

**INCREASING SPEAKING SKILL USING JIGSAW GAMES FOR  
THE SECOND YEAR STUDENTS OF MTs MUHAMMADIYAH 03  
MASARAN SRAGEN IN 2007/2008 ACADEMIC YEAR**



**RESEARCH PAPER**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Today English becomes the most important language because English is an international language. English is more important in our world. English is seriously learned by many people in the world. It is important for people to learn the language, because by learning English, they are expected to absorb and keep up with the development of science, technology, and art. As an international language, English is very potential and has been widely used as a means of communication by many countries all over the world. Therefore English is taught not only in formal education but also in informal education as well. English is taught from kindergarten school to university. So it is reasonable that English is learned by million people in the world.

People know that the emphasis of the language teaching today has changed greater attention to ability to communicate, particularly to speak, in the target language since oral communication seems to be more widely used than the written communication. Halliwell (1992: 8) states that children need to talk. Without practice they cannot become fluent speakers of the language. They can learn about language, but the only way to learn to use is to use it for communication.

Nunan (1991: 51) states that mastery of the art of speaking is an important aspect in learning a second or foreign language and success is measured in terms

of the ability to carry out conversation in the target language. Speaking is the most important skill, because it is one of the abilities to carry out conversation in the language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. To master speaking ability students must practice continuously, particularly in pronouncing English words as a foreign language in our country.

The learner can master the speaking skill, which consists of many parts of activities, through learning process. To have an ability to speak English, the students should know the English sounds, structure, vocabulary, and culture subsystem of the language. The students should be able to think about the idea then express whether they initiate a conversation as response to the previous speaker.

Learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. Teaching speaking still emphasizes the activities to make the students active and creative, West (1968) in Fauziati (2002: 145) states that to increase students' ability, the teacher must concern with the students to students interaction. There are some activities to stimulate learners, oral interaction in the classroom: learning by games, learning by doing, watching television, going on excursion, pictures, film, video, listen to songs, reading newspaper, conversation, contact with native speaker, talking about interest, and talking to friends.

In MTs Muhammadiyah 03 Masaran, the teacher faces many problems in teaching speaking, related to the students, the teacher, and the method, and media

used. There are many problems in teaching speaking related to the students. First, it is related to the condition of students who are limited in vocabulary and they become passive, afraid of making mistakes, shy and not self-confident and unable to say words during speaking class. They also find difficulty to express their thought, opinion, and feeling. They become frustrated and confused when they have to respond to someone speaking to them. For example, when the teacher asks them to come forward to have a conversation with their friends. Secondly, they rarely, practice to use English to communicate. To master speaking ability, students must be trained to use English in communication orally, because the frequency in using the language will determine the success in speaking ability. The other problem relating to the students is they are not interested in the material given to them.

At present many teachers in MTs Muhammadiyah 03 Masaran teach their students passively. They have limited knowledge and experience about effective teaching especially speaking. Many of English teachers pay less attention to speaking skill caused by the fact that there is no oral exam at the final examination. The teacher also admits that they need much improvement at their English pronunciation. Not all the English teachers can create an interesting and exiting condition to motivate the elementary school students in learning English speaking. They let the students only memorizing the vocabulary, instead of using it and the teacher asks the students to write down the words without asking the student to use it in communication.

The next problem is concerning the technique and media used. Generally, in MTs Muhammadiyah 03 Masaran the teacher teach speaking using traditional methods. The media used by the teacher are less varied. The only media for formal classes are printed textbooks or printed materials. In English subject, usually students just read texts in their book and then write to answer questions.

Considering those cases above, it is teachers' challenge to choose teaching media in teaching speaking for the young learners which are to bridge the learners' characteristics and the teaching speaking as one of the media that can be used by using jigsaw games. Jigsaw is one of the games used to teach English especially speaking skill. Jigsaw is a game that requires active speaking to their level. The jigsaw breaks the traditional pattern of high students assisting low students. Initially, students work together at their own pace, in their own way, to learn the material. Subsequently, they teach other students the material they have become expert on. In this way, high students are forced to depend on low students for information, just as the reverse is true. Respect and self-esteem are built in this process.

Based on the explanation above the writer is interested in conducting a research about increasing speaking skill by using jigsaw games in MTs Muhammadiyah 03 Masaran Sragen in 2007/2008 academic year.

## **B. Problem Statement**

In general, the problem of the statement is :

1. Can teaching speaking using Jigsaw Games increase the student's speaking capability?
2. What is the students' respon about teaching speaking using Jigsaw Games?

### **C. Limitation of the Study**

In this research, the writer has limited the problem to make the research easier. The writer only focuses on the effectiveness of Jigsaw games as a means of increasing speaking skill to the students in the second year of MTs Muhammadiyah 03 Masaran Sragen in 2007/2008 Academic Year.

### **D. Objective of the Study**

In general, the study aims to increase the student's speaking capability, specifically, the study is:

1. To describe the process of teaching speaking using Jigsaw games at second year of MTs Muhammadiyah 03 Masaran Sragen.
2. To see whether Jigsaw Games, increases the student's speaking capability.

### **E. Significance of the Study**

The writer that this research will have some benefits in English teaching process, especially in teaching learning speaking. There are two kinds of benefits in this research, theoretical and practical.

1. Theoretical benefit
  - a. The result of the research can give benefit to English teacher in their teaching speaking.

- b. The result of the research can be used as the reference for those who to conduct a research in English teaching learning process.
2. Practical benefit
    - a. To improve speaking competence both teacher and students when they encounter obstacles in the field of mastering English.
    - b. The result of her research will be useful to the readers who are interested in analyzing speaking.

#### **F. Research Paper Organization**

The researcher is going to discuss the study in five chapters. Chapter I is introduction which covers background of the study, problem statement, limitation of the problem, significance of the study, and research paper organization.

Chapter II is review of related literature which covers previous study, general concept of speaking (the notion of speaking, teaching speaking), characteristic of young children, and the general concept of jigsaw games.

Chapter III is research method that consists of the research, action purpose, object of the study, method of collecting, and technique for analyzing data.

Chapter IV is related to the process of the study implementations of teaching speaking by using jigsaw games as the media in teaching learning process and the students' opinion about teaching speaking by using jigsaw games.

Chapter V is conclusion and suggestion.