interviews, document review, and observation above it can be concluded that the steps of teaching English speaking through the jigsaw method is divided into 3 steps: preliminary activities, core activities and closing activities.

In the preliminary activities: 1) the teacher greets, 2) the teacher gives encouragement so that the class can start, 3) the teacher checks the student attendance list. Furthermore, the core activities of teaching English speaking through the jigsaw method: 1) the teacher divides the class into 2 groups, 2) the teacher distributes different material to each group, 3) each student receives 1 point from the material distributed, 4) students discuss with the group using English, 5) making notes or conclusions related to the material distributed, 6) presenting in front of the class using English.

The last is closing activity. In this section he provides an explanation of the conclusions of the material presented by each group. He explained it by using the notes on the blackboard that had been presented by the students who had presented. This method is a form of effort to maximize student activity in speaking English with teachers and friends and make students able to think critically in analyzing students. Then the teacher closes the lesson if no students

ask. Mr. Dana also gave the task of summarizing the two materials that had been discussed. After that, the teacher compiles an evaluation of teaching speaking English through the jigsaw method as follows: the teacher instructs the students to present the material for each meeting. Then, the teacher will assess the students' speaking ability through the accuracy, fluency, and mastery of the students' vocabulary.

4. **Evaluation of Teaching Speaking Skill through Jigsaw Method**

Evaluation of the implementation of teaching speaking English at SMPN 1 Banyuwangi based on interviews with English teachers is as follows:

> *"From the start using the jigsaw method, I felt it was very useful because the jigsaw method can: make students more active in speaking, especially in English, make students able to think critically in analyzing a material. However, the problem that sometimes occurs is that if there are no teachers in other classes, the class will be crowded so that it can interfere with communication between students and teachers in teaching English speaking through the jigsaw method at SMPN 1 Banyuwangi. That's the first problem. Then the second problem is if the school's internet connection network dies. When students discuss, they look for material sources mostly through Google sources. if the internet connection is down, it will interrupt the process."[71]*

So, Mr. Dana told the researcher that the jigsaw method really helps teachers in the teaching process, such as: it can increase students' activeness in speaking English, it can make students able to

---

[71] Rahmat Sudana, interviewed by researcher, 9th August 2022

think critically in analyzing each material given. However, the application of the jigsaw method also has obstacles, such as disruption of communication between students and teachers due to the disorder in other classes. Second, the internet connection is unstable. According to Mr. Dana, his internet connection is not smooth, it can interfere with student activities in discussions when searching for material sources.

Based on the experiences of teachers and students at SMPN 1 Banyuwangi, researchers found that teaching English using the jigsaw method was very helpful in the learning process. However, there are a number of things that need to be considered again, such as when other classes are crowded which has an impact on communication between students and teachers in the learning process which is slightly disrupted, and also an unstable internet connection.

Based on the results of the data description above, it can be concluded the results and research findings. The conclusions from the results or research findings will be explained in the following table:

Table 4.3

Table of Findings

No	Research Focus	Research Findings
1	2	3
1	What is the goal of teaching speaking skill through Jigsaw method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?	The goal of teaching speaking using the Jigsaw method at SMPN 1 Banyuwangi is to increase students' activeness in speaking, especially in English and to improve students' critical thinking skills in analyzing material.
2	What is the material of teaching speaking skill through Jigsaw method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?	The English material used in teaching speaking through Jigsaw method were Present Continuous Tense and Comparative-Superlative
3	How is the step of teaching speaking skill through Jigsaw method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?	The procedure for teaching speaking through the Jigsaw method at SMPN 1 Banyuwangi is divided into 3 steps. Preliminary activities, core activities, and closing activities. a) In pre-activity, the teacher checks students' readiness to start learning: 1) the teacher greets by saying hello. 2) The teacher gives enthusiasm to students. 3) the teacher checks student attendance. b) The main activity of teaching speaking through the jigsaw method: the teacher divides the class into 2 groups, then distributes the material. students discuss and analyze. Then, students presented and answered friends' questions in front of the

		class using English.
		c) The last is closing activity. In this section the teacher provides an explanation of the conclusions of the material discussed. He explained it by using the notes that each group had presented during the presentation. This method is a form of effort to maximize students' activeness in speaking, namely when discussing, presenting, and also answering questions, as well as increasing students' ability to think critically. Then the teacher closes the lesson if no students ask. Mr. Dana also gave the task of summarizing the two materials that had been discussed. After that, the teacher arranges the evaluation as follows: the teacher assigns students to present the results of the discussion, then the teacher assesses the students' skills through fluency, accuracy, and their mastery of English vocabulary.
4	How is the evaluation of teaching speaking skill through Jigsaw method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year?	Evaluation of teaching speaking using the Jigsaw method at SMPN 1 Banyuwangi is to increase students' activeness in speaking especially English and improve their critical thinking skills.

C.   **Discussion of Findings**

In discussing the results of previous research findings obtained from the field through interview techniques, observation and documentation. Next, the researcher presented the results of the research findings to be compared with the theories reviewed in the previous chapter.

1.   **Goal of Teaching Speaking Skill through Jigsaw Method**

Abiano stated that the purpose of teaching is the purpose of guiding the teacher in the learning process, to make it easier for the teacher when measuring students' abilities to know where this direction is being taken. If students follow and understand what the teacher's goal is. The main goal of teaching is to ensure that students learn what has been taught.

Mr. Dana explained that this learning condition was in line with the objectives of the Jigsaw method itself namely, creating students' activeness in speaking, being able to think critically, and interactively. While the goal for students is that students can improve their speaking skills, become confident, and can understand the material easily.

Based on field observations, the researchers concluded that the purpose of teaching speaking through the Jigsaw method at SMPN 1 Banyuwangi is in accordance with the theory of the main objective of the Jigsaw method.

2. Material of Teaching Speaking Skill through Jigsaw Method

Teaching materials are materials that teachers can use to help students in the learning process. According to Sungkono, teaching materials are systematic, meaning that they are arranged in order to make it easier for students to learn. In addition, teaching materials are also unique and specific. Unique means that teaching materials are only used for certain goals and in certain learning processes, and specific means that the contents of teaching materials are designed in such a way only to achieve certain competencies from certain targets.[72] The material found in the implementation of teaching to speak with the Jigsaw method at SMPN 1 Banyuwangi is Present Continuous Tense and Comparative-Superlative. Students must analyze definitions, functions, formulas, and example sentences, then present them. Teachers got material from textbooks owned by students and the internet.

Clear materials can be tapes, videos, CD-Roms, dictionaries, grammar books, readers, workbooks, or photocopies of exercises. Materials chosen in learning include textbooks to what extent the curriculum will involve teacher-made materials containing additional activities and exercises, handouts, charts, review sheets, etc.

Thus, from the findings and theory it can be sid that the material is about Present Continuous Tense and Comparative-Superlative.

---

[72] Sungkono, *Developing Teaching Materials,* 23

3. Steps of Teaching Speaking Skill through Jigsaw Method

There are 3 three steps in implementing teaching speaking through the Jigsaw method at SMPN 1 Banyuwangi. Such as: preliminary activities, core activities, and closing activities. In the preliminary activities, 1) The teacher greets with greetings, 2) The teacher encourages students so that lessons can begin, 3) The teacher checks student attendance, 4) The teacher announces the material to be discussed. Furthermore, the main activity of teaching speaking is that the teacher divides the class into 2 groups. Then each group was distributed different material with 4 points in it, namely: definitions, functions, formulas, and example sentences. Then, they were assigned to discuss with their group about the material that had been distributed using English.

After being given time to discuss, the students were assigned to present the results of their discussions in front of the class using English. The last is closing activity. In this section, the teacher provides an explanation of the conclusions from the material on the blackboard because of the presentation of the material by the group that has presented. He explained it by adding or clearly re-explaining the material that had been presented by the students.

This method is a form of effort to maximize students' activeness in speaking both when discussing, presenting, and debriefing with teachers and other friends, and can improve critical thinking skills.

Then the teacher closes the lesson if no students ask. Mr. Dana also assigned students to summarize the two materials that had been discussed. After that, the teacher compiles an evaluation of the implementation of teaching speaking through the Jigsaw method as follows: the teacher assigns students to present the results of the discussion in front of the class, then the teacher will assess them through their speaking ability and mastery of the material in the form of fluency, accuracy, and mastery of their vocabulary. For the final activity, students summarize all the material at each meeting.

Based on Aronson, the stages in the implementation of teaching speaking through the jigsaw method include: Aronson states that there are ten steps in implementing the jigsaw method, including the following: 1) Divide students into 4-6 people (original group), 2) Divide each material into 4-6 parts or points, 3) Each student is assigned to analyze each point, 4) Students are given time to analyze, identify, and understand each part, 5) Ask students from each group of experts to enter the home group and join other students assigned to the same point, 6) Students return to their jigsaw groups or original groups, 7) Each student explains his points to his group, 8) Each group presents the results of their discussion in front of the class, 9) Float

from group to group, observing the process, 10) In the final stage, quizzes are given either orally or in writing as an evaluation.[73]

In teaching speaking through the Jigsaw method, there are many new challenges for teachers, but teachers at SMPN 1 Banyuwangi are not running out of methods. They try to find the best solution for their students. Rahmat Sudana as an English teacher there said: whatever the student's condition, the teacher must understand. With us, we must find the best solution to all student problems. One of the problems that occur during learning is: when in the learning process, other classes joke or make loud noises so that it disrupts communication between the teacher and students in the class who are in the teaching and learning process, the teacher takes the initiative to advise them not to disturb the ongoing learning process and give assignments they will have useful activities. Meanwhile, in teaching speaking, Mr. Dana explained that if they used the Jigsaw method, the teachers found it helpful to increase students' activeness in learning. According to him, teaching speaking really needs a jigsaw method.

4. **Evaluation of Teaching Speaking Skill through Jigsaw Method**

Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives.[74] To find out whether the material that has been taught is successfully

---

[73] Tuti, "The Use of Jigsaw Technique in Improving Students' Speaking Ability at SMK Muhammadiyah 2 Bontoala Makassar (Pre-Experimental Research)", (*Thesis*: Muhammadiyah University of Makassar, 2019), 10

[74] Dana Linnell Wanzer, "What is Evaluation? Perspectives of How Evaluation Differs (or Not) from Research", *American Journal of Evaluation*, Vol. 42(1), 2021, 30

understood by students or not. The evaluation of learning to speak using the Jigsaw method at SMPN 1 Banyuwangi is that the teacher assigns students to present the results of their discussions in English. That way, the teacher can assess through the fluency, accuracy, and mastery of his vocabulary, besides that the teacher also conducts question and answer verbally regarding the material that has been discussed as an assessment of his knowledge.

Teachers use formative assessment in teaching speaking through the jigsaw method at SMPN 1 Banyuwangi. Black & William argue that formative assessment is a process that provides feedback and support during teaching, so that teachers and students can adjust the ongoing teaching and learning process to improve the achievement of planned student learning outcomes. Teachers provide feedback, corrections, assistance, and others to students to improve their English. There are six types of formative assessment, including: 1) Goals Check, 2) One-on-one discussion, 3) Teacher/instructor observation, 4) Personal study notes, 5) Group presentations, and 6) Self-Assessment. During the research process, researchers observed that Mr. Dana used formative assessments in the form of group observations and presentations. From there, Mr. Dana can see how much the students' speaking skills have improved, especially in English, and assess their students' activeness. Based on the teacher's assessment, then compare it with related theories. Thus, the researcher

considered it appropriate and helped students' understanding of the material.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The goal of teaching speaking skill through Jigsaw method at SMPN 1 Banyuwangi is to maximize students' activeness in speaking especially English, increasing students' critical thinking skills in analyzing.

2. The material in teaching speaking skill through Jigsaw method at SMPN 1 Banyuwangi is Present Continuous Tense and Comparative-Superlative.

3. The steps for teaching speaking skill using Jigsaw method at SMPN 1 Banyuwangi are as follows: For pre-activity, first, the teacher greets students with greetings. Second, the teacher gives enthusiasm to start the learning process. Third, the teacher checks student attendance and then announces the material to be discussed. For core activities, first: students are divided into two groups. Second, the distribution of different material in each group. Third, discussing the material that has been distributed using English. For the final activity, the teacher asks students to present the results of their discussion in front of the class using English.

4. Evaluation of the implementation of teaching speaking skill through Jigsaw method at SMPN 1 Banyuwangi is; the teacher assigns students to present the results of the discussion and the teacher

digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id   digilib.uinkhas.ac.id

82

assesses students through the fluency, accuracy, and mastery of students' vocabulary as well as students' understanding of the material explained by conducting question and answer verbally between the teacher and students.

B. Suggestion

1. For Teachers

Based on the results of the research, the important thing for teachers is that teachers should be able to add learning facilities in class to facilitate the student learning process.

2. For further researchers

Other researchers need to conduct further research on how to overcome problems in the process of teaching speaking through the Jigsaw method because this method still requires some evaluation

REFERENCES

Ilyosovna, Niyozova Aziza, (2020), "The Importance of English Language", *International Journal on Orange Technology*.

Subhan Zein, dkk. (2020), "English Language Education in Indonesia: A Review of Research", *Language Teaching Journal*: Cambridge University Press

Asmayanti, (2017), "Applying Student Talking Time (TT) in Communicative Activity to Improve the Student's Speaking Skill at Pesantren Putri Al-Munawwarah Panyili", *Educational Journal*, Vol. 11, No. 2

Tarigan, Henry Guntur, (2008), "Speaking: As a Language Skill," Bandung: Angkasa.

Efrizal, Dedi, (2012), "Improving Student's Speaking through Communicative Language Teaching Method at MTS Ja-Alhaq, Senot Ali Basa Islamic Boarding School of Bengkulu, Indonesia", *International Journal of Humanities and Social Science*, Vol. 2, No. 20

Dewi, Riyana, ((2016), "Improving Student's Speaking Skill through Communicative English for Specific Purpose", *Orbith*, Vol. 12, No. 3

Purba, Lydia, (2019), "Improving Student's Speaking Skills through Jigsaw at grade eleven of SMA Kampus Nommensen", Journal of English Teaching as a Foreign Language, Vol. 5, Issue 2

Dewanti, Ratna, (2018), "Enhancing English Speaking Skill through Jigsaw Cooperative Learning (Action Research in X Class MIA SMA Negeri 2 DKI Jakarta), Jurnal Pendidikan Bahasa dan Sastra, Vol. 17, No. 2

Dyna, Evy, (2013), "Using Jigsaw Technique to Improve Speaking Skill for the Science Studednts of Grade XI-1 at SMAN 2 Yogyakarta in the Academic Year of 2011/2012", (Thesis, Yogyakarta State University)

Alfin, Jauharoti, (2009), "Basic Language Skills", (Surabaya: Intellectual Library)

Iskandarwassid and Sunendar, (2011), "Language Learning Strategy", Bandung: PT Remaja Rosdakarya

Tarigan, Djago, (1990), "Subject Matter Indonesian Research 1", Jakarta: Proyek Penyetaraan Guru SD Strata D-II

Tuti, (2019), "The Use of Jigsaw Technique in Improving Students' Speaking Ablity at Smk Muhammadiyah 2 Bontoala Makassar (Pre-Experimental Research)" (Thesis: Muhammadiyah University of Makassar)

Masitah, Shahrill, (2021), "Incorporating Jigsaw Strategy to Support Student's Learning through Action Research", *International Journal on Sosial and Education Sciences*, Vol. 3(2)

Lexy J, Moleong, (2017), "Qualitative Research Method", (Bandung: PT. Remaja Rosdakarya)

John W, Creswell, (2016), "Research Design", Yogyakarta: Study Library

Sugiyono, (2016), "Research Method: Quantitative, Qualitative, and R&D", Bandung: Alfabeta

Asrul, Ananda R. dan Rosnita, *Learning Evaluation*, (Bandung: Citapustaka Media, 2014)

Widiyanto J, *Learning Evaluation (Concept Principles and Procedures)*, (Madiun: UNIPMA PRESS, 2018), 136

Arifin, Zainal, *Learning Evaluation: Principle, Technique, Procedure*, (Jakarta: Kementrian Agama RI, 2009)

Juliansyah, Noor (2017), *Research Methods*, Jakarta: Kencana

Sugiyono (2018), *Mixed Research Method*, Bandung: Alfabeta

Mafruudloh, Naajihah, "The Implementation of Jigsaw in Teaching ESP Speaking for Accounting Department in University of Muhammadiyah Lamongan". *Journal of Research on Language Education (JoRLE), 1(1),* (July, 2020)

Yuniar Rika, Marni, "The Implementation of Jigsaw Technique in Teaching Speaking of the Eight Grade Students at the Second Semester of SMP negeri 1 KRUI in 2015/2016 Academic Year", (*Thesis:* Islamic University of Raden Intan Lampung, 2017)

Fitri Dwijayanti, Intan, "Implementing Jigsaw Method for Teaching Speaking a Case Study of Teaching and Learning at SMK Swadaya Klaten", (*Thesis:* Widya Dharma University, 2020)

Sumiati and Asra. *Effective Learning Series Learning Methods*, (Bandung: CV. Wacana Prima, 2008)

Enoch, Yusuf, *Fundamentals of Educational Planning*, (Jakarta: Bumi Aksara, 1995)

Rusydi, Ananda, *Learning Planning*, (Medan, Indonesian Education Development Concern Institute, 2019)

Latifah, Hanum, *Learning Planning*, (Banda Aceh, Syiah Kuala University Press, 2017)

Brown, D. H., *Language assessment: Principle and Classroom Practices*, (London: Longman, 2003)

Ratnawulan E. and Rusdiana A., *Evaluation of Introductory Learning*, (Bandung: Pustaka Setia Bandung, 2014)

Zainal, Arifin (2012), *Learning Evaluation*, (Jakarta Pusat: Directorate General of Islamic Education Ministry of Religion)

Ministry of Religion of the Republic of Indonesia, AlQur'an and Its Translation (Kiaracondong Bandung: Sygma, 2010)

Ubaedillah, "Improving Student's English Speaking Ability through Jigsaw", *Research and Innovation in Language Learning* 2(3), (September, 2019)

Widodo, Urip, "The Effectiveness of Jigsaw Learning Strategy to Teach Speaking", *International Journal of Language Teaching and Education,* 2021

Fauzy, Endang, "Teaching English as an Foreign Language", (Surakarta: Muhammadiyah University of Surakarta, 2010)

Sungkono, "Development of Teaching Materials", (Yogyakarta: FIP UNY, 2003)

Linnell Wanzer, Dana, "What is Evaluation? Perspectives of How Evaluation Differs (or Not) from Research", *American Journal of Evaluation* 42(1), 2021
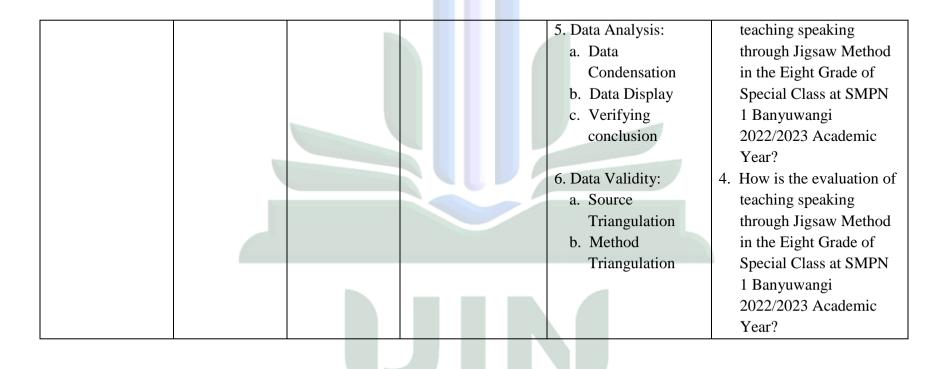
APPENDIX

Appendix 1

RESEARCH MATRIX

Title	Variable	Indicator	Data Source	Research Method	Research Focus
Implementation of Teaching Speaking though Jigsaw Method in the Eight Grade of Special Class at SMPN 1 Banyuwangi 2022/2023 Academic Year	1. Teaching Speaking 2. Jigsaw Method	a. Definition b. Aspects c. Goal a. Definition b. Elements c. Steps d. Evaluation	1. Primary Data Interview informant: a. English teacher of SMPN 1 Banyuwangi b. Eight Grade of SMPN 1 Banyuwangi 2. Secondary Data Observation and Documentation	1. Research Approach: Qualitative 2. Type of Research: Qualitative Descriptive 3. Research Location: SMP Negeri 1 Banyuwangi 4. Data Collection: a. Observation b. Interview c. Dokumentation	1. What is the goal of teaching speaking through Jigsaw Method in the Eight Grade of Special Class at SMPN 1 Banyuwangi 2022/2023 Academic Year? 2. What is the material of teaching speaking through Jigsaw Method in the Eight Grade of Special Class at SMPN 1 Banyuwangi 2022/2023 Academic Year? 3. How is the step of

				5. Data Analysis:
				  a. Data Condensation
				  b. Data Display
				  c. Verifying conclusion
				
				6. Data Validity:
				  a. Source Triangulation
				  b. Method Triangulation
					teaching speaking through Jigsaw Method in the Eight Grade of Special Class at SMPN 1 Banyuwangi 2022/2023 Academic Year?
					4. How is the evaluation of teaching speaking through Jigsaw Method in the Eight Grade of Special Class at SMPN 1 Banyuwangi 2022/2023 Academic Year?

Appendix 2

Research Instrument

A.   Observation Instrument

1.   Geographical location of SMP Negeri 1 Banyuwangi

2.   Observation of the implementation of learning to speak English

through the Jigsaw learning method

3.   Observation of the evaluation process of learning English

B.   Interview Instrument

Teacher Interview Guidelines

No	Questions
1	Bagaimana tujuan pembelajaran yang Bapak tetapkan dalam materi dengan menggunakan metode Jigsaw?
2	Materi apa yang Bapak gunakan dalam pembelajaran berbicara bahasa inggris dengan metode Jigsaw ini? Apa alasan Bapak memilih materi tersebut?
3	Media apa saja yang Bapak gunakan dalam pembelajaran materi tersebut?
4	Mengapa Bapak memilih Jigsaw/belajar kelompok kecil sebagai metode pembelajaran dalam materi tersebut?
5	Bagaimana cara Bapak membuka pelajaran di kelas agar siswa tertarik untuk belajar?
6	Bagaimana Bapak menerapkan metode Jigsaw untuk setiap langkah-langkahnya?
7	Bagaimana bentuk penilaian yang Bapak terapkan setelah melaksanakan proses pembelajaran? Apakah selama proses diskusi siswa lebih aktif berbicara bahasa inggris dan kritis?

Students Interview Guidelines

No	Questions
1	Apakah materi yang kalian pelajari dengan metode baru ini?
2	Bagaimana dengan proses belajarnya? Apakah kalian merasa nyaman dengan mempelajari materi menggunakan metode/cara belajar seperti yang sudah kalian terapkan tadi?
3	Selama proses pembelajaran, kalian menggunakan laptop, hp, papan tulis, kertas, bahkan alat tulis lainnya. Menurut kalian, apakah media tersebut menarik dan cocok digunakan supaya memudahkan memahami materi?
4	Apakah kalian benar – benar paham dengan materi yang sudah dibahas dengan cara berdiskusi dan presentasi seperti tadi?
5	Bagaimana cara Bapak membuka pelajaran di kelas agar siswa tertarik untuk belajar? Menggunakan metode belajar seperti yang sudah dilakukan, apakah kalian merasa kemampuan berbicara kalian sudah meningkat dari sebelumnya khususnya menggunakan bahasa inggris?

C. **Documentation Instrument**

1. Vision, mision, and history of establishment of SMP Negeri 1 Banyuwangi

2. Attendance of class 8i students

3. Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	:	SMP Negeri 1 Banyuwangi
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/
Materi Pokok	:	Present Continuous Tense
Alokasi Waktu	:	3 x 40 menit (2x pertemuan)

A.   Kompetensi Inti

1.   Menghargai dan menghayati ajaran agama yang dianutnya.

2.   Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3.   Memahami pengetahuan (faktual, konseptual, dan prosedural)berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4.   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan,mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *present continuous tense)*	3.8.1 Mengidentifikasi fungsi sosial teks memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. 3.8.2 Menganalisis struktur teks memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. 3.8.3 Menelaah unsur kebahasaan teks memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya.
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang berlangsung/ dilakukan saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Membuat teks percakapan yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.8.2 Menyajikan teks percakapan yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kejadian yang sedang dilakukan/ berlangsung saat diucapkan,

	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Peserta didik diharapkan dapat :

- Mengidentifikasi ungkapan – ungkapan yang menunjukkan kejadian yang sedang terjadi
- Menyebutkan tindakna, kegiatan yang sedang dilakukan yang tampak pada tampilan visual
- Menyebutkan kegiatan yang sedang dilakukan di kelas dengan ucapan dan tekanan kata yang benar

D. Materi Pembelajaran

"Present Continuous Tense"

E. Metode Pembelajaran

Metode Belajar Kelompok (*Jigsaw*)

F. Media Pembelajaran & Sumber Belajar

Media   : Papan Tulis, Laptop, Hp, Kertas, dan Alat Tulis Lainnya

Sumber Belajar :

        - Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When Rings the Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017

        - Sumber Google

G. Langkah – Langkah Kegiatan

1. Pertemuan 1

Bentuk Kegiatan	Langkah – Langkah Kegiatan	Waktu
Pendahuluan	1. Guru memberi salam 2. Guru meminta siswa untuk memimpin doa sebelum memulai pelajaran 3. Guru memeriksa kehadiran siswa 4. Guru mengkondisikan suasana belajar yang menyenangkan dengan *brainstorming* terkait materi 5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari – hari 6. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	20 Menit
Inti	**Mengamati** 1. Peserta didik mengamati penjelasan singkat guru 2. Dengan pertanyaan peengarah dari guru, peserta didik berdiskusi dengan kelompok untuk mengidentifikasi/menganalisis definisi, fungsi, rumus, contoh, kosa kata, tata bahasa (penggunaan bentuk *-ing*), fungsi sosial, dan struktur teks yang ditanyakan **Menanya** 1. Peserta didik menanyakan beberapa hal terkait fungsi sosial yang belum dipahami atau yang ingin lebih diketahui 2. Peserta didik menanyakan kosa kata baru	80 Menit

	Mengumpulkan Informasi	
	1. Peserta didik berkelompok berdiskusi untuk mengidentifikasi/menganalisis dan mencari data terkait definisi, fungsi, rumus, dan contoh dari *Present Continuous Tense*	
	2. Peserta didik dibagi menjadi kelompok secara acak, masing – masing kelompok terdiri dari 4 orang	
	3. Peserta didik menerapkan metode *Jigsaw* Sintaks metode *Jigsaw* adalah :	
	a. Pembentukan kelompok	
	b. Pembagian materi	
	c. Mendiskusikan poin-poin tiap materi	
	d. Membuat rangkuman/catatan	
	e. Presentasi hasil diskusi di depan kelas	
Penutup	1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran	20 Menit
	2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan	
	3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran	
	4. Guru memberikan tugas untuk merangkum kedua materi yang sudah dibahas secara individu	
	5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya	

H. Penilaian

No	Jenis Penilaian	Teknik Penilaian
1	Penilaian sikap	Obsevasi
2	Penilaian pengetahuan	Tes Formatif
3	Penilian Keterampilan	Unjuk Kerja

1. Penilaian Sikap/Observasi

Format Penilaian
Present Continuous Tense
Nama peserta didik/Kelas :_____Kelas: VIII

No	Aspek Yang Dinilai	1	2	3	4	5
1	Berdoa sebelum dan sesudah pembelajaran					
2	Mengucapakan salam dan terima kasih pada saat memulai presentasi dan selesai presentasi					
3	Menunjukkan sikap aktif dalam berdiskusi					
4	Mendengarkan dengan seksama saat teman sedang presentasii					
5	Menulis poin -poin penting dalam proses diskusi					
6	Mempresentasikan hasil diskusi dengan baik					
7	Menerima segala bentuk usulan dan sraan dari teman					
8	Mengungkapkan masukan dan saran dengan bahasa yang baik					
9	Pelafalan, kelancaran, dan kosa kata benar dan tepat					
	Skor yang dicapai					
	Skor Maksimum					

Keterangan:

5 = sangat baik   2 = kurang
4 = Baik   1 =
sangat kurang3 =
cukup

Kriteria penilaian dapat dilakukan sebagai berikut:
1. Jika seorang peserta didik memperoleh skor 37-45, dapat ditetapkansangat baik.
2. Jika seorang peserta didik memperoleh skor 26-36, dapat ditetapkanbaik.
3. Jika seorang peserta didik memperoleh skor 19-27, dapat ditetapkancukup.
4. Jika seorang peserta didik memperoleh skor 10-18, dapat ditetapkankurang.
5. Jika seorang peserta didik memperoleh skor 1-9, dapat ditetapkansangat kurang.

2. **Penilaian Pengetahuan**
    Bentuk Tes Formatif (Lisan)

3. **Penilaian Keterampilan**
    Penilaian Berbicara Bahasa Inggris

No	Nama Siswa	Aspek Penilaian			Jumlah Skor
		Pelafalan	Kelancaran	Kosa kata	
1					
2					
3					
Dst					

Rubrik Penilaian:

Kelancaran	Jika siswa berbicara lancar dan tepat	Skor 4
	Jika siswa berbicara kurang lancar dan tepat	Skor 2
Pelafalan	Jika siswa berbicara bahasa inggris dan melafalkan kosa kata dengan benar	Skor 4
	Jika siswa berbicara bahasa inggris dan melafalkan kosa kata dengan kurang benar	Skor 2

	Jika siswa berbicara bahasa inggris dengan kosa kata dan tepat	Skor 4
Kosa Kata	Jika siswa berbicara bahasa inggris dengan kosa kata kurang tepat dan lancar	Skor 3
	Jika siswa berbicara bahasa inggris dengan kosa kata tepat dan kurang lancar	Skor 2
	Jika siswa berbicara bahasa inggris dengan kosa kata kurang dan kurang lancar	Skor 1

Banyuwangi, 12 Juni 2022

Mengetahui
Kepala SMP Negeri 1 Banyuwangi

Guru Bahasa Inggris

M. Sodiq, S. Pd
NIP.

Rahmat Sudana, S. Pd
NIP.

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Negeri 1 Banyuwangi
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/
Materi Pokok	: Comparative Degree (Superlative)
Alokasi Waktu	: 3 x 40 menit (2x pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat	3.9.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam penggunaan *comparison degree* tipe *comparative degree*.

orang, binatang, benda, sesuai dengan konteks penggunaannya.	
4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.10.1 Menyusun kalimat tulis mengenai *comparasion degree* tipe *comparative degree* sesuai konteks

C.   **Tujuan Pembelajaran**

Melalui pembelajaran pendekatan *scientific, Cooperative Learning,* siswa terampil menerapkan fungsi sosial, struktur teks dan unsur kebahasaan (unsur kebahasaan: ungkapan seperti *my sister is youger than my brother*) dalam mengidentifikasi dan menyusun kalimat tulis sederhana *comparison degree* tipe *comparative* untuk menyatakan pebandingan jumlah dan sifat orang, binatang, benda.

D.   **Materi Pembelajaran**

- Fungsi Sosial

  Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi

- Struktur Teks

  Comparative degree

```
S + To be + (adjective-er) / (more-adjective) + than + O
```

Who is taller? Your sister or your brother?

To me, writing is more difficult than reading.

Our library has more books than the communicaty library, dan semacamnya.

- Unsur Kebahasaan

  a. Kosa kata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda dikelas, sekolah, rumah, dan sekitarnya.

  b. Perbandingan sifat: komparatif dengan as...as, -er, -more ...

  c. Perbandingan jumlah: more, fewer, less.

  d. Penggunaan nominal singular dan plural Nomina tunggal dan jamak dengan atau tanpa a, the, this, those, my, their, dsb.

  e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

E. Metode Pembelajaran

Pendekatan   : *Scientific Approach*
Metode   : *Cooperative Learning*
Teknik   : *Jigsaw*

F. Media Pembelajaran & Sumber Belajar

Media   : Papan Tulis, Laptop, Hp, Kertas, dan Alat Tulis Lainnya
Sumber Belajar :

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When Rings the Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017
- Sumber Google

G. Langkah – Langkah Kegiatan

1. Pertemuan 1

Bentuk Kegiatan	Langkah – Langkah Kegiatan	Waktu
Pendahuluan	1. Guru memberi salam 2. Guru meminta siswa untuk memimpin doa sebelum memulai pelajaran 3. Guru memeriksa kehadiran siswa 4. Guru mengkondisikan suasana belajar yang menyenangkan dengan *brainstorming* terkait materi 5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari – hari	20 Menit

	6. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan	
Inti	**Mengamati** 1. Peserta didik mengamati penjelasan singkat guru 2. Dengan pertanyaan peengarah dari guru, peserta didik berdiskusi dengan kelompok untuk mengidentifikasi/menganalisis definisi, fungsi, rumus, contoh, kosa kata, tata bahasa (penggunaan bentuk -er, -est), fungsi sosial, dan struktur teks yang ditanyakan **Menanya** 1. Peserta didik menanyakan beberapa hal terkait fungsi sosial yang belum dipahami atau yang ingin lebih diketahui 2. Peserta didik menanyakan kosa kata baru **Mengumpulkan Informasi** 1. Peserta didik berkelompok berdiskusi untuk mengidentifikasi/menganalisis dan mencari data terkait definisi, fungsi, rumus, dan contoh dari *Comparative* 2. Peserta didik dibagi menjadi kelompok secara acak, masing – masing kelompok terdiri dari 4 orang 3. Peserta didik menerapkan metode *Jigsaw* Sintaks metode *Jigsaw* adalah : a. Pembentukan kelompok b. Pembagian materi c. Mendiskusikan poin-poin tiap materi	80 Menit

	d. Membuat rangkuman/catatan	
	e. Presentasi hasil diskusi di depan kelas	
Penutup	1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran 2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran 4. Guru memberikan tugas untuk merangkum kedua materi yang sudah dibahas secara individu 5. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya	20 Menit

H. Penilaian

No	Jenis Penilaian	Teknik Penilaian
1	Penilaian sikap	Obsevasi
2	Penilaian pengetahuan	Tes Formatif
3	Penilian Keterampilan	Unjuk Kerja

a. Penilaian Sikap/Observasi

Format Penilaian
Comparative Degree (Superlative)
Nama peserta didik/Kelas :_____Kelas: VIII

No	Aspek Yang Dinilai	1	2	3	4	5
1	Berdoa sebelum dan sesudah pembelajaran					
2	Mengucapakan salam dan terima kasih pada saat memulai presentasi dan selesai presentasi					
3	Menunjukkan sikap aktif dalam berdiskusi					

4	Mendengarkan dengan seksama saat teman sedang presentasii						
5	Menulis poin -poin penting dalam proses diskusi						
6	Mempresentasikan hasil diskusi dengan baik						
7	Menerima segala bentuk usulan dan sraan dari teman						
8	Mengungkapkan masukan dan saran dengan bahasa yang baik						
9	Pelafalan, kelancaran, dan kosa kata benar dan tepat						
Skor yang dicapai							
Skor Maksimum							

Keterangan:

5 = sangat baik   2 = kurang
4 = Baik   1 = sangat kurang
3 = cukup

Kriteria penilaian dapat dilakukan sebagai berikut:

5 Jika seorang peserta didik memperoleh skor 37-45, dapat ditetapkan sangat baik.

4 Jika seorang peserta didik memperoleh skor 26-36, dapat ditetapkan baik.

3 Jika seorang peserta didik memperoleh skor 19-27, dapat ditetapkan cukup.

2 Jika seorang peserta didik memperoleh skor 10-18, dapat ditetapkankurang.

1 Jika seorang peserta didik memperoleh skor 1-9, dapat ditetapkansangat kurang.

4.   **Penilaian Pengetahuan**
     Bentuk Tes Formatif (Lisan)

5.   **Penilaian Keterampilan**
     Penilaian Berbicara Bahasa Inggris

No	Nama Siswa	Aspek Penilaian			Jumlah Skor
		Pelafalan	Kelancaran	Kosa kata	
1					
2					
3					
Dst					

Rubrik Penilaian:

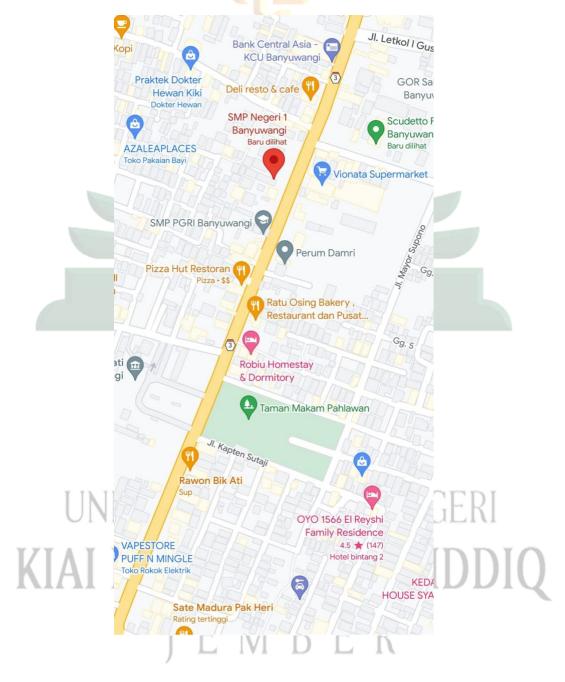| Kelancaran	Jika siswa berbicara lancar dan tepat	Skor 4
	Jika siswa berbicara kurang lancar dan tepat	Skor 2
Pelafalan	Jika siswa berbicara bahasa inggris dan melafalkan kosa kata dengan benar	Skor 4
	Jika siswa berbicara bahasa inggris dan melafalkan kosa kata dengan kurang benar	Skor 2
Kosa Kata	Jika siswa berbicara bahasa inggris dengan kosa kata dan tepat	Skor 4
	Jika siswa berbicara bahasa inggris dengan kosa kata kurang tepat dan lancar	Skor 3
	Jika siswa berbicara bahasa inggris dengan kosa kata tepat dan kurang lancar	Skor 2
	Jika siswa berbicara bahasa inggris dengan kosa kata kurang dan kurang lancar	Skor 1

Banyuwangi, 12 Juni 2022

Mengetahui
Kepala SMP Negeri 1 Banyuwangi

Guru Bahasa Inggris

M. Sodiq, S. Pd
NIP.

Rahmat Sudana, S. Pd
NIP.

Appendix 3

LOCATION PLAN

SMPN 1 BANYUWANGI

Appendix 4

Vision, mission of the school

Vision: "Have noble character, achievement, cultured and global insight"

    Indicators of vision:

• The realization of a person who is religious, nationalist, independent, mutual cooperation, and has integrity, practices his religious teachings by developing an attitude of tolerance.

• Realization of regional, national and international academic and non-academic achievements.

• The realization of a person who loves science by developing literacy skills.

• Realization of a person who appreciates, enjoys and develops artistic creativity, develops a spirit of intertainment and entrepreneurship.

• Realization of a culture of preserving the environment, preventing pollution, environmental damage, clean, healthy and green environment.

• Realization of a school culture that is dynamic, wants change, based on information and communication technology, partnerships and networking.

• Realization of a school culture that promotes gender equality, democracy, diversity and current global issues.

Mission :

• Carry out routine and incidental activities by integrating the main character values which are carried out creatively and innovatively.

• Carrying out Peer Foster Students (SAS) programs, Friday alms, ZIS (Zakat, Infaq, Sedekah), social volunteers and others that are increasingly able to foster a social spirit.

• Carrying out an increasingly quality learning process by applying various approaches, methods, techniques and learning strategies for contextual learning (students centered, joyful learning, cooperative learning, quantum learning).

• Carry out self-development programs that further foster organizational, leadership, entrepreneurship, science, literacy, arts, sports, and entrepreneurship skills and environmental preservation.

• Carry out Education Partnership programs (family, school, community) and Child-Friendly Education to create integral and humane education.

• Organize all ICT-based school infrastructure and management in developing schools towards e-schools.

- Carry out school governance that is more transparent and accountable to ensure the implementation and success of management as an effective school in providing excellent service to the community.

- Carry out the Adiwiyata program which increasingly fosters a culture of preserving the environment, preventing pollution, environmental damage, clean, healthy, green and beautiful environment towards an eco-school.

- Carry out programs in responding to and developing global issues; gender equality, diversity (multiculturalism), democracy, peace and others.

- Implement programs responsive to public policies/government of Banyuwangi Regency.

Appendix 5

List Students of 8-i Class

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN

SMP NEGERI 1 BANYUWANGI

Jl. Jend. A. Yani No.74 Telp. (0333) 421964 Fax (0333) 412246 Banyuwangi
Email : smpn1bwi@yahoo.com, Website : www.smpn1banyuwangi.sch.id
BANYUWANGI

KELAS : 8 I

DAFTAR NAMA SISWA
TAHUN PELAJARAN 2022/2023

URT	NIS	NISN	NAMA	L/P	Tanggal dan Keterangan Presensi	S	I	A	KET
1	21891	0088248640	APHRODITE ANGELA APSARI	P					
2	21900	0098610358	AUFAA KINARYURI NUHA AZHAAR	P					
3	21959	0082164468	FARHAN AL ISYRAFI	L					
4	21980	0081401184	HUMAIROH ALKAYLA ZAHRANI	P					
5	21990	0081113184	KALEA JACINDA RIEZA PUTRI	P					
6	22010	0089009074	MARCELLO ZAKI WICAKSONO	L					
7	22029	0088653948	MUHAMMAD ATHALLAH PRIYA RAMADHANA	L					
8	22072	0082520819	PURWA BRAWIJAYA	L					

Laki-laki : 4 siswa
Perempuan : 4 siswa
Jumlah : 8 siswa
Wali Kelas : AZMI FAIZAL HAKIKI, S.Pd.

Appendix 6

Research Permit Certificate

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-5819/In.20/3.a/PP.009/12/2022
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Negeri 1 Banyuwangi
Jalan Jend. A. Yani, No. 74, Banyuwangi

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186002
Nama	:	DIANA EKA MAYA SARI
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Improving Student`s Speaking Skills through Jigsaw Method in the Eight Grade of Special Class at SMP Negeri 1 Banyuwangi 2022/2023 Academic Year" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu M. Sodiq, S. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 26 Juli 2022
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 7

Research Completion Certificate

PEMERINTAH KABUPATEN BANYUWANGI
DINAS PENDIDIKAN
SMP NEGERI 1 BANYUWANGI
Jln. Jend. Ach. Yani no. 74 Kode Pos 68416 Telp.(0333)421964 Banyuwangi
email: smpn1bwi@yahoo.com   web: www.smpn1bwi.com
NPSN : 20525712   Kode Post : 68416

SURAT KETERANGAN
Nomor : 800/251/429.101/200980/2022

Yang bertanda tangan di bawah ini:

Nama	:	M. SODIQ, S.Pd
NIP.	:	196504181990031008
Jabatan	:	Kepala Sekolah SMP Negeri 1 Banyuwangi

Menerangkan bahwa:

Nama	: DIANA EKA MAYA SARI
NIM	: T20186002
Tempat, tanggal lahir	: Banyuwangi, 12 Februari 2000
Falkutas/ Prodi	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Telah melakukan penelitian di SMPN 1 Banyuwangi berupa kegiatan observasi pada tanggal 28 Juli 2022 sampai dengan tanggal 12 Agustus 2022 dengan judul "Improving Student's Speaking Skill through Jigsaw Method in the 8th Grade of Special Class at SMPN 1 Banyuwangi 2022/2023 Academic Year".

Demikian surat keterangan ini dibuat dan untuk digunakan sebagaimana mestinya.

Banyuwangi, 12 Agustus 2022
Kepala Sekolah

M. SODIQ, S.Pd.
NIP. 19650418 199003 1 008

Appendix 8

Research Journal

JOURNAL OF RESEARCH

Name   : Diana Eka Maya Sari

NIM   : T20186002

Title   : Improving Student's Speaking Skill through Jigsaw Method in the 8th Grade of Special Class at SMPN 1 Banyuwangi 2022/2023 Academic Year

Location   : SMP Negeri 1 Banyuwangi

NO	Day, Date	Activity	Reseach Subject
1.	Thursday, 28th of July2022	The researcher gives "surat permohonan penelitian" to the school	(M. Sodiq, S. Pd)
		Interview with English teacher about research objective	(Rahmat Sudana, S. Pd)
3.	Tuesday, 2nd of August 2022	Interview with English teacher about the implementation of method to be applied	(Rahmat Sudana, S. Pd)
4.	Thursday, 4th of August 2022	Observation in the classroom of the students' speaking learning process through the jigsaw method (1st meeting)	(Rahmat Sudana, S. Pd)
5.	Tuesday, 9th of August 2022	Observation in the classroom of the students' speaking learning process through the jigsaw method (2nd meeting)	(Rahmat Sudana, S. Pd)
		Interview with 3 students of 8i class (Ela, Jaya, and Nuha)	(Aphrodite Angela A.) (Purwa Brawijaya) (Aufaa Kinaryuri N.A)

6.	Friday, 12th of August 2022	Interview with English teacher about the evaluation of speaking learning process through jigsaw method	(Rahmat Sudana, S. Pd)
		The researcher confirms the letter of finishing research	(M. Sodiq, S. Pd)

Banyuwangi, August 12th 2022

The Head Master of

SMPN 1 Banyuwangi

M. Sodiq, S.Pd

Appendix 9

DOCUMENTATION

First Group

Second Group

Praying before Start the Lesson

Students Move to Their Group
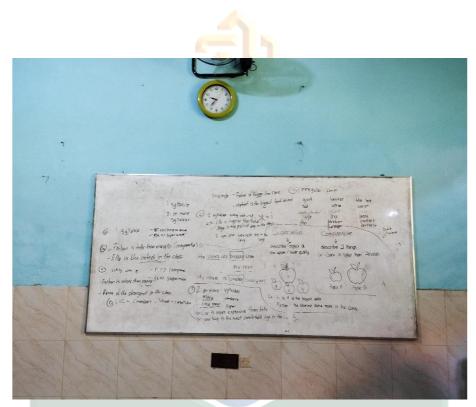
Teacher Divide the Material

Each Group Doing Discussion

Prsesentation by First Group

Presentation by Second Group

Result of Presentation

Teacher Gives Evaluation and Doing Q&A

Interview with The Teacher

Interwiew with Purwa Brawijaya

Interview with Aphrodite Angela Apsari

Interview with Aufaa Kinaryuri Nuha Azhaar

The Researcher Doing Observation

Appendix 10

DECLARATION OF AUTHORSHIP

The undersigned below :

Name	: Diana Eka Mayasari
Place, Date of Birth	: Banyuwangi, February 12th 2022
Adress	: Jl. Ikan Hiu, Gg. Mawar, Kertosari-Banyuwangi
Faculty	: Education and Teacher Training
Study Program	: English Education

State the thesis entitled "Implementation of Teaching Speaking Skill through Jigsaw Method in the Eighth Grade of SMPN 1 Banyuwangi 2022/2023 Academic Year" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, December 12th 2022

Author,

Diana Eka Mayasari
SRN. T20186002

Appendix 11

BIODATA OF RESEARCHER

Personal Information

Name	: Diana Eka Mayasari
SRN	: T20186002
Place, Date of Birth	: Banyuwangi, February 12th 2022
Gender	: Female
Religion	: Islam
Adress	: Jl. Ikan Hiu, Gg. Mawar, Kertosari-Banyuwangi
Email	: dianaekamayasari@gmail.com

Educational Background

2004 – 2006	:	TK Dharma Wanita Banyuwangi
2006 – 2012	:	SDN 1 Kepatihan Banyuwangi
2012 – 2015	:	SMPN 1 Banyuwangi
2015 – 2018	:	MAN 1 Banyuwangi