

**INCREASING STUDENTS' SPEAKING COMPETENCE  
THROUGH JIGSAW (A CLASSROOM ACTION  
RESEARCH AT THE FOURTH YEAR OF  
SD AL AZHAR SYIFA BUDI SOLO)**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

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

One of the language skills which need to be learnt is speaking. Speaking is very important because by mastering speaking skill, people can carry out conversation with others, give the ideas, and exchange the information with others. Hence, in speaking classroom the learners should work as much as possible in their own, talk to one another directly.

In SD Al-Azhar Syifa Budi Solo teacher should be creative to create the method in order to help the student master the four basic skills of English language, especially speaking. To increase students' speaking competence there are many methods that can be used, one of them is Jigsaw. The jigsaw is very simple to apply. The jigsaw is strategy of the learning method which demands the students on group with 4-6 member students who have heterogeneous ability. Each group consists of 5-6 members from the mixture among students who have various abilities. Each origin group members meet in expert group to study material which is assigned to each group member. After discussion, they go back into their origin group members and explain to his or her group member's for material completeness.

Children certainly need a good technique when they learn. Learning second language is more difficult than learning their mother tongue, so a good teacher must choose an appropriate technique to make them easier (Mujayanah, 2004:2). There are some techniques that can be used in learning speaking like simulation, role play, jigsaw, etc. From some techniques mentioned, jigsaw is one of the appropriate methods that can be used in teaching speaking because in jigsaw not only teaching learning process that is emphasized but also fun, because we know that children like to play so we must bend on it.

Before teaching, a teacher must know the characteristic of their learners first and the teacher must be active so the teaching learning process will be going on. Many elementary school teachers teach their students passively. They just ask their students to open the exercise book, read the task, and then do the exercise. As a result the students become disinterest with English learning process. They become passive in English learning and they are not able to speak. Therefore the English teaching learning process is not effective.

One of the problems that is faced by the teacher in teaching speaking is the student does not want to talk or say anything. The students feel shy to talk in front of other students. They tend to be silent because they do not want to show their weakness in speaking English. It becomes the problem for the teacher to command the students to speak in the class. The other problem is in monitoring students' speech. In monitoring student's speech, the teacher has

problem such as the teacher cannot get near enough to his or her students to hear them. When the students work in pair, it is impossible for the teacher to hear the entire student's speech because most of the students speak together. Then, the students cannot make out exactly what they are saying. The students mumbling or speaking softly make it difficult to hear their use of language. Because of it the teacher gets difficulty to give them language feedback on what they have said. Beside that, the teacher cannot hear all students' errors. Therefore, it is difficult for the teacher to correct students' errors.

SD Al-Azhar Syifa Budi is one of the favorite schools in Solo that uses English in daily activities especially in the class. From the first year, students in SD Al-Azhar Syifa Budi are accustomed to use English; teachers there prefer to contribute English in their instruction than in Indonesian. Although SD Al-Azhar Syifa Budi is a favorite school, but they have a problem because not all students are actives so the teacher should make them become active. The problem faced by teacher is to find the right method in teaching children. In fact children like to interact with the others, so jigsaw is the right method to increase their language ability. As we know in jigsaw method the children can explore speaking ability while interact with their friends.

Based on the background above, the writer conducts a research entitled "INCREASING STUDENTS' SPEAKING COMPETENCE

THROUGH JIGSAW (A CLASSROOM ACTION RESEARCH AT THE FOURTH YEAR OF SD AL AZHAR SYIFA BUDI SOLO)”. Hopefully the result of this research will improve the knowledge of teaching strategies for the teacher and also give a benefit for the education in this country.

### **B. Problem of the Study**

Based on the background of the study, the research problems are formulated as follows:

1. How is the implementation of jigsaw technique on teaching speaking to the fourth year students of SD Al-Azhar Syifa Budi Solo?
2. Can jigsaw increase the students’ speaking competence?

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

In general this study is intended to increase the students’ speaking competence; specifically

1. The study is only on the implementation of teaching speaking by using jigsaw to improve student’s speaking skill to the fourth year of SD Al-Azhar Syifa Budi Solo in 2009/2010 academic year.
2. The subject is limited to the fourth year of SD Al-Azhar Syifa Budi Solo in 2009/2010 academic year.

### **D. Object of the Study**

Based on the problem statements mentioned above, the general objective is to increase students' speaking competence, specifically, it aims:

1. to describe the teaching learning process of increasing speaking competence to the fourth year students of SD Al-Azhar Syifa Budi Solo.
2. to know whether or not teaching speaking by using jigsaw can increase the students' speaking competence.

#### **E. Benefit of the Study**

In this study, the writer expects that the research paper has benefits both practical and theoretical benefits.

1. Theoretical benefits:
  - a. The study contributes to linguistics, particularly language teaching.
  - b. It can be used as the references for the next researcher.
2. Practical benefits:
  - a. The result will help the teacher in increasing students speaking ability.
  - b. The result will help the students in increasing their speaking ability.

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

The writer organizes this research paper in order to make the reader easier to understand, the following shows the content covered in this research.

Chapter I is introduction. This chapter explains the background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents review of related literature; it covers previous study, teaching speaking, teaching children, jigsaw, theoretical hypothesis, action hypothesis, and performance indicator.

Chapter III presents research method. It covers type of research, procedure of classroom action research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is the result of the study. In this chapter, the writer presents discussion and findings which consist of the data analysis, the result of teaching speaking using Jigsaw.

Chapter V deals with conclusion and suggestion.