

**THE IMPLEMENTATION OF JIGSAW METHODS TO IMPROVE
SPEAKING COMPETENCE OF THE ACCOUNTING CLASS AT
UNISBANK SEMARANG 2010-2011 ACADEMIC YEAR**



A Thesis

**In Partial Fulfilment of the Requirements
For Master's Degree In Linguistics**

Yenny Budhi Listianingrum

A4C009019

**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2014**

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Submitted by :

Yenny Budhi Listianingrum

A4C009019

**Approved by,
Advisor,**

**Prof. Dr. H. Joko Nurkamto, M.Pd
NIP. 19610124 198702 1001**

**Master's Program in Linguistics
Head,**

**Dr. Agus Subiyanto, M.A
NIP. 196408141990011001**

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VALIDATION

**Approved by,
Strata II Thesis Examination Committee
Master's Degree in Linguistics
Faculty of Humanities Diponegoro University**

**Chairman
Prof. Dr. H. Joko Nurkamto, M. Pd.** _____

**First Member
Dr. Agus Subiyanto, M.A** _____

**Second Member
Dr. Deli Nirmala, M. Hum** _____

**Third Member
Dr. Suharno, M. Ed** _____

CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis



Semarang, May 2014

Yenny Budhi Listianingrum

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The writer realizes that this thesis is still far from perfect. She, therefore, will be glad to accept any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful for the reader who wishes to learn something about Action Research and to understand a little bit more about the research.

Semarang, May 23rd 2014

Yenny Budhi Listianingrum

MOTTO

Success is never final, Failure is never fatal
(Joe Paterno)

If you believe, you will receive whatever you ask for in prayer
(Mathew 21 :22)



DEDICATION

This thesis is especially dedicated to:

1. My beloved father who passed away 9 months ago (August 27th 2013), I have fulfilled my promise on you, dad. Thank you and I love you.
2. My beloved mother, mami for her endless love, strength, patience and prays.
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**THE IMPLEMENTATION OF JIGSAW METHODS TO IMPROVE
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A4C009019**

Abstract

This research deals with the implementation of Jigsaw method to improve speaking competence, increase motivation and solve the problems in speaking of the Accounting Class of Faculty of Economics at UNISBANK 2010-2011 academic year.

This research is generally aimed to answer the research questions: (1) whether the students' speaking competence can improve through the jigsaw method, (2) how the jigsaw method motivates the students to speak English in speaking class (3) What problems are faced by students in learning speaking when the jigsaw is implemented by the teacher.

The study was carried out from October 2010 to August 2012. The subject of the research was students at Accounting Class of Faculty of Economics at UNISBANK Semarang 2010-2011 academic year consisting of 30 students, 18 females, and 12 males. Classroom action research was conducted to answer the research problems thus the researcher did some spiraling steps namely planning, acting, observing, and reflecting. Classroom observations, field notes, interviews, and test were employed to collect the data. Then, the quantitative data were analyzed using descriptive statistics, while the qualitative data were analyzed using constant comparative method.

The result shows that the students' speaking competence improved. The research findings of this research imply that (1) jigsaw technique enables the students to improve their speaking competence (2) jigsaw method can improve students' motivation in speaking class. They are more confident in speaking English and can express ideas through speech in front of the class without fear of making mistakes. The technique changes the students' view on the speaking subject from difficult subject into easy and favorite one. Moreover, it increases students' participation in the teaching and learning process. Finally, (3) the bright students dominate their groups and many students have difficulty sharing time and materials. In order to reduce this problem, each jigsaw group has an appointed leader. The researcher decided to give slow learner and quite students extra attention by giving them motivation, making priority in classroom activity especially in speaking evaluation.

Key words : speaking competence, learning motivation, jigsaw

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Most of the students at the Faculty of Economics at the University of Stikubank (UNISBANK) have difficulties to express their ideas in English. To know whether the speaking class is qualified or not can be seen through the quality of the activities conduct to the students. The data were collected on Monday, October 4th 2010 indicating that most of the students have low score in the speaking competence. The criteria for the scoring are divided into 5 categories : pronunciation, content, fluency, grammar and organization. The students' mean score of pronunciation (52), grammar (56) and fluency (54), content (53) and organization (52). The result indicates that they cannot apply economics in their job field.

Furthermore, the writer also conducted interviews with some lecturers and students to get more information about speaking mastery. The result of the interview shows that the students are lack of motivation in learning English, lack of subject mastery, lack of proper vocabulary, and particularly lack of self-confidence. They have less confidence in speaking especially when they have to perform the assignment given individually or in pairs. They feel nervous, and shy too. This matter, of course, causes them to be unable to perform optimally. Concerning the previous matters, thus, the English lecturers need a technique to help their students to speak English more confidently and Jigsaw, one of the

cooperative learning techniques, is worth applying to answer the research problems.

Researcher put forth various definitions of cooperative learning. Slavin (1995) defines it as a process by which learners work together in groups to 'master material initially presented by the teacher. In addition, Johnson, et.al. (1993:35) say that cooperative learning, is a variety of concepts and techniques for enhancing the value of learner-learner interaction. Similarly Kagan and Kagan (2009) regards cooperative learning as learners working together in small groups on a structured activity. Learners are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face- to-face and master the work as a team. Kagan and Kagan (2009) furthermore recommend some techniques to make the class more cooperative and one of the techniques is Jigsaw.

Jigsaw technique is a very useful tool for trying to help students integrated knowledge and understanding from various sources and experts. The basic idea is very simple: students are divided into groups which all have their own research topic to study. After research each topic group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in (Elliot, 2009). Jigsaw offers students a remarkably efficient way to learn the material. But even more important, the Jigsaw process encourages listening, engagement, and empathy by giving each member of the

group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. This cooperation by design facilitates interaction among all students in the class, leading them to value each other as contributors to their common task. By implementing Jigsaw technique, the writer intends to solve her classroom problems.

The researcher also considers that motivation will influence students' ability. The students lack motivation in learning English. They thought that English is not related to their field. For them English is difficult and boring lesson.

The most common problem encountered by the learner in the language acquisition process is learner inhibition. Speaking activities require a learner to have all eyes on them. Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

Lack of motivation: Lower motivation levels or lack of motivation is another reason for hindering the learners from active participation in speaking activities. It leads to reluctance in active participation in the speaking activities leading to poor practice or no practice at all. Some students said that “ *Bahasa Inggris itu susah, takutnya salah ngomong, dan belum tentu nanti terpakai* “. The students statement shows that some of them lack of motivation in learning speaking.

Lack of subject matter: Another common problem seen in the learners is that they think that they have nothing to say on a particular topic. In reality, they may be bored or feel that the topic is unrelated to anything they know. If this is the case, they will have no motivation to speak other than the fact that they should be participating in it actively. The student said, “ *Mata kuliah nya membosankan, yang di pelajari kurang menarik. Matxerinya tidak seperti yang kita harapkan*”. The statement above shows that the students feel bored and dissatisfied with the material.

Lack of proper vocabulary: Next problem encountered with ESL learners is that they often have to search for an appropriate word. They don't find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary. This also leads to failing in communicating fluently in English Language, which again leads to losing confidence and lack of motivation to speak. As a result learners make an excessive overuse of fillers in their speech and conversation or give incomplete statements.

Lack of confidence: A constant practice and patience are necessary to learn English Language. Learners believe that it is not possible to achieve fluency or master the language. This lack of confidence prevents them from learning the speaking skills. The student told the writer, about their feeling when speaking in English, “ *Saya ingin berbicara sesuatu, tetapi bingung kata-kata yang tepat seperti apa. Jadi saya lebih baik diam, daripada salah.*”

In relating to this matter, let's take what has been proposed by Penny Ur (1987: 120) as follow : learners talk lot. It means that the activity is mostly

occupied by the learner talk, participation is even. Here, all the learners get a chance to speak, and contributions are fairly evenly distributed. Motivation is high. It is believed that motivation can generate learners to get better achievement. Having motivation, learners are willing to speak and express their opinion based on the interesting topic provided. Moreover, they are eager to contribute and take part into the learning. Language is of an acceptable level. In this case, learners produce utterances which are relevant, easy to be comprehended by others, and of an acceptable of language accuracy. Seeing the indicators above, it becomes important for lectures to encourage the students to speak as much as possible, take part into the learning by participating actively, rouse their inner motivation to keep them in touch with the learning conducted, and try to do their best to use appropriate language.

In fact most of the students still have low competence in English. The students sometimes study English reluctantly. The most common problem encountered by the learner in the language acquisition process is learner inhibition. Speaking activities require a learner to pay fully attention. Endang, et al (2006; 21) stated that “by speaking well, the people can produce their positive thinking to solve problems. People tell what they feel, share the ideas, in knowledge, technique, culture, and others. Economics students should speak English fluently. They have wide relationship with people from other countries.

For the many people, the ability to speak a language is synonymous with knowing that language since speech is the most basic communication. Simply stated that speaking is an oral skill used for communication. Lazaraton (in Murcia,

2001: 103) state that speaking has been viewed as the most demanding of the four skills, for many people, speaking is seen as the central skill. Mostly, there are a lot of obstacles faced by the students to acquire good proficiency.

In similar version Harmer states (2003: 271) that the ability to speak fluently presupposes not only a knowledge of language features, such as knowing of connected speech, expressed devices, lexis and grammar but also the ability to process information and language on the spot. Here, he notes that the speaker's success is also dependent upon the rapid processing skills that talking necessities. It means that effective speakers need to be able to process language in their own head and put it into coherent order so that it comes in forms that are not only comprehensible, but also convey the meanings that intended.

The students' academic skills are diverse. The diverse academic abilities will affect the situation in the classroom. Exposure to an audience can often give learners stage fright. They are worried about making mistakes, being criticized or losing face in front of the rest of the class. Thus, the researcher uses Jigsaw technique to make her classroom atmosphere more interesting.

One reason is technique in teaching English. Related to this, the problem can be solved by encouraging students to practice their English a lot through group discussion. There was no intention to make a comparison between the jigsaw method and traditional lecture methods or other teaching methodologies, nor to state which method is superior. The main difference between the jigsaw method and other active teaching methods such as case-based and problem-based learning

is that the facilitators in the jigsaw method are not required to be in immediate contact with the group, although they are available in the classroom at all times.

The Jig-saw classroom technique, will help the students to practice their English. The jig-saw classroom technique gives the students encouragement to speak out. The students have some clues from jig-saw.

1.2. Problem Statements

In this thesis the writer would like to reformulate the research problems which is entitled “The Implementation of Jigsaw Method to Improve Speaking Competence of the Accounting Class at Unisbank 2010-2011 Academic Year:”

1. Can Jigsaw method improve the students’ speaking competence of the accounting class of faculty of economics at the university of Stikubank (UNISBANK) 2010-2011 academic year?
2. How does Jigsaw method give motivation to the speaking subject of the accounting class of faculty of economics at the university of Stikubank (UNISBANK) 2010-2011 academic year?
3. What problems are faced in learning speaking when Jigsaw method is implemented by the lecturer?

1.3. Objectives of Study

Based on the problem statements above, this research was generally aimed to improve students’ speaking competence. It is also aimed to investigate whether The Implementation of Jigsaw Method to Improve Speaking Competence of the

Accounting Class at Unisbank 2010-2011 Academic Year: In specific way, the objective of the study are meant to get information about:

1. To improve the students' speaking competence of the accounting class of faculty of economics at the university of Stikubank (UNISBANK) 2010-2011 academic year.
2. To give motivation to the speaking learning of the accounting class of faculty of economics at the university of Stikubank (UNISBANK) 2010-2011 academic year.
3. To solve the problems which are faced by the students in learning speaking.

1.4. Benefits of the Study

Depending on the aim of the study, the writer expects that some benefits will be gained. The first benefit for the students is that they will have higher motivation and awareness of learning speaking. They can also apply their knowledge of English with their major, especially Economics Major.

The second benefit is for the English lecturer at UNISBANK Semarang. The study can give solution for the lecturers to improve the students' capability and confidence to speak out. The lecture will realize that the students need some stimulus to improve their speaking competence.

The third is for the educational institution called UNISBANK Semarang. This research will hopefully become consideration and a correction in choosing certain method in teaching and learning process especially in English.

Last but not least, the fourth benefit is for the researchers. The study can give another explanation and good method to improve the students' speaking competence. This research can give motivation to the researcher to find out the suitable teaching strategy.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer deals with literatures related to the research. It explains how English is taught and learnt and describes the nature of language teaching which covers speaking competence jigsaw classroom techniques the influence of the speaking competence, rationale and action hypothesis.

2.1. Previous Studies

The following are titles concerning Jigsaw Classroom Technique :

2.1.1. Implementing Jigsaw method in Speaking Class of Describing Someone : A Reflection. (Hersulastuti)

The research is to explore the implementation of Jigsaw method in speaking class conducted to the 3rd semester students of UNWIDHA Klaten in 2009, under topic of *Describing Someone*. It is also intended to share her experience in handling the speaking subject in which often face problems in developing the students' speaking competence. The choice of this technique is based on the fact that most students of the 3rd semester have less confidence in speaking. This matter, of course, causes them not able to perform optimally. Based on that problem, researcher propose implementing Jigsaw method.

2.1.2. Jigsaw strategy as a Cooperative Learning Technique : Focusing on the Language Learners (Qiao Menduo and Jin Xiaoling, Harbin Institute of Technology).

Jigsaw is cooperative learning technique that has been studied in various way by a number of researchers and teachers in classes of different levels and subjects. Unlike previous studies, the present research aimed to find out whether the jigsaw method could be successfully used to fulfil the intended task in the college English class, integrating all four skills in the process. Questionnaire surveys were made after experiment. Findings were analyzed and reflections on jigsaw were offered. Implementing jigsaw method in the EFL classroom made it possible for teacher to focus on language learners and thereby language learning became interdependent. A conclusion was drawn that jigsaw method is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning task in the EFL classroom.

2.1.3. Teaching Speaking English Using Jigsaw method at The sixth grade students of SDN Pasirtanjung 1 Karawang (Wivi Gusdartiwensif).

The objective of this research entitled “Teaching Speaking English Using Jigsaw to Technique at the Sixth Grade Students of SDN Pasirtanjung 1 Karawang” was to find out whether or not teaching speaking English using Jigsaw method was effective to improve the students’ speaking ability. The design of this research was one group

pretest-posttest design and quantitative research method. The instrument used in this research was s pre-test and posttest). The population of this research was 39 of the sixth grade students of SDN Pasirtanjung 1 Karawang and the sample was entire population. The data of the research were collected by giving the test (pretest and posttest) to the students sample. The collected data were analyzed by using t test formula. The results showed that teaching speaking using jigsaw method was effective to improve students' speaking ability.

2.2. Underlying Theory

2.2.1. Speaking Competence

In language teaching we use such terms as 'second language', 'foreign language', 'bilingualism', 'language learning' and 'language acquisition'. Stern (1983) state that a language which is not my L1 (first language) or objectively ' a language which has no legal status within the national boundaries'. Second language is used to refer to the level of language command in comparison with a primary or dominant language.

There are two speaking elements that the teachers should use in teaching speaking. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Therefore, the elements of speaking are divided into two:

1). Language Features. Connected speech; the speakers need to be able not only to produce individual phonemes of English but also to use connected speech. Expressive devices: learners are able to deploy at least some of such supra-segmental features and devices in the same way in they are to be fully effective communicator, a native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by physical and non-verbal (paralinguistic). It means how they are feeling (especially in face-to-face interaction). Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. The teachers' job is supplying a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval, etc; Negotiation language: effective speaking benefits from the negotiator language people use to seek clarification and to show the structure of what the people are saying. The teacher can use negotiation language in teaching learning process with; learners listen to someone else talking and ask clarification; learners practice the language by given individual card in which one phrase has been writing on them; learners are given language to structure the discourse; give the learners role card and listen to them while the teacher is reading them (Harmer, 1998: 269).

2). Mental or Social Processing. When part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependant upon the rapid processing skills that talking necessitates. The mental or social processing is provided what the effective speaking needs, they are

Language Processing: effective speaking needs to be able to process language in their heads and put it into coherent order so that it comes out in forms that are intended. One of main reasons for including speaking activities in language lesson is to help learners develop habits of rapid language processing in English. Interacting with others: effective speaking also involved a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do. Information processing (on-the-spot): effective speaking also needs to be able to process the information from the others when they get it or from response to other's feeling (Harmer, 1998: 270).

English as a foreign language (EFL) has been taught for decades in Indonesia, and throughout the period there have been numerous efforts and actions done in order to improve the quality of the teaching and learning of EFL ranging from the changes of the curriculum along with the revision of the textbooks and the implementation of teaching methods to various models of teacher training.

Language teaching can be defined as the activities which are intended to bring about language learning. Language teaching is more widely interpreted than instructing a language class (Stern, 1983).

In relating to this view, Brown (1994:256) lists a number of features on what make speaking 'a bit more challenging' comparing to other skills, like reading, listening and writing. Some of them are as follows :

- 1). Fluent speech contains some varieties of reduced forms, such as contractions, elisions, reduced vowel etc. Students who don't learn all those things will tend speak in formal-sounding full form.
- 2). In producing good speech, students need to pay attention more on stress, rhythm, and intonation. This is the most important characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation patterns convey important messages.
- 3). Spoken English is always accomplished via interaction with other speaker. This matter sometimes makes the students get shocked and even embarrassed when they practice their English in real interaction, because speaking is said successful when the listener can understand what the speaker says, to make listener understand well, the speaker must be able to transfer the message clearly and effectively.

According to Cook in Nunan (2000: 164), spoken language is happening in time, produced and processed on line. It is not going back and changing, or structuring the words as in writing. It is often no time to pause and think, while speakers are talking or listening, they cannot stand back and view the discourse in spatial or diagrammatic terms. Brown (2001: 257) states that speaking is literally defined as to say things, express thought aloud, and use the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed on line. According to Oxford, speaking is to know and be able to use a language orally (1996: 256). According to those statements, it can be inferred that

speaking is to be able to use a language orally or say things that cannot go back and change.

Communication is unexceptionably the most common and significant function of any language. That is exactly why languages came to existence – people have always felt the need to express themselves and set to communication among each other. It was the need to communicate that led to the invention and development of languages – not the existence of languages that led to communication. All these facts together break down one of the most tragical myths in language teaching : The goal of teaching a language is not the language itself – it is efficient communication in the language.

Language proficiency could be divided into unrelated skills (listening, speaking, reading, and writing) and knowledge components (vocabulary, phonology, and grammar). Oller (1976) challenged this view by hypothesizing that language proficiency is a unitary and indivisible trait, i.e. it cannot be partitioned into distinct components.

This term is the way for those who want to be successful in learning foreign language. According to Riggenbach and Lazaraton in Marianne (1991: 125) today, language students are considered successful if they can communicate effectively in their second or foreign language, whereas two decades ago the accuracy of language produced would most likely be the major criterion contributing to the judgement of a student's success or lack of success. It is why speaking seriously get a great attention for learners. In learning foreign language Riggenbach and Lazaraton in Marianne also say that activities which

are performance oriented such as interviews, speeches, role plays, drama scenes, and debates – lend themselves to either audio taping or videotaping. The definition of speaking varies according to some experts. Bygate (1997:7) believes that speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. An applicant's verbal skills are determined by the applicant's answers to questions normally asked by USCIS Officers during the naturalization eligibility interview. The ability to communicate with government and private service providers, schools, businesses, emergency personnel, and many other people depends greatly on the ability to speak English.

An issue that pervades all of language performance centers on the distinction between accuracy and fluency. Brown (2001:268) states that accuracy is achieved to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken language. Fluency is probably best achieved by allowing the stream of speech to flow then as some of this speech spills over beyond comprehensibility, the “riverbanks” of instruction discourse can channel the speech on more purposeful course.

The total process of teaching is a complex phenomenon which will depend to varying degrees not only on the specific pedagogical behaviors of teachers, but also on the administrative and social context of their activity, on their personal attitudes and habits, and on the collective expectations of their students. But teaching is an institutionalized activity in a way that learning cannot be, so that it is possible to identify and intervene in the formal teaching

process with some precision, for there are conventional sets of behavior which constitute approved practice for teachers of particular subjects. It is such conventional sets of behavior that are customarily developed in teacher training institution, exemplified in textbooks and syllabuses, and debated in professional journals (Brumfit, 1994).

Defining the domain of knowledge, skills, or attitudes to be measured is at the core of any assessment. Most people define oral communication narrowly, focusing on speaking and listening skills separately. Traditionally, when people describe speaking skills, they do so in a context of public speaking. Recently, however, definitions of speaking have been expanded (Brown, 1981). One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been to focus on basic competencies needed for everyday life -- for example, giving directions, asking for information, or providing basic information in an emergency situation. The latter approach has been taken in the Speech Communication Association's guidelines for elementary and secondary students. Many of these broader views stress that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components.

2.2.1.1. Strategies Developing Speaking Competence

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

Using minimal responses. Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts. Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a

purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. (NCLRC, 2003)

Presentation is the practice of showing and explaining the content of a topic to an audience or learner. A presentation program, such as Microsoft PowerPoint, is often used to generate the presentation content. In logic, an argument is a set of one or more meaningful declarative sentences (or "propositions") known as the premises along with another meaningful declarative sentence (or "proposition") known as the conclusion.

2.2.1.2. Speaking Assessment

The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students (Mead and Rubin, 1985).

Two methods are used for assessing speaking skills. In the observational approach, the student's behavior is observed and assessed unobtrusively. In the structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated. The task can be administered in a one-on-one setting -- with the test administrator and one student -- or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic.

Both observational and structured approaches use a variety of rating systems. A holistic rating captures a general impression of the student's performance. A primary trait score assesses the student's ability to achieve a specific communication purpose -- for example, to persuade the listener to adopt a certain point of view. Analytic scales capture the student's performance on various aspects of communication, such as delivery, organization, content, and language. Rating systems may describe varying degrees of competence along a scale or may indicate the presence or absence of a characteristic.

A major aspect of any rating system is rater objectivity: Is the rater applying the scoring criteria accurately and consistently to all students across time? The reliability of raters should be established during their training and checked during administration or scoring of the assessment. If ratings are made on the

spot, two raters will be required for some administrations. If ratings are recorded for later scoring, double scoring will be needed (Mead and Rubin, 1985).

Brown (2004: 140) describes more specific types of testing speaking. Testing on speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy, effective and validity of an oral production test. He points out the three important issues as teacher set out to design task in which for assessing or testing speaking; those are:

- 1). No speaking task is capable of isolating the single skill of oral production. Concurrent involvement of the addition performance of aural comprehension, and possibly reading, is usually necessary.
- 2). Eliciting the specific criterion teachers have designated for task can be tricky because beyond the word level, spoken language offers a number of productive options to test-takers. Make sure your elicitation prompt achieves its aims as closely as possible.
- 3). Because of two characteristics above of oral production assessment, it is important to carefully specify scoring procedures for a response so that ultimately teachers achieve as high a reliability index as possible.

Designing assessment task should be based on types of speaking. Brown (2004: 144-146) states that the categories of oral production assessments are; assessment of imitative speaking; assessment of intensive speaking; assessment of responsive speaking; assessment of interactive speaking; and assessment of extensive speaking.

Designing assessments of imitative speaking is assessment to inclusion of simple phonological imitation. An occasional phonologically focused repetition task is warranted as long as repetition tasks are not allowed to occupy a dominant role in an overall oral production assessment. The tasks range from word level to sentence level, usually with each item focusing on a specific phonological criterion. There two types of tasks of assessment in imitative speaking those are test-takers repeat the stimulus and phonepass test. Test-takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question (to test for intonation production). Phonepass tests is a popular that uses imitative test (as well as intensive) production tasks, widely used, commercially available speaking test in many countries. Repetition of sentences of 8 to 12 words occupies a prominent role. Besides the phonepass test elicits computer-assisted oral production over a telephone. Test-takers read aloud, repeat sentences, say words, and answer question. The test has five sections:

- a). Test-takers read aloud selected sentences from among those printed on test sheet
- b). Test-takers repeat sentences dictated over the phone. Example: “leave town on the next train”
- c). Test-takers answer question with a single word or a short phrase of two or three words. Example: “would you get water from a bottle or a newspaper”.

- d). Test-takers hear three word groups in random order and must link them in a correctly ordered sentence. Example: was reading/my mother/a magazine.
- e). Test-takers have 30 second to talk about their opinion about some topic that is dictated over the phone. Topics center on family, preferences, and choices.

Designing assessment tasks of intensive speaking where test-takers are prompted to produce short stretches of discourse (no more than a sentence) through they demonstrate linguistics ability at a specified level of language. Some types in tasks of intensive speaking are directed response task, read-loud tasks, sentence/dialogue completion task and oral questionnaires, picture-cued tasks, and translation (of limited stretches of discourse).

Designing assessment tasks of responsive speaking where test-takers tasks involves brief interaction with an interlocutor, differing from intensive tasks in increased creativity given to the test-takers and from interactive tasks by the somewhat limited length of utterances. The types of responsive tasks are question and answer, giving instructions and directions, paraphrasing, and test of spoken language (TSE).

Designing assessment tasks of interactive speaking where this assessment includes tasks that involve relatively long stretches of interactive discourse: interview, role plays, discussions, and games. In this category include oral proficiency interview (OPI). In addition tasks equally long duration but that involves less interaction (speeches, telling longer stories, and extended

explanation and translations). This category is designing assessment of extensive speaking. It also involves complex, relatively lengthy stretches of discourse. They are frequently variations on monologue, usually with minimal verbal interaction.

Ur (1996: 133) states that oral testing is: When testing the oral proficiency of learners we may simply interview them and assess their responses; or use other techniques like role-play, group discussion between learners, monologue, picture description, and so on. Two key terms on the statement are interview and assess. Interview is teachers making talking directly to the learners to get some responses from the questions. It's one type of two types in oral testing. Second, assessment on the speaking proficiency through role play, group discussion, monologue, picture description, and so on. Brown (2004: 140) describes more specific types of testing speaking. Testing on speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy, effective and validity of an oral production test. He points out the three important issues as teacher set out to design task in which for assessing or testing speaking; those are:

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- 3). Because of two characteristics above of oral production assessment, it is important to carefully specify scoring procedures for a response so that ultimately teachers achieve as high a reliability index as possible.

The speaking score is based on ACTFL (1999) categorical :

Superior (100-91). Speakers at the Superior level are able to communicate in the language with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They explain their opinions on a number of topics of importance to them, such as social and political issues, and provide structured argument to support their opinions. They are able to construct and develop hypotheses to explore alternative possibilities. When appropriate, they use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by the Superior speakers own language patterns, rather than those of the target language.

Superior speakers command a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic and lexical devices, as well as intonational features such as pitch, stress and tone. They demonstrate virtually no pattern of error in the use of basic structures. However, they may make sporadic errors, particularly in low-frequency structures and in some complex high-

frequency structures more common to formal speech and writing. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

Advanced high (90-81). Speakers at the Advanced-High level perform all Advanced-level tasks with linguistic ease, confidence and competence. They are able to consistently explain in detail and narrate fully and accurately in all time frames. In addition, Advanced-High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They can provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced mid (80-71). Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance. Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced low (70-61). Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained.

Intermediate high (60-51). Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

Intermediate mid (50-41). Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution. Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

2.2.2. Jigsaw

Oxford (1997: 257) notes that cooperative is involving acting or working together with another or others for common purpose. According to Brown (2001: 47), a cooperative learning is the students and the teacher work together to pursue goals and objective. Richards in accordance with those statements defines that cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of students in the classroom (2001:192). Olsen and Kagan in Richard (2001) agree with the definition, they define as follows: “Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learners is held accountable for his or her own learning and is motivated to increase the learning of others” (Richards, 2001: 192).

Based on those statements above, it can be inferred that cooperative learning is pairs or small groups of students where they work together to reach the goals of learning. In addition, cooperative is more maximum than competition in learning.

The success of cooperative learning is crucially dependent on the nature and organization of group work. Olsen and Kagan in Richard (2001: 196) propose the key elements of successful group-based learning in cooperative learning as follows:

- 1). Positive independence occurs when group members feel that what helps one member helps all and what hurts one member hurts all. It is created by the

structure of cooperative learning task and by building a spirit of mutual support within the group.

- 2). Group formation is an important factor in creating positive interdependence. Factors involved in setting up groups include: deciding the size of the group: this will depend on the tasks they have to carry out, the age of the learners, and time limits for the lesson. Typical group size is from two to four, assigning learners to group: group can be teacher-selected, random, or student-selected, although teacher-selected is recommended as the usual mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex, and learner roles in groups: each group member has a specific role to play in a group, such as noise monitor, turn taker monitor, recorder, or summarizer.
- 3). Individual accountability involves both group and individual performance, for example, by assigning each learner a grade on his or her portion of team project or by calling on a learner random to share with the whole class, with group members, or with another group.
- 4). Social skills determine the way of the students to interact with each other as teammates. Usually some explicit instruction in social skills is needed ensure successful interaction.
- 5). Structuring and structures refer to ways of organizing students' interaction and different ways of the students to interact such as Round Robin in which each student makes contributions in turn orally.

Johnson, Johnson, and Holubec in Richards (2001:192) state that cooperative learning sought to do the following goals: raising the achievement of all students, including those who are gifted or academically handicapped, helping the teacher build positive relationships among learners, giving learners the experiences they need for healthy social, psychological, and cognitive development, and replacing the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure.

On the other hand, Richard (2001:193) states that cooperative learning has been embraced as a way of promoting communicative interaction in the classroom and is seen as an extension of the principles in Communicative Language Teaching. It is viewed as a student-centered approach to teaching held to offer advantages over teacher fronted classroom methods. Cooperative Learning has some goals in language teaching, those goals are as follows: to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities, to provide teachers with a methodological and one that can be applied in a variety of curriculum settings, to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks, to provide opportunities for students to develop successful learning and communication strategies, and to enhance students' motivation and reduce students' stress and to create a positive effective classroom climates.

Cooperative Learning provides the students and the teacher to work together for special purposes in which the learning is students-centered; it means all

activities make the students' active in learning. It gives a chance to slow learners to give important thing that they have discussed to share the information. Three concepts of cooperative learning are as follows: appreciation to the team or group: appreciation is given to the group which able to achieve the goals, individual responsibilities: it means that the group is able to achieve the result of all members, the same chance to reach the goal in the teaching learning; it means that the students give a better goal on their working, and the advantages of cooperative learning Johnson in Richard states that cooperative learning may be contrasted with competitive learning in which learners work against each other to achieve an academic goals such as a grade of "A" (2001: 195). From the perspective of second language teaching, McGroarty in Richard (2001: 195) offers six learning advantages for ESL in cooperative language learning classrooms, those advantages are as follows:

- 1). Increased frequency and variety of second language practice through different types of interaction
- 2). Possibility for development or use of language in ways that support cognitive development and increased language skills
- 3). Opportunities to integrate language with content-based instruction
- 4). Opportunities to include a greater variety of curricular material to stimulate language as well as concept learning
- 5). Freedom for teachers to master new professional skills, particularly those emphasizing communication

- 6). Opportunities for learners to act as resources for each other, those assuming a more active role in their learning

The teaching-learning process which provides the opportunities for learners to make their own choices is cooperative learning approach. Harmer (2004:117) states that groups work has some advantages, one of them is it promotes learner autonomy by allowing learners to make their own decision in the group without being told what to do by the teacher. They work together in groups work or pairs work for doing something to achieve the goals of language learning. According to Oxford (1997: 257), cooperative learning is involving acting or working together with another or others for common purpose. Hill and Hill (1990: 1) state that cooperative learning has significant advantages for both intellectual and social development, over individualized and competitive learning environments. Beside this approach is suitable to conduct the process of teaching-learning process to the students who have high motivation and low motivation, it is students-centered oriented in which all activities make the learners active during teaching-learning process. Richard and Rodgers (2001:193) state that one of language teaching goals by using cooperative learning is to enhance learner motivation and to reduce learner stress and to create a positive affective and classroom climate.

Nur (2005:5) states that cooperative learning approach has some techniques, they are: Students Teams-Achievement Divisions (STAD), Jigsaw, Team Games-Tournaments (TGT), Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC). One of the techniques or models in

cooperative learning is Jigsaw. It promotes positive interdependence and also provides a simple method to ensure individual accountability (<http://www.jigsaw.org>: 1). It also focuses on listening, speaking, co-operation, reflection, and problem-solving skills. Hakkarainen in (<http://www.jigsaw.org>: 1) states that jigsaw method is a group work method for learning and participating in the group learning activities, one of them is: Speaking-learners will be responsible for taking the knowledge gained from one group and repeating it to new listeners in their original groups. This technique is suitable in teaching speaking to beginners as well. Brown (2001: 100) states group and pair activities are excellent technique as long as the teaching-learning process is clearly structured and defined with specific objectives. He also describes that beginners can also be taught by using drills or repetition, according to Brown (2001: 100) short and simple technique must be used for beginner: Some mechanical techniques are appropriate-choral repetition and other drilling, for example. Many teachers dominate to initiate questions at this level, followed only after some time by an increase in simple student-initiated questions.

Cooperative learning techniques developed and researched at John Hopkins University. All cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. Research on cooperative learning methods has indicated that team rewards and individual accountability are essential for basic skills achievement (Slavin, 1995).

Slavin have an opinion that it is not enough to simply tell students to work together; they must have a reason to take one another's achievement seriously. Further, research indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to achieve than if they are rewarded for doing better than others, because rewards for improvement make success neither too difficult not too easy for students to achieve (Slavin, 1995).

The jigsaw strategy is used to develop the skills and expertise needed to participate effectively in group activities. It focuses on listening, speaking, cooperation, reflection, and problem-solving skills (Elliot, 2009).

Wikipedia (2009) said that Jigsaw is a teaching technique used in small group instruction. Each group is given a list of subtopics to research, with individual members of the group breaking off to work with the "experts" of other groups, then returning to their starting body in the role of instructor for their subcategory.

This strategy is an efficient way of teaching material that also encourages listening, engagement, interaction, teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. The strategy involves breaking the classroom into small groups of four to six students. Each group is responsible for a specific piece of knowledge that they will discuss with other classmates.

Jigsaw method is a very useful tool for trying to help students integrated knowledge and understanding from various sources and experts. The basic idea is very simple: students are divided into groups which all have their own research

topic to study. After research each topic group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in (Elliot, 2009).

This is where the name for the method comes from: students are organized like pieces in a jigsaw to form different kind of groups, where each student (piece) must be part of the solution to the jigsaw puzzle. Jigsaw method is a group work method for learning and participating in the following group learning activities.

Listening - Students must listen actively in order to learn the required material and be able to teach it to others in their original groups.

Speaking - Students will be responsible for taking the knowledge gained from one group and repeating it to new listeners in their original groups.

Cooperation - All members of a group are responsible for the success of others in the group.

Reflective thinking - To successfully complete the activity in the original group, there must be reflective thinking at several levels about what was learned in the expert group.

Creative thinking - Groups must devise new ways of approaching, teaching and presenting material (Elliot, 2009).

The jigsaw structure promotes positive interdependence and also provides a simple method to ensure individual accountability. First introduced by Aronson, et al. (1978) the basic premis of jigsaw is to divide a problem into sections, one for

each group member. Each student receives resources to complete only his/her part. The students who are responsible for the same section join together and form a new, temporary focus group whose purpose is for the students to master the concepts in their section, and to develop a strategy for teaching what they have learned to the other students in their original collaborative learning group.

To illustrate the structure, we will describe four collaborative learning groups, each with four students (Millis and Cottell, 1998):

Group A: Student 1A, Student 2A, Student 3A, Student 4A

Group B: Student 1B, Student 2B, Student 3B, Student 4B

Group C: Student 1C, Student 2C, Student 3C, Student 4C

Group D: Student 1D, Student 2D, Student 3D, Student 4D

All of the students with number 1 form focus group 1 and are given the same concept to master. Students with number 2 form focus group 2 and are given a different concept to master, and so on. These temporary focus groups become experts in the section given to them and develop a strategy to explain their understanding to their original group members. After the focus groups have completed their work, the original collaborative learning groups (Groups A to D) re-assemble. The students then teach one another the sections they have worked on. To ensure individual accountability, the students can be evaluated on all sections of the task (Millis and Cottell, 1998).

Besides the more traditional jigsaw structure, Millis and Cottell (1998) discuss another variation, Within-Team Jigsaw, where the original collaborative learning team is divided into two pairs of students who work with one another. This pair

replaces the temporary focus group. Each pair teaches the other pair part of the knowledge needed to complete the task. If Within-Team Jigsaw is limited to two-part-problems, it becomes easier to implement than a Jigsaw with a four-part structure.

Finally, Clarke (1994) presents the jigsaw structure in stages and discusses several variations of the jigsaw structure including different group sizes and different stage implementation. These stages can be summarized as:

- 1) Stage 1: *Introduction* of the topic to the class as a whole
- 2) Stage 2: *Focused Exploration*: The focus pairs or groups of four first struggle with the section they have been assigned.
- 3) Stage 3: *Reporting and Reshaping*: The students return to their original groups and instruct their teammates based on their findings from the focus groups.
- 4) Stage 4: *Integration and Evaluation*: The team connects the various pieces generated by the individual members, addresses new problems posed by the instructor, or evaluates the group product.

The jigsaw structure is complex and is probably more appropriate for experienced students or instructors. It may be best suited for the end of the semester when the students are comfortable with group work. There are high expectations and responsibilities placed on the students. Teaching the students in the original group can be a demanding experience for students. This can be mitigated if the jigsaw structure is altered so two group members share the same section and then join with another pair of students, if the sections are more open-ended so there is no single right answer, or if students are encouraged to take

notes during the focus groups to provide a support when the original groups re-assembles (Clarke, 1994).

Directions for the jigsaw strategy are given below. Information about this strategy is from the Muskingum Area Technical College (Zanesville, Ohio) Newsletter, September 14, 1994. Define the group project on which the class will be working. Randomly break the class into groups of 4-5 students each, depending on the size of the class, and assign a number (1 to 4-5) to students in each group. Assign each student/number a topic in which he/she will become an expert. The topics could be related facets of a general content theme. For example, in a computer class the general theme might be hardware and the topics might be central processing unit (student #1), memory (student #2), input devices (student #3), and output devices (student #4). Rearrange the students into expert groups based on their assigned numbers and topics. Provide the experts with the materials and resources necessary to learn about their topics. The experts should be given the opportunity to obtain knowledge through reading, research and discussion. Reassemble the original groups. Experts then teach what they have learned to the rest of the group. Take turns until all experts have presented their new material. Groups present results to the entire class, or they may participate in some assessment activity.

There are several advantages of the jigsaw classroom including: teachers finding it easy to learn, teachers enjoying working with it, can be used in conjunction to other teaching strategies, can be effective even if it just used an hour per a day, and it is free for the taking. It is important to know that there can

be some obstacles when using the jigsaw classroom. One common problem is a dominant student. In order to reduce this problem, each jigsaw group has an appointed leader. The leader is responsible for being fair and spreading participation evenly. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group.

Another problem is a slow student in the group. It is important that each group member present the best possible report to the group and it is important that individuals with poor study skills do not present inferior reports to their jigsaw group. In order to reduce this problem, the jigsaw method relies on “expert” groups. Students work with other individuals from other groups working on the same segment of the report. In this “expert” group, they are given a chance to discuss their reports and gather suggestions from other students to modify their reports as needed. Another issue is that of bright students becoming bored.

An important component of the jigsaw classroom is that it encourages cooperation amongst students. The jigsaw method goes beyond placing students into groups and telling them to cooperate. The jigsaw method is a structured technique that provides crucial elements and safeguards that allow it to work better than typical techniques (Aronson, 2008).

2.2.3. Motivation

In language teaching, learners are unique; they have their own competences or capacities of the mind, besides they have some other differences among them. Those differences are yielded according to various parameters. According to Ur (1996: 273) those differences are: "...whether they are beginner, intermediate, or advanced; whether they are young, children, adolescent or adult; their objectives in learning the language, and how they are motivated; whether their environment outside the classroom is target language or mother tongue; the size of the group; and many more". Based on the statement above, it can be inferred that the important learner's differences are learner's motivation, learner's different ages, and heterogeneous classes. Motivation has strongly relationship to language learning. It is needed to exploit the capacity of the mind to make a sense of the environment. Ur states that motivation is very strongly related to achievement in language learning (1996: 274).

Motivation is the reason of someone to do something. When the learners learn a language, they have some reasons to do it. Richard (2001:112) states that people are generally motivated to pursue the goals. Their reasons are the goals of learning a language and the objectives of learning a language itself. Learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. Their goals for learning a language are: learners are able to use a language, learners are able to survive themselves, and learners are able to reach the goals of curriculum. In addition their objectives are: learners are able to achieve all skills in language, learners are able to achieve all components in a new language and learners are able to achieve the goals of

learning a language. Brown (2001: 72) states that motivation is the extent, to which learner makes choices about goals to pursue and the effort that they will devote to that pursuit.

The importance of learner's motivation is learner makes choices to find out the goals of teaching-learning process. Harmer in accordance with Brown states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something (2004: 51). He also defines that motivation stems from basic internal drives; it is a strong desire or energy in people to do things and to achieve something. Motivation includes some factors. According to Brown in Harmer (2004: 4):

“...motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Ego enhancement is defined for the self to be known and to be accepted and approved of by others. For example, the learners who start going to a learning a language, may hope that they are able to use in a new language fluency and accuracy, perhaps it will aid ego enhancement and be stimulated by the active nature of this new undertaking”.

Based on the statement above, it can be inferred that learners' motivation is influenced by ego enhancement. In this case they will have a high motivation if the ego enhancement is facilitated. There is another way how to improve learners' motivation that is by giving them opportunity to decide what to do and to think. Brown (2001: 75) states “motivation is highest when one can make one's own choices”. However, to make the learners' motivation highest, they should be given a chance to make their own decision what to think, to feel, and to do. Despite the

unchallenged position of motivation in learning additional languages, there is, in fact no agreement on the exact definition of motivation. Dornyei (1998) comments, “Although ‘motivation’ is a term frequently used in both educational and research contexts, it is rather surprising how little agreement there is in the literature with regard to the exact meaning of the concept”.

Researcher in the field of education have long recognised the importance of motivation. As early as 1806, Herbart recognised the close relationship between interest and learning (Herbart, 1965) and again in 1913, Dewey highlighted the importance of interest as a motivating force in learning (Dewey, 1913). Although the concept was somewhat overshadowed during the periods in the history of psychology and education when behaviourism and cognitive science held the limelight, more recently theorists have acknowledge that a comprehensive theory of learning should incorporate motivational aspects (Boekaerts & Nenniger, 1999)

Motivation has played a particularly important role in the area of adult learning or andragogy (Knowles, 1984), and is considered one of the cornerstones of the andragogical model. Because most adult learning arises from the personal, practical needs of everyday life (Tough, 1979), the kinds of learning in which adults engage are a function of their goals and interests (Boud, 1987). These may involve solving problem, improving their position in life, or enhancing their quality of life and leisure (Wlodkowski, 1993).

Despite its importance, the compelxity of the concept of motivation has hindered the development of "a model of student learning that integrates the cognitive, metacognitive and motivational aspects of learning” (Boekaerts, 1998).

Although the dictionary definition of motivation appears simple, theoretical analysis of the concept has revealed a range of meanings. Consider, for example, the notion that motivation implies some sort of movement or action. Motivation theorists have developed and refined this notion such that at least three different aspects of movement or action can be specified (Boyle, 1993). Thus motivation is seen to impact on : the selective direction of behavior (Why is one behavior chosen over another? What is the purpose of the behavior?); The selective energisation of behavior (How much effort is devoted to the behavior?); and The selective regulation of behavior (Should a particular behavior be maintained, altered or terminated?).

The concept of motivation incorporates cognitive, affective, behavioural and biological aspects. Further, motivation cannot simply be regarded as an individual characteristic but must be defined and understood in terms of the interaction between the person and the situational context, where personal interpretations and subjective appraisals of environmental conditions play a mediating role (Boekarts, 2001).

Maehr (1984) Theory of Personal Investment also considers motivation in terms of three inter-related facets : personal incentives, thoughts about self and options perceived to be available. Whereas Maehr's thoughts about self and options perceived to be available correspond closely with Ford's personal agency beliefs, their understanding of personal incentives differs from Ford's portrayal of personal goals. Ford defines personal goals as "thoughts about desires (or undesired) states or outcomes that one would like to achieve. And includes such

items as wanting to experience excitement or wanting to meet social role obligations.

Maehr define personal incentive as “what the person perceives to be attractive or unattractive on his or her environment” and include doing something because it is exciting, or doing something in order to please someone else.

On the surface these two approaches appear very similar, but there is a subtle difference, although the two models contain both personal and situational aspects of motivation, Ford’s emphasis is on the former and Maehr’s on the latter. Thus Ford, although recognizing the important influence of contextual factors, considers motivational processes to be “ qualities of the person rather than properties of the context”. In contrast, Maehr approach motivation by focusing first “ on the situation, including how the task is defined”, although recognizing that “ all such factors are filtered through perceptions of the person”. This variation in emphasis reflects the different purposes of the two theories, Ford’s being a broad approach to human functioning across a range of contexts and Maehr’s being developed specifically in the context of work, although subsequently applied to education and health (Maehr & Meyer, 1997).

Four sets of motivational factors are included : personal goals, capability beliefs, context beliefs, and situational incentives.

Personal goals represent desired outcomes that the individual would like to achieve (or avoid). Ford present a 24 item taxonomy of personal goals including affective, cognitive, social and task goals. Of course, behavior is often guide by

multiple goals and in such cases, goal alignment or goal conflict can facilitate or hinder motivated behavior.

Capability beliefs are similar to Deci's (1980) concept of perceived competence and reflect an individual's confidence regarding their ability to achieve a goal.

Context beliefs reflect the perceived responsiveness of the environment in relation to a particular goal, e.g., whether it provides adequate opportunity, information, material resources, and emotional support.

Situational incentives include physical and social aspects and events which are valued or perceived as attractive (or unattractive) by the individual. These include interesting, exciting or intrinsically motivating tasks, positive interpersonal relationships, events that satisfy or threaten an individual's goals and events that arouse an emotional response.

Motivation implies some sort of movement or action. Motivation theorists have developed and refined this notion such that at least three different aspects of movement or action can be specified (Locke & Latham, 1994). Thus motivation is seen to impact on: According to Brown in *Principles of Language Learning and Teaching* (1994: 152) motivation is probably the most frequently used catch-all-term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is "motivated". It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous,

for countless studies and experiments in human learning have shown that motivation is a key to learning.

Motivation is something that can, like self-esteem, be global, situational or task oriented. Learning a foreign language clearly requires some of all three levels of motivation. For example, a learner may possess high global motivation but low task motivation to perform well on, say, the written mode of the language. Motivation is also typically examined in intrinsic and extrinsic orientation of the learner. Those who learn for their own self-perceived needs and goals are intrinsically oriented and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated (Brown, 1994: 153).

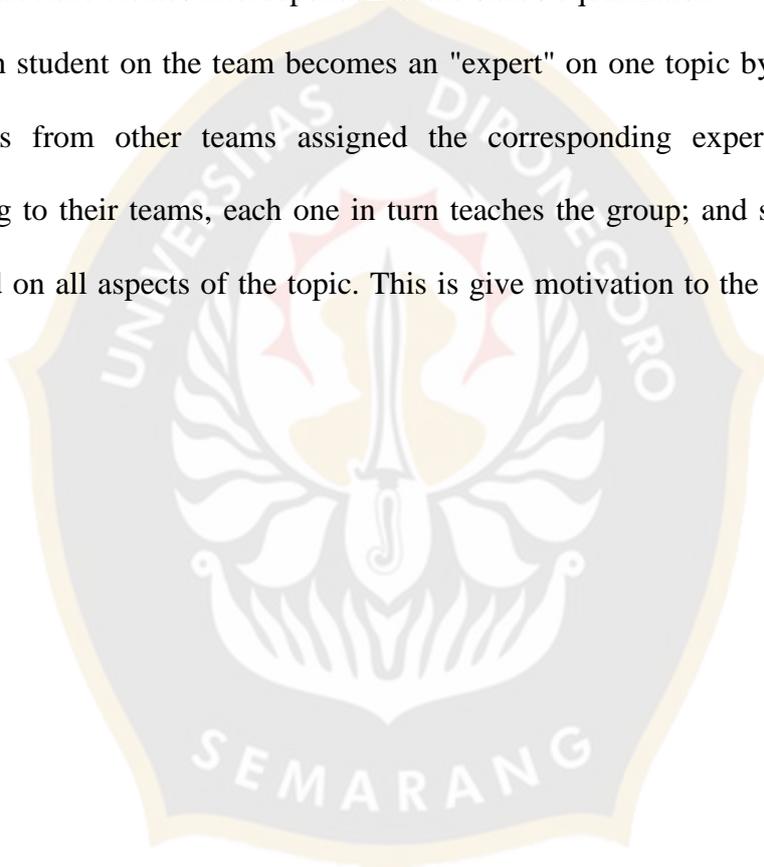
Brown in *Principles of Language Learning and Teaching* (1994: 155) defined intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviours are aimed at bringing about certain rewarding consequences namely, feeling of competence and self-determination”.

Extrinsically motivated, on the other hand, are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behaviours initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination (Brown, 1994: 156).

2.3. Rationale

Jigsaw is a multifunctional structure of cooperative learning. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. The use of this structure creates interdependence and status equalization.

Each student on the team becomes an "expert" on one topic by working with members from other teams assigned the corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic. This is give motivation to the students speak more.



CHAPTER III

RESEARCH METHODS

This chapter describes the research method which is divided into six parts. The first part is research setting. It describes the students of UNISBANK Semarang as the place to carry out the research and the time of Classroom Action Research is done. The second part describes the subject. It informs the subject of the research, the number of the subjects, and the background of the research subject based on psychological, geographical, economic and educational aspects. The third part is research design. It tells kind of method used in the research. The fourth part tells about the procedure of the research. The fifth part explains the technique of collecting data and the sixth explains the technique of analyzing data.

3.1. Research Setting

The research was conducted at students of UNISBANK Semarang 2010-2011 academic year. This University has 2 buildings at the different location. The first building (Mugas Campus) is located in Jl. Tri Lomba Juang no.1, Semarang and the second building (Kendeng Campus) in Jl. Kendeng V Bendan Ngisor, Semarang. The faculty of Economics and Tourism faculties are located at Kendeng Campus. The students' class is a regular class which consists of 40 chairs, 2 air conditioners, 4 lamps, an projector, white board and an audio line. The white board is placed high enough to make students who sit in the back seat can see the white board and the teacher clearly without being disturbed by their

friends sitting in front of them. Meanwhile the English subject is scheduled two times a week on Monday and Wednesday. The time of their study is 08.00-10.30 A.M (Monday class) and 09.45-11.15 A.M. (Wednesday class). The university of Stikubank has strategic location and easy to find. They have great environment for study. UNISBANK surrounding with another university such as UNNES and UNTAG.

UNISBANK becomes one of favorite private universities in Semarang. The student must pass the entry exam, so they can join UNISBANK. The entrance exam was held before and after National Examination. Most of the students can pass the entrance exam. The students are not heavily filtered, so the students' academic skills are diverse. The diverse academic abilities affected the situation in the classroom. This research had been conducted four months. This study can be called a field research since it is held in the field or at the university.

3.2. Research Subject

The subject of this research is the students in the accounting class of faculty of economics at the university of Stikubank (UNISBANK) Semarang 2010-2011 academic year. It consists of 30 students, 18 female students and 12 male students. The researcher chose accounting class of faculty of economics, because they have different registers in their conversation. They have difficulties to apply their English in Economics major. They have less confidence in speaking, especially when they have to perform the assignment given individually or in pairs. They

feel nervous, and shy too. This matter, of course, causes them not able to perform optimally.

The use of research instruments to collect data is determined by some factors namely : the object or subject research, data resource, time, find, etc.

3.3. Research Design

In an attempt to answer the research questions an action research methodology is used. The writer decides to employ an action research methodology since it provided a means to investigate her own practice. Moreover, action research is applied to answer the research problems. This research applies procedure classroom action (CAR).

Classroom Action Research is social research carried out by a team encompassing a professional Classroom Action Researcher and members of an organization or community seeking to improve their situation. Greenwood and Morten (1998:4). Furthermore they said that Classroom Action Research promotes broad participation in the research process and supports action leading to a more just or satisfying situation for the stakeholders. Together, the professional teacher and the stakeholders define the problems to be examined, cogenerate relevant knowledge about them, learn and execute social research techniques, take actions and interpret the results of action based on what they have learned.

This study was carried out under an action research method. It is done by systematically collecting data on one's everyday practice and analyzing it in order

to come to some decisions about what your future practice should be. Action research is a model of professional development in which educators study student learning related to their own teaching, a process that allows them to learn about their own instructional practices and to continue to improve student learning.

This process essentially what is meant by Action research (Wallace: p. 1). Gregory, Kemmis and McTaggart (in Richard, 2000: 12) says that action research is used to refer to teacher-initiated classroom investigation which seek to increase the teachers' understanding of classroom teaching and learning, and to bring about change in classroom practices. Bogdan and Biklen (in Burns, 1999: p. 30) states that action research is the systematic collection of information that is designed to bring about social change.

The writer conducted classroom activities under an action research method which covers observation, analysis, and adjustment where the educators involve themselves in action to come into the goal of understanding teaching and learning process in the classroom, and to bring about a better change (or improvement) in classroom practice.

This activity is called one cycle of problem solving activity. If one cycle has not shown change marking towards improvement of quality, activity of research continues at cycle 2, and so on until the researcher feels satisfied. Every cycle applies four steps that are planning, acting, observing, and reflecting.

Definition of Classroom Action Research (CAR), according to Arikunto (2010: 102) : the purpose of CAR is to enhance the quality of learning action in a class. By paying attention to students' condition, this kind of research is able to offer

new procedures and ways to enhance and improve teachers' professionalism of teaching and learning process in a class.

Kemmis and McTaggart in Anne (p. 32) states that action research occur through a dynamic and complementary process, which consist of four essential moments of planning, action, observation, and reflection. Each moment will be explained as follows :

1. A moment of planning is a process of developing a plan of critically informed action to improve what is already happening.
2. Moment of acting is a process of taking the action to implement the plan.
3. Moment of observation is a process of observing the effects of the critically informed action in the context in which it occurs.

Moment of reflection is a process of reflecting the effects as the basis for the future planning, subsequent critically informed action and so on, through a succession of stages.

Richard states that action research typically involves small-scale investigative projects in the lecturers' own classroom, and consists of a number of phases which often recur in cycles; planning, action, observation, and reflection. Planning, action, observation, and reflection are covered in one cycle. In a research a researcher may have more than one or two cycle depends on how difficult the problem she faces. Each cycle is followed by another cycle where the previous cycle is used as the basis of deciding what should do in the next cycle.

At this Classroom Action Research, the researcher conducted classroom speaking performance which covered planning, acting, observing, and reflecting

where the researcher involved in action to come into the goal of understanding teaching and learning process in classroom speaking performance and to bring about better change in classroom practice.

Hopper (1996) described action research “as an ongoing process in which practitioners develop their practice collaboratively with other practitioners” . Hopper identified different phases to action research that progress and continue in a cyclical pattern (see Figure 2). The first phase involves *planning*, which is designed to implement teacher intents and address concerns from past lessons. The second phase requires *acting* on the plan. The third phase deals with *observing* while the plan is being acted upon. It entails self-observation as well as the presence of a colleague who watches as the lesson is being taught. The fourth phase includes the teacher and observer in a *reflecting* session based on the experiences of the lesson. The fifth phase, *re-planning*, completes the cycle and is a result of the work that has transpired over the first four phases. In most cases, this re-planning phase will create a revised or new plan based on new concerns.

Arikunto (1992) reveals some methods and instruments to collect data i.e. test method using test, questionnaire method using questionnaire, observation method using checklist, and documentary method using documentation or checklist.

The writer firstly conducted a pre research to know what problems the students had, and then the writer conducted several meetings in her trial of solving students' problem. The writer observed and investigated occurrences and changes happened during the classroom activities to know what should be maintained and

what should be revised to adjust students' necessities to improve their speaking competence.

Before starting this CAR, the writer tries to perform observation of teaching and learning process by using a lecturing method. The teacher gave the pre-test to the students. They have to write down the speaking test. The observation is meant to know how activeness the students in receiving the lesson and how big achievement of the students learning by using the lecturing method.

Action research as professional development involves the planning, implementation, and measurement of new instructional techniques. Teachers raise questions about classroom practice (e.g. Can I accelerate student learning by using cooperative learning groups?), gather data on student performance, and then reflect on the data and their practical experience to formulate a plan of action.

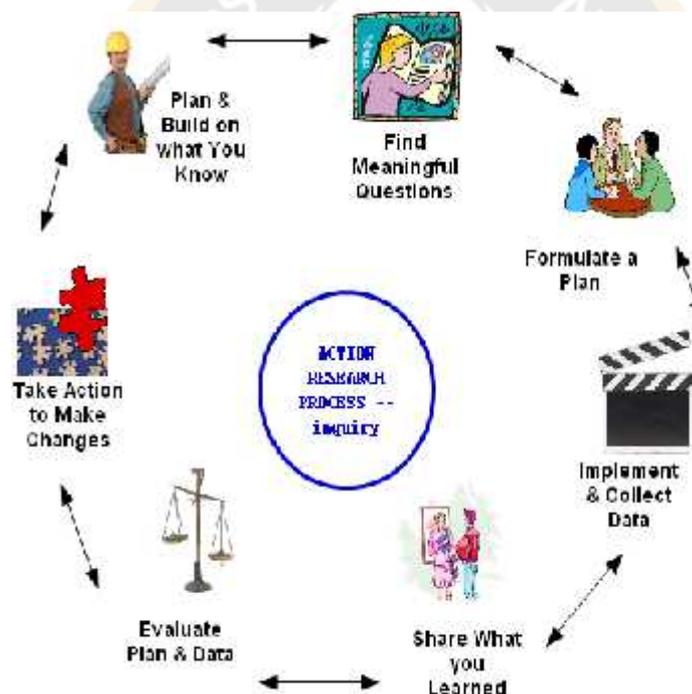
The writer used CAR because this action research can produce the report from the real activity that has been done by the teacher in class. It will increase the quality of teaching and learning process, and it is one of the professional development activities. For researcher, Classroom Action Research promoted professional practice through reflection and self-assessment, developed a sense ownership, bridged researcher's knowledge into actual practice, enhanced researcher's confidence as decision-maker and greater feelings of competence in solving problems and making instructional decisions, and instilled a commitment to continuous improvement.

For students, Classroom Action Research was enable students to learn being studied, through Classroom Action Research instructional practices are being

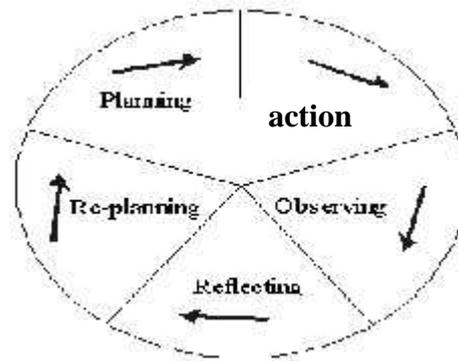
designed to accelerate learning and build upon student knowledge, close monitoring is occurring to ensure appropriate progress is being made, and adjustment in instruction when needed. For the institution, Classroom Action Research created a learning concept for school improvement-a professional problem solving ethos and created more positive institution climate in which teaching and learning are foremost concern.

The procedure of conducting an action research is shown below:

Picture 1. Action research visual figure



Picture 2. Hopper's Phases of Action Research



3.4. The Procedure of Action Research

3.4.1. Identifying a Classroom Problem

The students have difficulties in expressing idea. Their difficulties in expressing idea because they have limited ability in vocabulary, limited ability in grammar, can't pronoun the words properly, and they are not confidence.

3.4.2. Planning

The students' pre-test showed that the students got low score. The average score was 53,4. Because students just listened to the teacher, students did the exercises individually, and no interaction between them. The main students' problems are limited vocabulary, grammar, can't pronoun properly and lack self confidence.

The writer also did some interviews with the lecturer and the students, to get more information about speaking mastery. The result of the interview indicates

that the students don't have enough encouragement to speak in front of the audience. The students seldom conduct their discussion in English. The students never write any Economics articles in English. The students only use English a lot in language laboratory.

The lecturer thinks the students need to be given more assignments in the Economic cases. The Lecturer seldom ask to finish their assignment in groups. The lecturer uses English–Indonesian in the classroom. The lecturer quite often uses Indonesian language to explain the materials. And the lecturer often gives encouragement the students to improve their speaking competence. The lecturer quite often faces difficulties to make the students to speak out in front of the class.

The students in non-English Department are unable to make connections between what they are learning in English and how that knowledge will be used. They have difficulties to express their ideas in English.

Based on the problem the writer planned to use teaching aids when teaching and learning process. In making the action, it was made before implementing action.

- a. The writer and lecturer deciding the topic or the material. The writer designed the schedule with the lecturer.
- b. The writer and lecturer making the lesson plan and designed the steps in doing the action based on the treatment carried out. The writer and the lecturer will choose economic case to the students. The economic case will be discussed with the lecture.

- c. Preparing teaching aids (paper, picture and pencil).
- d. Learning how to convey all of the material which had been made to the students.
- e. Preparing sheet and questionnaire for classroom observation during the teaching aid and learning process (to know the situation of the class, what happen to the students and the process of teaching and learning)
- f. Preparing post-test (to know the improvement of the students' speaking competence).

3.4.3. Implementation of the Action

The activities that were specifically planned for each of the lessons were carried out approximately 75% of the time. The Act of the writer research :

- a. The students will be divided into six groups. The group should be diverse in terms of ethnicity, gender, ability, and race.
- b. Each member of the groups got a material which has been divided the lecturer.
- c. The researchers appointed one student as the group leader. This person should initially be the most mature student in the group.
- d. The leader organized the group to discuss and comprehension of all sentences.

- e. The group members were asked to retell the paragraph in front of the rest of the group. Students in this expert group received hint from the others member if he or she paused for help, but no correction was permitted before the retelling was finished.
- f. Students returning to their jigsaw group.
- g. Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
- h. The teacher needs to float from group to group in order to observe the process. The lecturer helped the students and intervened in the discussion. Lecturer gave motivation to the other members.
- i. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

3.4.4. Observation

The problems which are identified include the factor causing the lack of speaking competence of the students. The lecturer and the writer observe the classroom situation. The lecturer gave stimulus to the students to share their idea.

The problems are identified by using three techniques, they are :

- a. The post-test is given to know the students' speaking ability, especially in the level competence. The writer considering that the students will be scored with ACTFL (1999) categorical : Superior, Advanced high, Advanced Mid, Advanced Low, Intermediate High, and Intermediate Mid.

- b. The observation is done to know both the teacher and students' behavior during teaching and learning process, students' learning process, jigsaw techniques and teacher technique in teaching speaking.
- c. The researcher conducts the interview for both collaborator and some students. The interview with the collaborator is aimed to know impression in teaching speaking. While the interview with the students is aimed to know what difficulties faced by them in speaking out the language they learn.

3.4.5. Reflection

The reflection is aimed at examining the advantages and disadvantages of the each cycle. The disadvantages then are used as the basis for making the recommendation which will be used to make planning for the next cycle if needs. The fifth phase of this action research involved two types of reflecting sessions. The writer asked the students' experience in Jigsaw classroom method. The writer noticed and analyzed what went wrong during the action and what must be revised in order to have a better action.

3.4.6. Re-planning

The weakness which had been found became the basis or a foundation to revise the action plan for the next cycle.

3.5. Technique of Data Collection

There are two kinds of data were collected by the writer. The first one is a quantitative data; it is the speaking score taken from performance assessment. By speaking assessment the writer got the data of the students' speaking competence using a scoring rubric. The quantitative data refers to students' speaking scores: grammar, vocabulary, content, fluency and pronunciation which are taken from both in pre-test and post test. The investigator asked permission to the Dean of Economic Faculty and the English lecturer. The data of this study were taken from speaking score which was taken by the classroom lecturer during students' presentation group.

Qualitative data were taken from classroom observation, researcher-collaborative teacher field notes, and interviews. Classroom observation was done by closely watching and noting classroom events, interactions of what happened during classroom action research. The researcher field notes were descriptions and accounts of observed events, including non-verbal information, physical settings, and interaction between participants. The researcher interviewed the English lecturer and the students. The researcher used questionnaire to interview the students. The interviews were conducted directly referred to the objects that would be searched to gain more data.

3.6. Technique of Data Analysis

There are two kinds of data that the researcher collected. The first one is quantitative data, and the second one is the qualitative data. Quantitative data

refers to students' speaking scores which the writer and the lecturer took both in pre test and in post tests. The writer collected quantitative data by using document collection. As it is stated by Anna and Hood, document analysis sets out document relevant to the research context, e. g. course overviews, lesson plans, students' writing, classroom materials/texts, assessment tasks/texts, students profiles, student records.

Qualitative data deals with any occurrences and changes happen during classroom activities. Students' behavior, classroom situation, the process of classroom activity are the examples of qualitative data. The researcher collected qualitative data by using observation, field notes and interview.

Observation is closely watching and noting classroom events, happenings or interactions, either as a participant in the classroom (participant observation) or as an observer of another lecturer's classroom (non-participant observation). Observation can be combined with field notes and logs or journals. Field notes are descriptions and accounts of observed events, including non-verbal information, physical settings, group structures, interaction between participants. Notes can be time-based (e. g. every 5 minutes) or unstructured according to the researcher's purpose.. Photograph or slides can also be included. Interviews is face to face verbal sessions conducted by researcher as unplanned, planned or structured interactions. The researcher can use previously planned questions, structured interview schedules or allow the interview to unfold spontaneously.

The method of data analysis is a method to analyze the data that have been collected. The source of the data analysis is the result from the final score of

speaking test. In writing this thesis, the writer uses qualitative and quantitative data analysis methods.

Qualitative analysis can be called as Naturalist Analysis, a case study, descriptive, interpretative, inside perspective. Qualitative analysis describes the analysis without showing the mark or quantity. In addition, this analysis uses quality measurement or other examination as done by Qualitative Measurement.

The data of this study were taken from the speaking scores will be conducted by the classroom lecturer. The subject is the Accounting Class of Economic Faculty UNISBANK 2010-2011 academic year. The writer interviewed the English lecturer and the students in the Accounting Class of Economic Faculty UNISBANK 2010-2011 academic year to support this data. The writer will give 8 questions to the students. And the writer will give 8 questions to the lecturer.

After collecting the data, the next step is analyzing the data based on the result of the research. Data analysis is a method to analyze the data that have been collected in a research. In this thesis the writer uses qualitative and simple quantitative methods to analyze the data.

If the data have been collected, they have to be analyzed. Data analysis in action research involves moving away from the 'action' components of the cycle, where the main focus is on planning and acting, to the 'research' aspects, where the focus changes to more systematic observing and reflecting.

Davis in Burns (1999: p. 153) says that data analysis is the point where statements or assertions about what the research shows are produced. During the process of action research, this study collected the following group of data:

transcript of the interview result, pre-research observation report, field notes, photographs of teaching and learning process and speaking test, research documents consisting lesson plan, list of students' pre-test and post test results.

Quantitative data which is students' score of speaking is analyzed by searching for its average score of each aspect of speaking competence. Then she also will count the average score of students' speaking for the whole performance. At the end she will compare the result of students' pre test score and post test score. The score divided into five categories : pronunciation, content, fluency, grammar and organization. The range of the score will be scored depends on the students proficiency. The range is 100-41. The score will be taken from students speaking test.

Therefore, chances in students' quantitative achievement could be monitored.

1. The quantitative data will be scored from average of the students test.
2. Analyzing those data using arithmetic means.
3. Determining the average using following steps:
 - 1) Calculating the mean (M) of each score from five categories using

following formula:

$$M = \frac{X}{Y}$$

Where: M = mean

X = the total mark

Y = the total respondents

2) Calculating the mean of all questions

$$\frac{M}{\text{Number of categories/students}}$$



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussions dealing with the problem formulated in chapter I. The descriptions of research findings are based on the data taken from the researcher and collaborator's field notes, classroom observations, interviews and tests. Then, the next step discusses the elaboration and analyses of the findings.

4.1. Research Findings

The implementation of Classroom Action Research is based on the identified problems in the pre test. It is expected that an ideal condition of the average score of students' speaking will be at least 70 for each competence and students have not any difficulties to express their idea in English.

The students sometimes study English reluctantly. Speaking activities require a learner to have all eyes on him. Exposure to an audience can often give learners stage fright. They may also be worried about making mistakes, being criticized or losing face in front of the rest of the class. The Researcher use jigsaw method to make the classroom atmosphere more interesting. And Jigsaw method can force the students to responsible with their own material. The Jigsaw method improve the students ability with more enjoyable.

The implementation of Classroom Action Research is divided into three cycles, each cycle consisted of planning, acting, observing, and reflecting. This spiralling steps support each other in continuing process. They are described as follows :

4.1.1. Cycle 1

4.1.1.1. Planning

In the first cycle, researcher had planned some activities before applying the research. These were:

- 1). Making lesson plans containing teaching learning process in the jigsaw class, the material which will be used in the class and divided the students into group for jigsaw class.
- 2). Sharing and discussing with collaborator. It was done to get the same purpose and understanding about teaching learning processes and everything which would be applied, observed, noted, and assessed.
- 3). Implementing teaching learning processes.
- 4). Designing speaking post test.
- 5). Interviewing. It was the last step to dig more internal and external influences. The researcher has given the students questions about students' opinion about jigsaw class.

b. Acting

1) The First Meeting

The first meeting was conducted on Monday, November 1st 2010. The time took in 150 minutes, started from 08.00 AM-10.30 AM. There were a collaborator, a researcher and 30 students. The first meeting the researcher and collaborator explained about jigsaw method and divided the class into groups. When the collaborator came into the class, the students looked quiet and sat. Some of them tried to greet the collaborator.

a). Pre-activity

The collaborator came into the class. The student looked quiet and calm. Some of them walked along , and got a chat with a friend. And some of them tried to greet the collaborator. They said “Selamat Pagi, Pak Joko”. And the collaborator answered, “ Good Morning, guys! How are you?” Then, all the students answered “ Good Morning, Sir!” The first activity of the teaching and learning process was greetings. Then the collaborator introduced the researcher. The collaborator said “ Guys, this is Miss. Yenny. She will help me to lecture English. And she has interesting material for you. Miss. Yenny please, introduce

yourself!” The researcher introduce herself to the students, “ Good Morning!” The students looked enthusiast and curious. The students asked the researcher “ *Miss, hari ini kita mau belajar apa nih?*” From that statement the researcher can analyze that the students very enthusiast with new material. The collaborator said “ Ok, guys. We will discuss about banking. Before that, will divide into six groups.” The students looked enthusiast and curious with the new teaching technique. The students listened the collaborator calm and enthusiast.

b.) Main Activity

The material was taken from Economics material. Each group consisted of five students. The material used for the first meeting, was banking. The collaborator gave the students an article about checking accounts. The collaborator explained the students, How the jigsaw classroom’s rules. The collaborator gave simple explanation to the students about the jigsaw classroom’s rules. The students looked confused and strange about that rules. Student asked “how Sir, if we do not understand?”

The students felt worried with the new technique. The students worried because they had not studied using the jigsaw rules. They thought that jigsaw method was more difficult than conventional

learning. The collaborator tried to calm them down the students and he would help them. The researcher helped the collaborator distributed the materials. The collaborator said “ We will try new method. This method will help you to understand the material. We call this technique as Jigsaw classroom. We will have six groups. Each group consisted of five students. Each of them left their home team and formed a group.” Students were silent, but their eyes and face said that they curious with new teaching technique. Some of them were still confused with this new technique. The researcher saw misunderstanding and the curiosity from the students’ reaction. The researcher asked the students “ Any question?”. The students were silent and quiet. The researcher could realize the fluster from the students. The researcher said “Don’t worry guys, we will help you.” After listening to that explanation, the students nodded.

In the main activities, the researcher gave the materials. While giving the materials, the researcher explained about the importance of applying English in their real life. They should know that economic register is important for them.

Material : Checking Account

Group A

In the United States, checking accounts are available only at commercial banks. Commercial banks specialize in demand deposits, such as checking accounts. A checking account is money that a

customer deposits in order to use that money to write checks. Saving accounts pay the deposits in order to use that money to write checks. Saving accounts pay the depositors interest but checking accounts do not. In fact, checking account customers pay the bank a service charge for the bookkeeping involved in administering the account.

The method of recordkeeping is also different in savings accounts and checking accounts. A depositor must present his passbook for any savings account transaction. The bank records these transactions in the depositor's passbook. Checking account customers, however, do not have passbooks. They themselves record the amounts of the checks that they write and they receive a monthly statement from the bank. This statement lists all the checks that the bank paid and all deposits that the account holder made during the month. The bank usually sends the statements with the customer's cancelled checks. The customer then compares the balance on the statement with the balance in his own records by subtracting the total of his outstanding checks.

From above sentence, researcher instructed students to find out the key word and try to relate it with the following topic.

Group B

There are other fees that the bank may collect from checking account holders. For instance, banks charge a fee for stopping payment on a check. When a depositor decides that he doesn't want the bank to pay a payee, but he has already written a check to that person, he may give the bank a stop payment order. The bank will then refuse to pay this check, and charges the depositor a fee. Banks also charge a depositor a fee when he is overdrawn. A depositor is overdrawn when he writes a check for more money than the balance in his account. The bank marks the check "insufficient funds," returns it, and charges a penalty for it. In everyday language we say that a check returned for insufficient funds has "bounced".

Recent changes in banking regulations have allowed saving banks to offer negotiable order of withdrawal accounts. These accounts, called N.O.W accounts, are very similar to checking accounts but they pay interest like saving accounts. The depositors can write withdrawal orders against the balance in the account. These withdrawal orders look like checks, and depositors receive a monthly statement summarizing deposits and withdrawals. There is often no service

charge if depositors keep a minimum balance in their accounts. Commercial banks also offer N.O.W accounts.

As far as checking accounts go, the difference between savings banks and commercial bank is growing smaller in the U.S.

From above sentence, researcher instructed students to find out the key world and try to relate it with the following topic. The key words of sentence above was insufficient funds, bounced and N.O.W .

Group C

Is there really a checking account that pays interest?

Yes! The Brookline Savings Bank NOW Checking Account offers its customers all the convenience of a checking account with the income advantages of a savings account. Your money earns 5% annually, provided a balance of \$10.00 is maintained. The interest is compounded continuously, paid monthly, and all deposits are insured in full by the Federal Deposit Insurance Corporation and the Deposit Insurance Fund of Massachusetts. A variety of check styles are offered and your cancelled checks are returned each month with your monthly statement.

What does a NOW Checking Account cost?

Your Now Checking Account is absolutely free of service charges if you maintain a \$200 minimum balance in your account at all times.

Service Charges:

If your balance drops below \$200 at any time during the statement cycle, you will be charged a \$2.00 monthly maintenance fee and 15 cents for each check paid during the cycle.

Personal Check Charges :

We will provide your first fifty checks free. The printing for additional checks (minimum order 200 checks) will cost you only about \$3.85. You can expect delivery of your checks about two weeks after you place your order.

Other Charges :

There is a \$5.00 charge for Stop Payment requests and a \$7.50 charge for items returned due to insufficient funds or uncollected funds. There is also a \$1.00 charge for returned checks deposited to or cashed against your account.

How can I get extra money when I need it?

If you apply and qualify, your NOW Checking Account can have a built in line of credit. It's called Reserve Credit, and it's a feature that allows you to write checks larger than your balance.

There's no charge until you use it, and we think you'll find it's a valuable service to have when you're faced with unexpected bills or when you want to have a little extra purchasing power. It's also great protection against accidentally overdrawing your NOW Checking Account (NOW stands for negotiable Order of Withdrawal) was developed in 1972 right here in Massachusetts.

How soon will checks deposited to my account be available for withdrawal?

Check deposited your accounts at Brookline Savings Bank re accepted subject to collection and final payment by the bank on which they are drawn. Although you begin earning interest on the day of deposit, please allow 5 business days for these items to clear through local banks and 10 business days for clearance through out-of-state banks, before you attempt to write checks on the funds.

How can I avoid the problem of uncollected funds in my NOW Checking Account?

If you are a Reserve Credit Customer, we will pay checks against uncollected funds in your NOW Checking Account up to available credit on your line.

Another way to avoid uncollected funds problems is to maintain a savings account with a collected balance sufficient to cover any check deposit you make to your NOW checking Account.

Should you have a question on the availability of funds on particular deposit item, please consult a manager prior to your transaction.

Your cooperation and assistance will help us provide you with our most efficient service.

How do I apply?

To open up a NOW Checking Account, drop by any of our five Brookline offices. Or, call us and we'll mail you the necessary forms.

We would like to be of service to you.

Reprinted by permission of the Brookline Savings Bank, Brookline, Massachusetts, U.S.A. (1980).

From above sentence, researcher instructed students to find out the key word and try to relate it with the following topic. The

collaborator asked the students to find out information about the material.

The students got the material. They are scanning the material first. Students should read over their material at least twice to become familiar with it. The collaborator gave the task. Each person left their home team and forms a group. The next group was called the expert group. The expert groups task was to learn their material well and could explain the other members when they returned to their home group. The collaborator gave the students time limit. The time limit was 15 minutes.

The researcher had trained the students be responsible for their material. They should understand the material so they could explain to the other students. During this activity, the situation in the class while the students changed the team was very noisy. "Who get the material 1 over here." The students needed several times to exchange team. The time limit is 5-10 minute. The exchange team was less efficient so it took more time, the student be able to switch places faster and clearly.

After obtaining the material discussed, the students joined the group that had the same material. Some students were not disciplined in learning English at classroom. The example which showed the students were not disciplined are they played gadget, chat with each

other or just silent. In the expert group remains a prominent student, but the students still aware with the results. They have responsibility to explain the result for their other member. They tried to understand and give their opinion about the material. Some students looked serious and some of them consulting to dictionaries to find out difficult words. The collaborator went around from one group to another one for monitoring and controlling whether they used English in exchanging the information to other members or not. The student spoke in two languages, those are English and Indonesian (code switching). It's different when they spoke in front of the class. Almost all the students commented that it was exciting, made the class alive, and could decrease their nervous to perform because they worked collaboratively with their friends in group. Though, still some of the students that went to ask some of the terms they do not understand. But overall they are active and able to work with group members. After the specified completion time, researcher asked the students, whether the student had completed discussions. After they had finished the activity, they had to return to their home team/jigsaw groups and presented her/his description enriched by other members in their previous expert groups. The researcher gave 20 minutes to the students to explain to their peer about the material. The researcher gave warning to the students that

they would get post-test related to their material being discussed. In this group, the students looked more eager and willing to speak in English in the middle of the group. Because in this group, each student has the responsibility to explain the other members. The researcher and collaborator looked around the class whether some students need help or not. The collaborator rounded the class to investigate, the problem which faced by the students. Meanwhile, researcher are trying to observe what the students' difficulties in performing this technique. In this technique, students are given the responsibility to explain the other member. Of course, it took a deep understanding of each student which has a duty to explain. Based on observation from researcher, most of them still had difficulties to explain in English. So they tried to use code switching. The students need more time to discuss the material. When the lesson time is running out, the researcher saw that the students are still seriously discussing such material.

c.) post activity

When the lesson time almost complete, the collaborator gave instructions to continue the conversation at home. After the class had finished the researcher informally asked the students about their

feeling when they joined the class by jigsaw method. “ *Saya sih mulanya bingung bu, tetapi dengan Jigsaw saya lebih tertarik dan percaya diri untuk share ke teman-teman. Paling tidak saya tidak bosan bu dengan pelajaran di kelas. Saya jadi punya tanggung jawab untuk menjelaskan tentang yang saya pelajari ke teman-teman*”. The statement above showed that the students enjoyed the learning process. They could improve their confidence and responsibility to learning English.

2.) Second meeting

At the second meeting, the activities were divided into pre-activities, main activities and post activities.

a.) Pre-activities

When coming to the classroom, the teacher and the collaborator were given a well-welcome by the students. The students stopped their activities and sat down. They greet both of them good morning. The collaborator then asked the students about their last meeting. The students still remembered about their last lesson. “Kita pakai jigsaw lagi ya pak?” the student asked the collaborator. Then given several questions related to the material.

b.) Main activity

The researcher gave instructions to the students to present the post test's material will be provided with their jigsaw group.

Answer each of the following questions :

1. What does “insufficient funds” mean?
5. In what ways has the difference between saving banks and commercial banks gotten smaller in the US?
6. Write short paragraph A checking account and N.O.W. account.

The students looked serious discuss the presentation. Some students looked so serious and sometimes checked certain words into their dictionaries and one of the students asked “*Maaf saya lupa membawa kamus.*” The lecturer said “*Anda bisa bergabung dengan kelompok anda ?*”.

The researcher gave the students time limit. They have 45 minutes time limit. The lecturer instructed students showed the way how to apply the strategies and give the student rule that each member should presented the answer based on their expert. Students seemed enthusiastic at this evaluating activities, when researcher asked them, “Nomor satu jawabnya apa kelompok 1? They will present their answer in front of the class.

When the students presented their answer the collaborator gave scored for their presentation.

When the allotted time runs out, the students began presenting their material. In accordance with the rules given in the jigsaw groups all group members should participate in the presentation. Each group was given 10 minutes for presentation. The researcher will draw first group forward. The students looked tense and excited. Class looks more active with the presentation. The collaborator gave the students question and answer session on each group. Question and answer session each given 5-minute time limit. Each member gives two questions. The collaborator found her class look more active.

c.) The post activity

For the closing activity, the researcher did reflection of what the students had learned that day by asking how did they felt and what impression they got after having that new experience. Almost all the students commented that it was exciting, made the class alive, and could decrease their nervousness to perform in front of their friends because they worked collaboratively with their friends in group.

The researcher asked the students, about the jigsaw class. The student said “ *Sangat menarik bu. Paling tidak saya tidak hanya mendengarkan*

dosen berbicara terus. Kita bisa ikut aktif waktu belajar. Meskipun kita kesulitan untuk vocabnya.” The scores of learning result were made by the researcher and collaborator. Table 4.1. showed The result of speaking test was in cycle 1.

From the scores in table 4.1. The result of speaking competence have not passed minimum standard 70. The data showed pronunciation 64, content 62, fluency 60, grammar 63, organization 62. And the average of the score is 62 point. The score showed increased than pre-test. The result of the post-test appointed that the students are advanced low. Speakers at the Advanced-Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are

otherwise familiar, though at times their discourse may be minimal for the level and strained.

The first cycle from jigsaw material have not reach mean score for speaking competence is 70 point. Although influence by several factors. Factors affecting student competence in speaking, researcher has obtained by first doing interviews and observations on the environment surrounding students.

c. Observing and Monitoring the Action

Observing and monitoring the action was the following phase which should be done by researcher.

1) The Improvement on Students Speaking Competence

The research finding related to students speaking post test showed that students speaking competence increased after jigsaw method had been implemented. It can be seen empirically from the average score.

Table 4.2. The Result of Post Test 1

| No | Speaking Competence | Average Pre test Score | Average Post test 1 Score | Improvement |
|----|---------------------|------------------------|---------------------------|-------------|
| 1 | Pronunciation | 52 | 64 | 12 |
| 2 | Content | 53 | 62 | 9 |
| 3 | Fluency | 54 | 60 | 6 |
| 4 | Grammar | 56 | 63 | 7 |
| 5 | Organization | 52 | 62 | 10 |
| | Total | 53.4 | 62.2 | 8.8 |

Researcher found that through jigsaw methods, students speaking competence improved. Admittedly, students speaking scores before and after the research also got improvements. Although, some improvements were not significant. Based on Table 4.3. Students Improvements on Speaking Scores at Cycle 1. Before the action, there was 1 students got 46, 2 students got 49, 3 students got 50, 4 students got 52, 4 students got 53, 6 students got 54, 5 students got 55, 1 students got 56, 1 students got 57, 1 students got 58, 1 students got 58, 1 students got 59, and 1 students got 60 and all of the students have not reach minimum 70. These result explained that a significant improvement on students speaking competence was created.

Lack of motivation for learning or the negative attitude towards the target language. The lecturer have to help them improve the motivational beliefs and language learning strategies in order to find ways that reach their

academic achievement. In general, motivation is recognized as one of the most significant factors affecting students' performance.

Comparing to students result in pre test and post test above, it showed that the highest score was determining pronunciation. The average score was 62 for each, so it had no passed the minimum standard 70 for each speaking competence. Meanwhile, the highest improvement was in pronunciation 12 which was previously 52 in pre test. This condition happened because half students confused understanding pronunciation speaking. But, after Classroom action research had been implemented, students awareness improved and affected their score which improved. Another thing which can be seen from the result above was the lowest improvement. Students main difficulty in this pronunciation and organization because they are not usually speak in English language and arrange world in brainstorm and pronounced to be the words that are easily understood by other students.

At this cycle, researcher also noted that there were several speaking competences which were low in the average score; these were fluency. Brown (2001: 268) states that accuracy is achieved to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken language. Fluency is probably best achieved by allowing the stream of speech to flow then as some of this speech spills over

beyond comprehensibility, the “riverbanks” of instruction discourse can channel the speech on more purposeful course.

Reviewing the improvements above, researcher summarized that previously, the average score of the whole materials in pre test was 53.4, then this result increased in the first post test which reached the average score of 62.2.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it.

The greatest difficulty that learners encounter in attempts to speak is not the multiplicity of sounds, words, phrases, and discourse form that characterize any language, but rather the interactive nature of communication. Nunan in Brown (2001: 269) states that a further complication in interactive discourse, what he calls interlocutor effect is the difficulty of a speaking task as gauged by the skills of one’s interlocutor. In other words, one learner’s performance is always colored by that of the person (interlocutor) he or she is talking with.

2) The Improvement on Students' Motivation

The implementation of Jigsaw model shows that students not only got progress in their speaking score, but also in their psychology. Students become more enthusiastic and motivated in learning English. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so.

They shows positive attitude in learning English since the first meeting, as students with the data source 11.05.52.0014 who seemed unbelievable when the researcher was able to answer the question in by using speaking strategies. She shouted "*Terpaksa harus bicara deh, menerangkan ke teman kan tidak mudah. Tapi termotivasi untuk dapat berbicara dalam bahasa Inggris.*"

Motivation has strongly relationship to language learning. It is needed to exploit the capacity of the mind to make a sense of the environment. Ur states that motivation is very strongly related to achievement in language learning (1996: 274).

Motivation is the reason of someone to do something. When the learners learn a language, they have some reasons to do it. Richard (112: 2001) states that people are generally motivated to pursue the goals. Their reasons are the goals of learning a language and the objectives of learning a language itself.

Smaldino et al. (6: 2005) state that learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. Their goals for learning a language are: learners are able to use a language, learners are able to survive themselves, and learners are able to reach the goals of curriculum. In addition their objectives are: learners are able to achieve all skills in language, learners are able to achieve all components in a new language, and learners are able to achieve the goals of learning a language.

The student positive feeling in learning English also happened in the second meeting. The students stated , “*Oh ternyata mudah toh.*”. Other replied, “*wah lebih mudah dan enjoy nih.*” This positive feeling happened because they felt that studied English is not difficult as they think, as one of student’s opinion in second meeting, “*ternyata belajar percakapan menyenangkan ya bu* “.

3). The Improvement of Classroom Atmosphere

The students' eagerness and positive response related to speaking impacted classroom speaking performance. Classroom become more lively, comfort and enjoyable. Students were involved actively during teaching learning process.

Researcher in the field of education have long recognised the importance of motivation. As early as 1806, Herbart recognised the close relationship between interest and learning (Herbart, 1965) and again in 1913, Dewey highlighted the importance of interest as a motivating force in learning (Dewey, 1913). Although the concept was somewhat overshadowed during the periods in the history of psychology and education when behaviourism and cognitive science held the limelight, more recently theorists have acknowledge that a comprehensive theory of learning should incorporate motivational aspects (Boekaerts, 1999).

d. Reflecting

Reflection was aimed at analyzing and evaluating the result of action, the strengths, and the weakness. Then the results became basic understanding for drawing recommendation for the next cycle.

1) The Strength

According to the reflection of cycle 1, there were strong points related to the research.

a) Students speaking scores increased. They started to be able to apply certain speaking strategies.

- b) Students problem in understanding based on speaking English, they were able to encourage speaking English language in front of the people more briefly.
- c) Speaking became easy and enjoyable subject. Speaking strategies gave them a different point of view, they did not think that speaking was a difficult subject and boring.
- d) Student's motivation in studying improved. Students became more enthusiastic and motivated study speaking. This positive response reflected on student's eagerness and involvement in classroom speaking performance. These fact showed that students high motivation came from inside themselves.
- e) Classroom's atmosphere changed during teaching learning process. Classroom speaking performance became more lively and active. It was because of student's participation, attention, enthusiasm, and motivation in joining the class. Students also eager to do speaking item independently and did small talk or discussion related to speaking with the researcher when they faced difficulty.

2) The Weakness

Beside the positive effects on empirical, psychological and emotional aspect. Researcher still found several problems arising during the implementation of Classroom Action Research.

- a) Student score in the first post test was far from the standard minimum which want to be achieved although every student had got improvement.
- b) Many students had difficulty sharing time and materials. This complication could lead to serious time management problems.
- c) Problems in grading in the student progress. In certain topic which rje students like best, they could take larger portion of the presentation, but if it was not equal to their interest, they would participate less.

e. Recommendation

All weakness and strengths after the action would be the consideration to make correction or revision in order to get better result in the next cycle. Based on the weakness which was found in cycle 1, the researcher applied drilling technique to improve students speaking English language competence.

There are several advantage of the jigsaw classroom including: teachers finding it easy to learn, teachers enjoying working with it, can be used in conjunction to other teaching strategies, can be effective even if it just used an hour per a day, and it is free for the taking. It is important to know that there can be some obstacles when using the jigsaw classroom. One common problem is a dominant student. In order to reduce this problem, each jigsaw group has an appointed leader. The leader is responsible for being fair and spreading participation evenly. Students realize that the group is more

effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group.

Meanwhile for classroom speaking performance which was dominated by several students, researcher decide to give passive and silent students extra attention by giving them motivation, making priority in classroom activity especially in speaking evaluation. Motivation has strongly relationship to language learning. It is needed to exploit the capacity of the mind to make a sense of the environment. Ur states that motivation is very strongly related to achievement in language learning (1996: 274).

Motivation is the reason of someone to do something. When the learners learn a language, they have some reasons to do it. Richard (112: 2001) states that people are generally motivated to pursue the goals. Their reasons are the goals of learning a language and the objectives of learning a language itself. Smaldino et al. (6: 2005) state that learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. Their goals for learning a language are: (1) learners are able to use a language; (2) learners are able to survive themselves; and (3) learners are able to reach the goals of curriculum. In addition their objectives are: (1) learners are able to achieve all skills in language; (2) learners are able to achieve all components in a new language; and (3) learners are able to achieve

the goals of learning a language. Brown (2001: 72) states that motivation is the extent, to which learner makes choices about goals to pursue and the effort that they will devote to that pursuit.

2. Cycle 2

a. Re-Planning

The activity of the second cycle consists of 2 meetings. Learning at meetings 1 and 2 implemented while using the Jigsaw method. In this activity, the research team also uses the observation that still referring to the phase of the conversation of the application of the method jigsaw, with attention to those aspects that have not been optimal in cycle I, especially in mechanism and technique of shaping and guiding groups, including giving the students motivation. Phase of the cycle of teaching and learning were done as follows:

- 1) Introducing the learning objectives and providing motivation to students to participate in learning, linking learning with prior knowledge.
- 2) Forming a group and determining the group (home group and expert group). Grouping techniques used in this research were lottery or sweepstakes based on the number of sub material covered. This was because there was a tendency that some students sat in a particular group so that it reduced the heterogeneity of the groups. In addition, researchers often provided guidance

on the expert group. Guidance primarily directed to the students who showed a low learning achievement.

3) Evaluating together with the students about the presentation material from each group. The researcher asked the students to provide an assessment (in the form of scores) and feedback on the presentation of the material from each group.

4) Providing a conclusion. The researcher together with the student drew conclusions of the materials presented.

b. Acting

1). The First Meeting

The first meeting was conducted on Wednesday, November 24th 2010. The time took in 150 minutes, started from 08.45 AM-11.15 AM. There were a collaborator, a researcher and 30 students. The collaborator and a researcher explain Stages of implementation of the above activities have been implemented by researcher although still realize there are things that have not been resolved optimally.

a.) Pre-activity

Here is a description of the learning activity observations students during the two meetings in cycle 2. The collaborator came into the

class. The student looked quiet and calm. Some of them walked along , and got a chat with a friend. And some of them tried to greet the collaborator. The first activity of the teaching learning process was greeting. The collaborator greeted the students with good morning. The collaborator greet the students, “ Good morning, students!”. The students answered, “Good morning, Mr. Joko.” The collaborator recalled about the last meeting. The collaborator gave the students chance to asked about their last meeting. Some of the students asked about vocabulary.

b.) Main activity

The collaborator gave the explanation to the students about their goal in this meeting. The collaborator gave the students new material. The collaborator gave the students an article about mortgage.

Material : A Mortgage

Group A

Susan Thomas and her husband Alan have decide to buy a house. They have seen one that they like and now have to get a mortgage loan. Susan goes to see JJoan Bentley. Ms. Bentley works in the mortgage department of the Yorktown Bank in Texas, where the Thomases live.

Joan : Hello, Mrs. Thomas. How are you today? I hear you want to apply for a mortgage loan with us.

Susan : That's right . I hope you have the time to answer some questions though. My husband and I have never owned any real estate before and we have only elementary ideas about mortgages.

Joan : I'll be happy to help you in any way I can. What would you like to ask?

Susan : First, is there any difference between a mortgage and a mortgage loan? I have heard both terms used.

Joan : Yes there is, although in everyday speech people call the mortgage loan a mortgage. The mortgage is actually a written document. In legal terms it is called an instrument of conveyance because it transfer title of property from one party to another. The mortgage loan is, of course, the money that the mortgagee lends to the mortgagor so that the mortgagor can buy a house or some other piece of real property.

Susan : I see. That's clear to me now.

Group B

Susan : Something has been worrying me. Many of my friend have told me that it won't be easy to get a mortgage. I don't know what they mean- Alan and I have always held a good jobs. It seems that two good risks like us wouldn't have much difficulty getting financing for a new home.

Joan : The problem isn't element of risk. The supply mortgage money has become very tight lately. Also, with interest rate rising, banks don't want lend a large sum of money for 25 or 30 years at a fixed rate.

Susan : When you mention fixed rate you remind me that I have been hearing a lot about variable-rate mortgages. I'm not quite sure that I understand exactly what they are, but people say more and more banks are using them now.

Joan : I can explain them to you. In the past, the borrower or mortgagor paid the same rate of interest over the life of the mortgage. Monthly payments to the bank were the same for 30 years. But with variable rate mortgages they can be adjusted every six months to changes in the interest rates banks pay on deposits.

Susan : That sounds very upsetting to me. What if the borrower gets a very large increase? How would he meet his payments? Variable rate mortgages must greatly increase the possibility of the bank's foreclosing.

Joan : Not really. The bank can't adjust the rate more than $\frac{1}{4}$ of one percent for any six month period. And most banks give an initial guaranteed rate period of six months to five years. During this period, no adjustments are allowed. However, there's no limit to how much the rate that you pay can rise or fall over the life of the mortgage.

Group C

Susan : Why have banks begun to insist on variable-rate mortgages? The old system seemed so much simpler.

Joan : I'll admit was simpler, but changes in conditions have made it difficult for banks to keep the system of fixed rate mortgages. With certificates of deposit and other term-deposit accounts, bank now pay very high interest rates to depositor in order to attract their money. These interest rate fluctuate, too, so banks want the protection of variable-rate mortgages.

Susan : Your explanation makes me feel more secure about variable-rate mortgages. How much does your bank expect as a down payment?

Joan : Between 10 and 20 % of the purchase price. Is that possible for you and your husband?

Susan : Yes. We have saved enough money for that. I would like to fill out an application.

Joan : Fine. Here's one. We will be able to let you know whether we approve it or not in a week or ten days.

Susan : Thank you very much.

From above sentence, researcher instructed students to find the key word and try to relate it with the following topic. The key words of sentence above was A Mortgage. The lecturer gave the students task to explain with their own words about mortgage.

The students got the material. They are scanning the material first. The students share their opinion to their others team member. Some of them used dictionary to find out difficult word. The collaborator surrounded the class to find out whether the students got difficulties with the material. The students sometimes asked the collaborator “ Sir, saya tidak tahu maksud dari kalimat ini?” The collaborator gave answer to the students about their question. The collaborator gave the students deep explanation to about the material. The collaborator gave the task. Each person left their home team. The expert team's task has two parts (a) to learn their component(s) well and (b) to be

ready to teach them when they return to their home team. The collaborator gave the students time limit. The time limit is 15 minutes.

During this activity, the situation in the class while the students change the team more calmly than cycle 1. To make an exchange team they need time about 5-10 minutes. After obtaining the material discuss, the students joined the group that has the same material. This group is called the expert group. Students in this group all students together try to understand about the material that they see themselves get. Different with cycle 1, the students in cycle 2 more discipline. This is because the students more familiar with this learning system than cycle 1. In the expert group remains a prominent student, but the students still aware with the results. They have responsibility to explain the result for their other member. They tried to understand and give their opinion about the material. Some students looked serious and some of them looking for dictionaries to find out difficult words. While the students were doing the activities, collaborator and researcher went around from one group to another one for monitoring and controlling whether they used English in exchanging the information to other members or not. Mostly the students tried spoke in English. Almost all the students commented that it was exciting, made the class alive, and could decrease their nervous to perform because they worked collaboratively with their friends in group. Though, still some of the students that we went to ask some of the terms they

do not understand. But overall they are active and able to work with group members. After the specified completion time, the researcher asked the students, whether the student has completed discussions. As they had finished the activity not too long, they had to return to their home team/jigsaw groups and presented her/his description enriched by other members in their previous expert groups. The researcher gave 20 minutes to the students to explain to their peer about the material. The researcher gave warning to the students, the collaborator told that they would get post-test related to their material being discussed. In this group of students looked more eager and willing to speak in English in the middle of the group. The reason is, each student has the responsibility to be able to explain to members of the group. So, the students have more motivation in learning English.

The collaborator rounded the class to investigate, the problem which faced by the students. Meanwhile, the researcher are trying to observe what the students' difficulties in performing this technique. In this technique, students are given the responsibility to be able to explain the group members. Of course it takes a deep understanding of each student which has a duty to explain.

Activity results students at every meeting in this cycle can be described as the following: the mean results of students' learning activities in the following study is the percentage reached 66 level, (Advance Low category).

c.) **Post-activity**

At the end of the meeting, the researcher did reflection in order to evaluate the learning teaching process by asking the students. The students said “*Menyenangkan belajar menggunakan teknik ini. Pada awalnya saya kesulitan dengan selalu berpindah tim. Tetapi dengan berpindah tim saya dituntut untuk lebih mempelajari materi yang saya dapat, jadi saya bisa explain ke tim saya yang baru.*” The explanation from the students, stated that the jigsaw method quite interesting to the students. They feel more motivated to learn English.

2.) **The Second Meeting**

The material for the second meeting were discussed post-test and prepared the material presentation.

a.) **Pre-activity**

Researcher and collaborator said hello to students, then collaborator asked permission to seat back. On the other hand, researcher opened the class greeted students, and came to the whiteboard to draw the chapter which would be discussed.

b.) Main activity

Before start the lesson, the collaborator asked the students about the last lesson. After that the collaborator gave the post-test for the students. The post-test should be given by the collaborator to know whether the students have understanding or not about the material.

The question

1. *What kind of a loan does Susan Thomas want to get?*
2. *Why hasn't it been easy to get one?*
3. *Why don't banks want to offer fixed-rate mortgages anymore?*
4. *How long is the usual life of a mortgage?*
5. *How often does the bank adjust the interest rate on a variable-rate mortgage?*
6. *Why does Mrs. Thomas find variable-rate mortgages upsetting?*
7. *Why is the guaranteed-rate period?*
8. *What is it that changes in a variable-rate mortgage?*
9. *How much does the bank require as a down payment?*

In the process of drawing a mind map, researcher asked students; “*siapa yang masih kurang paham tentang materi percakapan bahasa Inggris kemarin ?*” and almost the students answered “*saya pak.*”. Then the collaborator started the class by explaining kinds of speaking material which will be discussed. The students looked serious discussed with the presentation. Some students looked so serious and sometimes checked certain words into their dictionaries.

The researcher gave the students time limit. They have 45 minutes time limit. The researcher instructed students showed the way how to apply

the strategies and give the student rule that each member should presented the answer based on their expert. The students presented their answer and the collaborator gave scored for their presentation.

When the allotted time runs out, the students began presenting their material. Accordance with the rules given in the jigsaw groups all group member should participate in the presentation. Each group was given 10 minutes for presentation. The students looked tense and excited. The class looked more active with the presentation. The collaborator gave notice that each student will be scored. The collaborator gave the students question and answer session on each group.

c.) **Post-activity**

For the closing activity, the researcher did reflection of what the students had learned that day by asking how did they feel and what impression they got after having that new experience. Almost all the students commented that it was exciting, made the class alive, and could decrease their nervous to perform because they worked collaboratively with their friends in group.

The following recapitulation of student learning result in cycle 2. The scores of learning result were made by the researcher and collaborator (Tabel 4.4. The result of speaking test was in cycle 2). Tables of student results

above show that the learning materials in English conversation using the jigsaw method material. The result of the post test 2 been increased, but the average for each indicator such as pronunciation, content, fluency, grammar and organization has not reached enough. .

c. Observing and Monitoring the Action

Observing and monitoring the action was the following phase which should be done by researcher and the first time the students seems enthusiast but a few minutes later the students feel bored.

1.) The Improvement on Students Speaking Competence

The research finding related to students speaking post test showed that students speaking competence increased after jigsaw method had been implemented. It can be seen empirically from the average score.

Table 4.5. The Result of Post Test 2

| No | Speaking Competence | Average post test 1 Score | Average Post test 2 Score | Improvement |
|----|---------------------|---------------------------|---------------------------|-------------|
| 1 | Pronunciation | 64 | 66 | 2 |
| 2 | Content | 62 | 67 | 5 |
| 3 | Fluency | 60 | 67 | 7 |
| 4 | Grammar | 63 | 64 | 1 |
| 5 | Organization | 62 | 67 | 5 |
| | Total | 62 | 66 | 4 |

Comparing to students result in post test 1 and post test 2 above, it showed that the highest score was determining fluency. The average score was 66 for each, so it had no passed the minimum standard 70 for each speaking competence. The score pointed out advanced low. Speakers at the advanced low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance. Advanced-Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained.

Meanwhile, the highest improvement was in fluency 7 which was previously 60 in post test 1. This condition happened because half students confused understanding the material. But, after Jigsaw method had been implemented, students' awareness improved and affected their score which

improved. Another thing which can be seen from the result above was the lowest improvement.

At this cycle, researcher also noted that there were several speaking competences which were low in the average score; these were grammar. The student main difficulty in this grammar because they were not usually speak in English language and arrange world be a good world. Reviewing the improvements above, researcher summarized that previously, the average score of the whole materials in post test 1 was 62, then this result increased in the post test 2 which reached the average score of 66.

Researcher found that through speaking strategies, students speaking competence improved. Admittedly, students speaking scores before and after the research also got improvements. Although, some improvements were not significant.

Before the action, there was 1 students got 58, 2 students got 59, 1 students got 60, 2 students got 61, 3 students got 64, 4 students got 65, 4 students got 66, 3 students got 68, 4 students got 69, 5 students got 70, and 1 students got 72, some of the students have reach minimum 70. These result explained that a significant improvement on students speaking competence was created.

2).The Improvement on Students' Motivation

The implementation of Jigsaw method shows that students not only improve in their speaking score, but also in their gain motivation. Students become more enthusiastic and motivated in studying speaking. The students' positive feeling in studying is also observe in the second meeting, as students with the data source 11.05.52.0048 who seemed unbelievable when the researcher was able to answer the question in by using speaking strategies. She shouted "*Ya akhirnya, aku bisa mendapatkan nilai terbaik.*" with smile satisfactorily, meanwhile other students looked surprised.

Students' positive feeling in studying is also observed in the second meeting, in which several students "*Oh ternyata mudah toh dan ak dapat nilai 7.0 sesuatu yang membahagiakan*". The other replied, "aku juga." This positive feeling happened because students feel that studying English is not difficult as they think.

3).The Improvement on Classroom Atmosphere

Student eagerness and positive response related to speaking impact classroom speaking performance. The classroom became more lively, comfortable, enjoyable, and interesting. Students were involved actively during teaching learning process. It was recorded when researcher instructed students in implementing the strategies to find easier speaking in English

language. Students showed their eagerness and attention, they kept focus in the instruction which has given and gave response to researcher question positively.

d. Reflecting

Reflection was aimed at analyzing and evaluating the result of action, the strengths, and the weakness. Then the results became basic understanding for drawing recommendation for the next cycle.

1.) The Strength

According to the reflection of cycle 2, there were strong points related to the research.

- a) The students can enjoy the jigsaw method. They feel with Jigsaw method, their confidence improve. The Jigsaw method force them to dare express their idea.
- b) The individual responsibility within the group already there because they have realized that the success of the group should be determined by individual learning outcomes of all members.
- c) The students realize that learning English more easy and enjoyable if they had discussed with others.

2.) The Weakness

Beside the positive effects on jigsaw method, researcher still found several problems arising during the implementation of jigsaw method.

- a) Student score in the second post test was far from the standard minimum which want to be achieved although every student had got improvement
- b) Some of the bright students were exploited by other members. Since they were the ones to contribute most in the presentation, even they sometimes guided their “low ability” friends. In rehearsing the presentation, this condition could affect student’s autonomy, but in different way, they tended to be more dominant in completing the assignment.

e. Recommendation

All weakness and strengths after the action would be the consideration to make correction or revision in order to get better result in the next cycle. Based on the weakness which was found in cycle 2 the research team was agreed to pursue the next learning activities that marked the third cycle. Meanwhile for classroom speaking performance which was dominated by several students, researcher decide to give passive and silent students extra attention by giving them motivation, making priority in classroom activity especially in speaking evaluation.

The importance of learner's motivation is learner makes choices to find out the goals of teaching-learning process. Harmer in accordance with Brown states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something (2004: 51). He also defines that motivation stems from basic internal drives; it is a strong desire or energy in people to do things and to achieve something. Motivation includes some factors. According to Brown in Harmer (2004: 4): "...motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Ego enhancement is defined for the self to be known and to be accepted and approved of by others. For example, the learners who start going to a learning a language, may hope that they are able to use in a new language fluency and accuracy, perhaps it will aid ego enhancement and be stimulated by the active nature of this new undertaking".

3. Cycle 3

a. Re-Planning

Activities carried out in the third cycle is still using Jigsaw methods. In this activity, the research team also uses the observation that still refers to the syntax of the implementation phase of the Jigsaw method, taking into account aspects that have not been optimal in the third cycle, especially in guiding students in expert group or a home group .

The plan of cycle 3 are as follows:

- 1) Introducing the learning objectives and providing motivation to the students to participate in learning, linking learning with prior knowledge of researcher checking student attendance, especially checking the presence of several students whose resence in the classroom was less than optimal. Additional activities carried out were to ask students to pay attention to the basic competencies and indicators are achieved during the teaching and learning process.
- 2) Forming group, determining the representative group (home group and expert group). Research activities in this stage are almost the same as the activity in the second cycle. The researcher led some students who had difficulty in their groups, such as the ability to understand the text, giving explanation to friends in a home group .
- 3) Providing guidance to the students in the group. In the process of mentoring in groups, researcher asked several high achievers to help their team mates who had problem in understanding the concept of the Students have guide a low ability to be able to group and presenting the material.
- 4) Evaluating together with the students about the presentation of the material from each group. At this stage, the researcher together with At

this stage, a positive attitude has emerged from each group to receive the achievement of each group.

- 5) Providing a conclusion. Researcher together with the student draw conclusions on the material that has been presented.

b. Acting

1). The First Meeting

The first meeting was conducted on Wednesday, January 5th 2011. The time took in 150 minutes, started from 09.45 AM-11.15 AM. There were a collaborator, a researcher and 30 students.

In cycle 3, students receive materials about The Federal Reserve System.

The Federal Reserve System Group A

The Federal Reserve System of the United States performs many of the functions of the Central Bank of other countries. The territory of the United States is divided into twelve Federal Reserve Districts, each one of which has a Federal Reserve Bank in a major city. Policies of these twelve banks are uniform, however, because they are set by the Board of governors of the Federal Reserve System. It is precisely this Federal Reserve Board that carries out operations similar to those that are the responsibility of Central Banks in Europe, Latin America and elsewhere. For instance, member banks are told by the Federal Reserve Board what current reserve requirements are, that is, the mandatory cash ratio of holdings to liabilities.

Group B

Federal Reserve Banks may extend credit to member bank through advances or rediscounts. The rediscounting rate is set by each of the

individual member banks. The Board is also empowered to conduct certain open-market operations that can affect the money supply of the United States. For instance, the Board can buy or sell United States Government securities thus increasing or decreasing the amount of money in circulation. Other open market interventions of the Federal Reserve Banks include the purchase and sale of investments such as bankers' acceptances and bills of exchange.

Group C

The Federal Reserve Board can also influence the volume of activity on the stock Exchanges by setting margin requirements for the purchase of securities. In other words, the Federal Reserve Board can set the percentage of the market price of securities that a buyer must pay when buying stocks or bonds with a loan. Margin requirements thus limit the amount of credit that purchasers of securities may be given to finance their investment activity. By raising or lowering margin requirements. The Federal Reserve Board may limit or expand the volume of stock purchases.

From above sentence, researcher instructed students to find the key world and try to relate it with the following topic. They found out information of the federal reserve system.

a.) **Pre-activity**

Researcher and collaborator said hello to students, then collaborator asked permission to seat back. On the other hand, researcher opened the class greeted students, and came to the whiteboard to draw the chapter which would be discussed.

b.) Main activity

The students got the material. They are scanning the material first. They should understand the material so they can explain to the other students. Each person left their home group and forms a group. This group is called the expert group. The students in this group try to understand about the material that they had. To make an exchange team they need time about 5-10 minutes. The expert group has two task. Their task are learn their material and they must explain the other member in their home group. Researcher had trained the students to learn responsible with their material. They should have deep understanding so they can explain to the other member. The collaborator gave the students time limit. The time limit is 15 minutes.

The situation in this cycle similar with cycle 2. Students more understand with the learning process. While the students were doing the activities, the researcher went around from one group to another one for monitoring and controlling the students.

After they had finished the activity not too long, they have to return to their home team/jigsaw groups and presented their description was enriched by other members in their previous expert groups. The researcher gave 20 minutes to the students to explain to their peer about the material.

The researcher gave warning to the students, the collaborator told her they would get post-test related to their material being discussed.

The collaborator thought the students are ready for collaboration, show willingness to listen to the opinion the others, show courage to express. In this group of students looked more eager and willing to speak in English in the middle of the group. This is because in this group, each student has the responsibility to be able to explain to members of the group. The researcher and collaborator still around to see if there are students who need help. Some students were asked to collaborator.

c.) Post-activity

For the closing activity, the researcher did reflection of what the students had learned that day by asking how did they feel and what impression they got after having that new experience. Almost all the students commented that it was exciting, made the class alive, and could decrease their nervous to perform because they worked collaboratively with their friends in group.

2.) Second meeting

At the second meeting before the students had been instructed to understand the material that has been given.

a.) Pre-activity

Researcher and collaborator said hello to students, then collaborator asked permission to seat back. On the other hand, researcher opened the class greeted students, and came to the whiteboard to draw the chapter which would be discussed.

b.) Main activity

To find out how much students are able to understand the material in a way jigsaw. The researcher gave instructions to the students to present the instruction will be provided with their jigsaw group.

Answer each of the following questions :

1. *How do Federal Reserve Banks extend credit to member banks?*
2. *How does the Board of Governors influence the money supply of the US?*
3. *How does the Federal Reserve Board influence the volume of activity on the stock Exchange?*
4. *What do margin requirement limit?*
5. *What are reserve requirements?*

The students looked serious discuss the presentation. The researcher gave the students time limit. They have 45 minutes time limit. They will present their answer in front of the class. When the students presented their answer the collaborator gave scored for their presentation.

The students presented their material. Accordance with the rules given in the jigsaw groups all group members should participate in the presentation. Each group was given 10 minutes for presentation. The researcher will draw first group forward. Question and answer session each given 5-minute time limit. Each member gives two questions.

c.) Post-activity

For the closing activity, the researcher did reflection of what the students had learned that day by asking how did they feel and what impression they got after having that new experience. The scores of learning result were made by the researcher and collaborator.

It can be generalized that the application of the Jigsaw classroom techniques of cooperative learning can help students in classroom activities to perform tasks, collaboration, and a willingness to listen to the opinions of others, the courage to express opinions, and so on. This is can be directed at the ability of students to achieve basic competence in basic discussion in the conversation. (Table 4.7. Student learning outcomes in cycle 3).

c. Observing and Monitoring the Action

1). The Improvement on Students Speaking Competence

The research finding related to students speaking post test showed that students speaking competence increased after Jigsaw method had been implemented. It can be seen empirically from the average score.

Table 4. 8. The Result of Post Test 2

| No | Speaking Competence | Average post test 2 Score | Average Post test 3 Score | Improvement |
|----|---------------------|---------------------------|---------------------------|-------------|
| 1 | Pronunciation | 66 | 72 | 6 |
| 2 | Content | 67 | 73 | 6 |
| 3 | Fluency | 67 | 72 | 5 |
| 4 | Grammar | 64 | 75 | 11 |
| 5 | Organization | 67 | 71 | 4 |
| | Total | 66 | 72 | 6 |

Meanwhile, the highest improvement was in grammar 7 which was previously 64 in post test 2. At this cycle, researcher also noted that there were several speaking competences which were in the average score. Reviewing the improvements above, researcher summarized that previously, the average score of the whole materials in post test 2 was 66, then this result increased in the post test 3 which reached the average score of 72.

Comparing to students result in post test 2 and post test 3 above, it showed that the highest score was determining grammar. The average score was 72 for each, so it had passed the minimum standard 70 for each

speaking competence. The score appointed the students in advanced mid category. Speakers at the Advanced-Mid level are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest or individual relevance. Advanced-Mid speakers demonstrate the ability to narrate and describe in all major time frames (past, present, and future) by providing a full account, with good control of aspect, as they adapt flexibly to the demands of the conversation. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

2). The Improvement on Students Speaking Score

Researcher found that through speaking strategies, students speaking competence improved. Admittedly, students speaking scores before and after the research also got improvements.

The data from table 4.9. Students Improvements on Speaking Scores at Cycle 3, the comparative result before and after Classroom Action Research had been implemented. After the action, there was 7 students got 70, 2 students got 71, 9 students got 72, 2 students got 73, 8 students

got 74, 1 got 75, and 1 students got 76, all of the students have reach minimum 70. These result explained that a significant improvement on students speaking competence was created.

3).The Improvement on Students' Motivation

The implementation of Jigsaw method shows that students not only increase in their speaking score, but also in their motivation. The students are most enthusiastic, motivated and very interested in learning English. They gave positive learning English in the classroom since the first meeting, as students with the data source 11.05.52.0004 who seemed unbelievable when the researcher was able to answer the question. She shouted "*Ternyata menyenangkan mempelajari bahasa Inggris dan semakin hari lebih percaya diri*" with smile satisfactorily, meanwhile other students looked surprised.

In language learning, learners are unique; they have their own competences or capacities of the mind, besides they have some other differences among them. Those differences are yielded according to various parameters. According to Ur (1996: 273) those differences are: "...whether they are beginner, intermediate, or advanced; whether they are young, children, adolescent or adult; their objectives in learning the language, and how they are motivated; whether their environment outside

the classroom is target language or mother tongue; the size of the group; and many more”.

Based on the statement above, it can be inferred that the important learner's differences are learner's motivation, learner's different ages, and heterogeneous classes. Motivation has strongly relationship to language learning. It is needed to exploit the capacity of the mind to make a sense of the environment. Ur states that motivation is very strongly related to achievement in language learning (1996: 274).

Motivation is the reason of someone to do something. When the learners learn a language, they have some reasons to do it. Richard (112: 2001) states that people are generally motivated to pursue the goals. Their reasons are the goals of learning a language and the objectives of learning a language itself. Smaldino et al. (6: 2005) state that learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. Their goals for learning a language are: learners are able to use a language, learners are able to survive themselves, and learners are able to reach the goals of curriculum. In addition their objectives are: learners are able to achieve all skills in language, learners are able to achieve all components in a new language, and learners are able to achieve the goals of learning a language. Brown (2001: 72) states that motivation is the extent, to which learner makes

choices about goals to pursue and the effort that they will devote to that pursuit.

The importance of learner's motivation is learner makes choices to find out the goals of teaching-learning process. Harmer in accordance with Brown states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something (2004: 51). He also defines that motivation stems from basic internal drives; it is a strong desire or energy in people to do things and to achieve something. Motivation includes some factors. According to Brown in Harmer (2004: 4): "...motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Ego enhancement is defined for the self to be known and to be accepted and approved of by others. For example, the learners who start going to a learning a language, may hope that they are able to use in a new language fluency and accuracy, perhaps it will aid ego enhancement and be stimulated by the active nature of this new undertaking".

Based on the statement above, it can be inferred that learners' motivation is influenced by ego enhancement. In this case they will have a high motivation if the ego enhancement is facilitated. There is another way how to improve learners' motivation that is by giving them opportunity to decide what to do and to think. Brown (2001: 75) states

“motivation is highest when one can make one’s own choices”. However, to make the learners’ motivation highest, they should be given a chance to make their own decision what to think, to feel, and to do.

Students positive feeling in learning English also happened in the first meeting, in which several students stated that after researcher explained the implementation of strategies in speaking items “*aku tidak percaya aku dapat nilai 72 padahal test kemarin ak dapat nilai 59*”. Other replied, “*aku juga.*” This positive feeling happened because students felt that studied English is not difficult as they think, as one of student’s opinion. Motivation is something that can, like self-esteem, be global, situational or task oriented. Learning a foreign language clearly requires some of all three levels of motivation. For example, a learner may possess high global motivation but low task motivation to perform well on, say, the written mode of the language. Motivation is also typically examined in intrinsic and extrinsic orientation of the learner. Those who learn for their own self-perceived needs and goals are intrinsically oriented and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated (Brown, 1994: 153).

4).The Improvement on Classroom Atmosphere

Student eagerness and positive response related to speaking impacted classroom speaking performance. Classroom become most lively, most comfort, very enjoyable, and very interesting. Students were involved actively during teaching learning process. It was recorded when researcher instructed students in implementing the strategies to find easier speaking in English language. Students showed their eagerness and attention, the keep focus in the instruction given and gave response to researcher question positively.

The Jigsaw method can improve the students' responsibility. The students had been forced by the lecturer learn the material. And those internal factor can be motivation for the students.

2 Reflecting

Referring to the table above, there were 30 students who obtained an average value of each item in English conversation material with a value of 70, with low advance category. This result is greater than the achievements of students in cycle 2. If we compare the results of student achievement in each cycle activity and student achievement results on tests of learning outcomes, there appears to be explicitly a very significant contribution. This meaning activities student in the class also provides assistance in the

achievement of their academic achievement in understanding concepts related to English conversation courses. According to Riggenbach and Lazaraton in Marianne (1991: 125) today, language students are considered successful if they can communicate effectively in their second or foreign language, whereas two decades ago the accuracy of language produced would most likely be the major criterion contributing to the judgement of a student's success or lack of success. It is why speaking seriously get a great attention for learners.

From the analysis of student feedback information about the learning process, students can understand the material and can absorb cooperative application of learning models, Jigsaw method. That is, two items students expressed this attitude can be generalized that they can capture the learning English conversation when the lecturer gives the material by using a model of cooperative learning, especially the Jigsaw classroom technique.

The researcher may believe that the application of this model can help them in solving the problems that are theoretical. The discussion Jigsaw classroom technique is a method in a model of cooperative learning. This method aims to provide assistance to students working in teams / groups to learn academic material that has been broken down into sections for each member. Students work in groups, productive hearing, give opinions, and conclusions and make decisions together. Relates to the concept that stated

above means that in carrying out its activities, students have academic responsibility to solve problems, help each other learn. The application of the method led to the development jigsaw social skills, namely the creation of a tolerant, respectful attitude towards friends, criticized the idea, dare maintain logical mind.

The results showed that the application of cooperative learning model using the Jigsaw classroom technique can improve the learning outcomes of students in learning English conversation courses. Based on the results of student achievement is achieved by applying this method, there is an increase in learning outcomes significantly. This is evidenced by the achievement of student learning outcomes of each learning test results conducted on cycle 1 and cycle 2. Value of student achievement results in cycle 1 was with a mean value of the group is 62 (sixty-two), advanced low category. In cycle 2 experienced an increase, which is equal to mean value of 66 (sixty six) Advance the low category. In cycle 3 where results of jigsaw method very significant achievement of students increasing with mean value of 72.3 with category Advance Mid. Student learning outcomes were very good also supported by the student activity levels during the learning process. It seems that student activity increases uniformly in each cycle contributes very positively on student learning outcomes. Another thing that helped provide assistance on improving student learning outcomes

is the provision of opportunities for students to provide feedback to the learning process. Meaning with their trained to provide attitude determination in learning process, this gives an indication that they are not only treated as an object lesson, but both, either as subject or object of learning.

Motivation is influenced by ego enhancement. In this case they will have a high motivation if the ego enhancement is facilitated. There is another way how to improve learners' motivation that is by giving them opportunity to decide what to do and to think. Brown (2001: 75) states "motivation is highest when one can make one's own choices". However, to make the learners' motivation highest, they should be given a chance to make their own decision what to think, to feel, and to do. Despite the unchallenged position of motivation in learning additional languages, there is, in fact no agreement on the exact definition of motivation.

Furthermore, the willingness of The researcher to improve the quality of learning at each cycle has an impact on learning outcomes of students in learning English conversation courses. Successful implementation of the Jigsaw classroom technique was partly determined by the role of the lecturer in preparing learning, mainly teaching materials. At the time of implementation of this method, students are placed in teams to learn the academic material that has been broken down into sections for each member.

Beside that lecturers should observe student activities in a group of experts in both group and home group.

1.) The Strength

According to the reflection of cycle 3, there were strong points related to the research can draw conclusion, that cooperatives method jigsaw learning model can improve student achievement on English learning. The Jigsaw classroom technique can improve the students' speaking competence. The Jigsaw classroom technique can foster a sense of self-responsibility on the student's academic and social behaviors develop student. Research on cooperative learning methods has indicated that team rewards and individual accountability are essential for basic skills achievement (Slavin, 1983).

As early as 1806, Herbart recognised the close relationship between interest and learning (Herbart, 1965) and again in 1913, Dewey highlighted the importance of interest as a motivating force in learning (Dewey, 1913). Although the concept was somewhat overshadowed during the periods in the history of psychology and education when behaviourism and cognitive science held the limelight, more recently theorists have acknowledge that a comprehensive theory of learning should incorporate motivational aspects (Boekaerts & Nenniger, 1999; Hidi 1990).

Motivation has played a particularly important role in the area of adult learning or andragogy (Knowles, 1984), and is considered one of the cornerstones of the andragogical model. Because most adult learning arises from the personal, practical needs of everyday life (Tough, 1979), the kinds of learning in which adults engage are a function of their goals and interests (Boud, 1987).

Four sets of motivational factors are included : personal goals, capability beliefs, context beliefs, and situational incentives.

Personal goals represent desired outcomes that the individual would like to achieve (or avoid). Ford present a 24 item taxonomy of personal goals including affective, cognitive, social and task goals. Of course, behavior is often guide by multiple goals and in such cases, goal alignment or goal conflict can facilitate or hinder motivated behavior.

Capability beliefs are similar to Deci's (1980) concept of perceives competence and reflect an individual's confidence regarding their ability to achieve a goal.

Context beliefs reflect the perceived responsiveness of the environment in relation to a particular goal, e.g., whether it provides adequate opportunity, information, material resources, and emotional support.

Situational incentives include physical and social aspects and events which are valued or perceived as attractive (or unattractive) by the individual.

These include interesting, exciting or intrinsically motivating tasks, positive interpersonal relationships, events that satisfy or threaten an individual's goals and events that arouse an emotional response.

2). The Weakness

The students mostly get difficulties in their vocabulary understanding, researcher make some strategies related to the students. This facts proved that the different strategies can improve the student's speaking competence. According to Riggenbach and Lazaraton in Marianne (1991: 125) today, language students are considered successful if they can communicate effectively in their second or foreign language, whereas two decades ago the accuracy of language produced would most likely be the major criterion contributing to the judgement of a student's success or lack of success. It is why speaking seriously get a great attention for learners. In learning foreign language Riggenbach and Lazaraton in Marianne also say that activities which are performance oriented such as interviews, speeches, role plays, drama scenes, and debates – lend themselves to either audio taping or videotaping. The definition of speaking varies according to some experts. At this cycle, problems related to student's speaking competence were solved. The main weaknesses of cycle 1 and 2 was eliminated.

E. Recommendation

Jigsaw method should be applied in learning at every level of education, especially in materials that are theoretical. To overcome the problems faced by teachers / lecturers linguistic or other educators, the application of the Jigsaw classroom technique can be used as an alternative improvement, interests, activities, social skills, and student learning outcomes. At the time of the application of this method, it is also necessary for lecturer to consider seating arrangements. It is intended to facilitate services and mentoring to students who sit in original and expert group. Seating arrangements should be in semicircle or hooves, or circle the model group. The jigsaw strategy is used to develop the skills and expertise needed to participate effectively in group activities. It focuses on listening, speaking, co-operation, reflection, and problem-solving skills (Elliot, 2009).

B. Discussion of Research Finding

This section discusses the improvement of students' speaking competence, the improvement of students' motivation, and the Problems faced during the implementation of Jigsaw method at the accounting class of faculty of economics at the university of Stikubank (UNISBANK) 2010-2011 academic year.

1. The Improvement of Speaking Competence

According to Riggenbach and Lazaraton in Marianne (1991: 125) today, language students are considered successful if they can communicate effectively in their second or foreign language, whereas two decades ago the accuracy of language produced would most likely be the major criterion contributing to the judgement of a student's success or lack of success. It is why speaking seriously get a great attention for learners. In learning foreign language Riggenbach and Lazaraton in Marianne also say that activities which are performance oriented such as interviews, speeches, role plays, drama scenes, and debates – lend themselves to either audio taping or videotaping. The definition of speaking varies according to some experts. Bygate (1997: p. vii) believes that speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. An applicant's verbal skills are determined by the applicant's answers to questions normally asked by USCIS Officers during the naturalization eligibility interview. The ability to communicate with government and private service providers, schools, businesses, emergency personnel, and many other people depends greatly on the ability to speak English. Considering the above facts, the researchers apply Jigsaw method to improve the students speaking competence.

After Jigsaw method is implemented, students' speaking competence and score improve. It is identified from the average score of students' speaking score. The results show that that the application of cooperative learning model using the Jigsaw

technique can improve the learning outcomes of students in learning English conversation courses. Based on the results of student achievement, there is an increase in learning outcomes significantly. Another thing that helps provide assistance on improving student learning outcomes is the provision of opportunities for students to provide feedback to the learning process. Thus, this gives an indication that they are not only treated as an object lesson, but both, either as subject or object of learning.

When the first post test is implemented, all category in the the speaking competence improve although they have not passed the standard minimum yet. The comparison of the students result in pre test and post test, shows that the highest score is pronunciation. The average score is 62 for each, thus it has not passed the minimum standard 70 for each speaking competence. Meanwhile, the highest improvement is in pronunciation 12 which is previously 52 in pre-test. This condition happens because most students are confused in understanding pronunciation in speaking. Students main difficulty in pronunciation and organization of the talk is because they do not get used to speak in English.

Different from cycle 1, the students in cycle 2 are more discipline. In the expert group, some students stand out and they are aware of what they want to achieve. Therefore, the mean results of students' learning activities in cycle 2 reaches 66 (advanced low category). After the action, there is 1 students gets 58, 2 students reach 59, 1 students gets 60, 2 students get 61, 3 students get 64, 4 students get 65,4

students get 66, 3 students get 68, 4 students get 69, 5 students get 70, and 1 student gets 72. Six students have reached minimum 70. Thus, the results explain that there is a significant improvement on students' competence.

In the learning process cycle 3, students involve more in the classroom activities. It can be described that the application of the jigsaw classroom techniques of cooperative learning can help students in classroom activities to perform tasks, collaboration, and a willingness to listen the opinions of others, the courage to express opinions and so on. There are 7 students get 70, 2 students get 71, 9 students get 72, 2 students get 73, 8 students get 74, 1 get 75, and 1 student gets 76. All of the students have reached the minimum score 70. In short, there has been a significant improvement of the students' speaking competence in cycle 3.

The improvement of students' speaking competence can indicate that the jigsaw method can help students in classroom activities. Especially, the jigsaw method can push the students to be responsible with their own material. The students indirectly were forced by the lecture to be expert with the material, so the students can explain the other members. The students' responsibility gives motivation to the students in learning speaking.

The writer considers that the basic idea is very simple: students are divided into groups which all have their own research topic to study. After research each topic group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is

responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in.

Studies showed that it was only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individual efforts. Each member's effort are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort. Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one. The jigsaw method in this research showed interpersonal skills. Social skills are necessity for the success of jigsaw method in class. Social skills include leadership, decision-making, trust-building, communication, and conflict-management skill. Group members discuss how well they are how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change.

This explanation above suitable with Johnson and Holubec (1993) stated about five principles for Jigsaw method. Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on them own.

2. The Improvement of Students' Motivation

The implementation of jigsaw classroom technique shows that students do not only progress in their speaking score, but also in their psychology. The self-determination theory is one of the most influential theories in motivational psychology. The students who have never experienced jigsaw and who have been accustomed to the competitive model or traditional classroom might be skeptical of this model, so the researcher motivate the students at the opening stages of jigsaw activities. The researcher thought that motivated students in the beginning of the lesson could arouse high levels of interest and attention on the part of the students. The researcher and collaborator explained the method in detail, told the students that jigsaw method is cooperative learning technique which is characterized by interdependent learning rather than independent or dependent learning, and familiarize them with the benefits of jigsaw learning. The students become active, and thereby learning itself in Jigsaw.

A majority of the students in preferred to be grouped according to their language proficiency and personality. But with jigsaw method the students moving around, the grouping changed, but more importantly students could work with different people and learn group works skills in addition to language skills. Clearly, language levels and personality different, especially the former, will determine the most appropriate way for teachers to motivate students and for students to accomplish their tasks of Jigsaw.

Applause and compliments are indispensable in jigsaw to motivate students' self-esteem and self confidence. Being encouraged, students will gain a greater sense of satisfaction, self-esteem and self-confidence are of essence for the accomplishment of the activities in the jigsaw classroom. The students' enthusiasm and self confidence can be enhanced. Jigsaw makes it possible for the students to work together to complete the assignment on their own. Therefore, "each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (Cooperative learning, Online 2008).

According to the theory, developed by Deci and his societies, to be self-determining means to experience a sense of choice in initiating and regulating one's own actions (Deci and Ryan, 1989). The theory distinguishes between two kinds of motivations : intrinsic and extrinsic. The first refers to an individual's motivation to perform a particular activity because of internal rewards such as joy, pleasure and satisfaction of curiosity.

Cooperative learning has significant advantages for both intellectual and social development, over individualized and competitive learning environments. Beside this approach is suitable to conduct the process of teaching-learning process to the students who have high motivation and low motivation, it is students-centered oriented in which all activities make the learners active during teaching-learning

process.

Based on the statement above, it can be inferred that the important learner's differences are learner's motivation, learner's different ages, and heterogeneous classes. Motivation has strongly relationship to language learning. It is needed to exploit the capacity of the mind to make a sense of the environment.

Motivation is the reason of someone to do something. When the learners learn a language, they have some reasons to do it. Richard (112: 2001) states that people are generally motivated to pursue the goals. Their reasons are the goals of learning a language and the objectives of learning a language itself. Brown (2001: 72) states that motivation is the extent, to which learner makes choices about goals to pursue and the effort that they will devote to that pursuit.

The importance of learner's motivation is learner makes choices to find out the goals of teaching-learning process. Harmer in accordance with Brown states that motivation is some kind of internal drive which pushes someone to do things in order to achieve something (2004: 51). He also defines that motivation stems from basic internal drives; it is a strong desire or energy in people to do things and to achieve something. Motivation includes some factors. According to Brown in Harmer (2003: 4):

“...motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Ego enhancement is defined for the self to be known and to be accepted and approved of by others. For example, the learners who

start going to a learning a language, may hope that they are able to use in a new language fluency and accuracy, perhaps it will aid ego enhancement and be stimulated by the active nature of this new undertaking”.

Based on the statement above, it can be inferred that learners’ motivation is influenced by ego enhancement. In this case they will have a high motivation if the ego enhancement is facilitated. There is another way how to improve learners’ motivation that is by giving them opportunity to decide what to do and to think. Brown (2001: 75) states “motivation is highest when one can make one’s own choices”. However, to make the learners’ motivation highest, they should be given a chance to make their own decision what to think, to feel, and to do.

3. The Problems Faced during Learning Process through the Implemented of Jigsaw method

Aronson (2008) stated that there are several advantages of the Jigsaw method; teachers find it easy to learn, teachers enjoy working with it, it can be used in conjunction to other teaching strategies, it can be effective even if it is just used an hour per a day, and it is free for the taking.

Students become more enthusiastic and motivated in studying speaking. Student eagerness and positive response reflecting on the speaking activities impact classroom speaking performance. In their group students look more eager and willing to speak English in the middle of the group. They look more enthusiastic because

each student has the responsibility to be able to explain the other members in their group. The students show their eagerness and attention, they keep focus in the instruction given and give response to researcher question positively. Apart from those benefits, there are also some problems encountered.

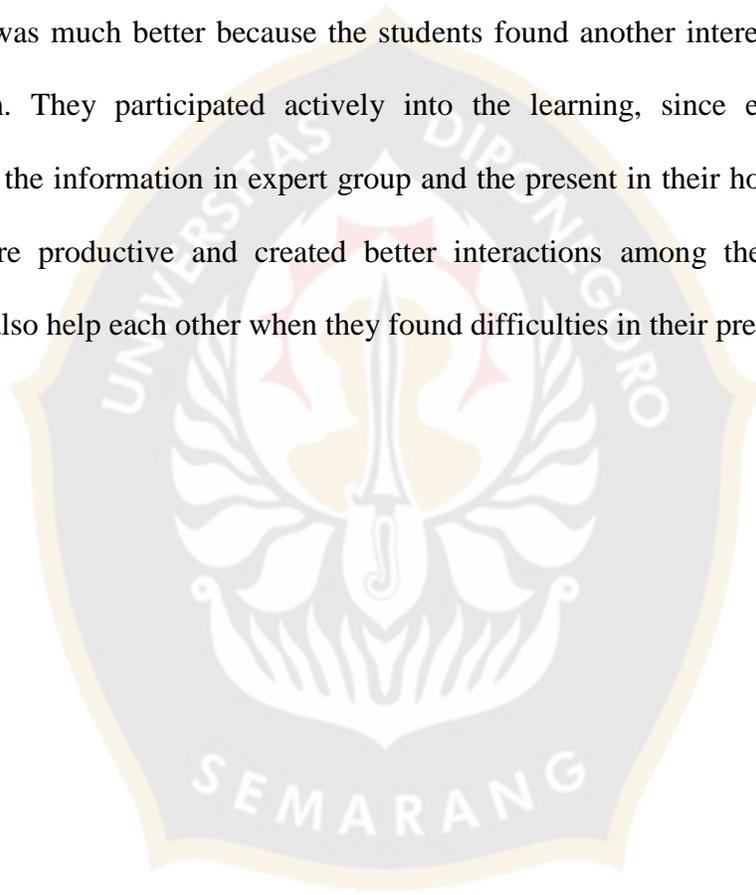
Engaging students in expert groups keeps weaker students in at a pace with the rest of class. When working in expert groups, students who typically lag behind on whole class assignments have the opportunity to discuss their task and modify it accordingly. Sometimes more talkative students tend to dominate discussions in the jigsaw groups. One strategy used by the present researchers was to curtail this dominance by assigning discussion leaders in each group.

In order to reduce this problem, each jigsaw group has an appointed leader. The leader is responsible for being fair and spreading participation evenly. Students realize that the group is more effective if each student is allowed to present his or her own material before questions and comments are made. Dominance is eventually reduced because students realize it is not in the best interest of the group.

Meanwhile for classroom speaking performance which is dominated by several students, researcher decided to give slow learner extra attention by giving them motivation, making priority in classroom activity especially in speaking evaluation.

The jigsaw method could break the gaps of the students and lecturer relationship. Most of the students uncomfortable perform in front of the class. They felt that speaking in front of the class was the most difficult subject. They often felt nervous

when they had to perform any task and speak in English with others. The important thing they felt uneasy knowing that any aspects of their performance were assessed by the lecture. It was different when they worked together in groups. They could perform freer, less worried and can increase their confidence. And the atmosphere of learning was much better because the students found another interesting way in the classroom. They participated actively into the learning, since everyone had to exchange the information in expert group and the present in their home group, made them more productive and created better interactions among the members. The students also help each other when they found difficulties in their presentation.



CHAPTER V

CONCLUSION

5.1. Conclusion

Based on the above findings, the researcher presents some conclusions viewed from several dimensions. The main purposes of the research are improving speaking competence using Jigsaw Classroom Technique on the Accounting Class of Faculty of Economics at the University of Stikubank (UNISBANK) 2010-2011 academic year. They are as follow:

Jigsaw method enable to improve and motivation student's Accounting Class of Economics Faculty in UNISBANK academic year of 2010-2011. Students become more enthusiastic and motivated in studying speaking. Student eagerness and positive response related to speaking impact classroom speaking performance. In their group students are more eager and willing to speak English in the middle of the group. In addirion, they are more enthusiastic because in this group each student has the responsibility to be able to explain the other members in their group. The students show their eagerness and attention, they keep focus in the instruction given and give response to researcher question positively.

The shifting of student's motivation in viewing speaking, as mentioned that students prefer studying English, they have low motivation and seem unwilling when English material which are taught related to speaking. This condition changes when

speaking materials were taught by implementing certain strategies that can make it easier and understandable. Most of the students become very active, they involve actively and enthusiastically during classroom teaching learning. The implementation of Jigsaw method give advantages for passive, unskilled, shy, afraid, and lack confident students to learn or study speaking English language. This strategy will avoid them in making mistakes or being laughed by their friends. Using speaking English strategies continuously will lead to an opinion about speaking which is not seen as difficult material anymore. Therefore students are eager to ask additional meeting outside the class related to speaking, something they had never been done before. The Jigsaw technique make lecturer and student relationship become closer, it is because the intensity of students get in touch with researcher, especially in additional meeting. Classroom atmosphere became more active, lively, comfortable and enjoyable. They ask researcher to teach them speaking when researcher has schedule in their class. Speaking becomes the favorite subject and researcher does not need to persuade students to learn speaking, because they consciously want to study speaking.

The researcher found out the problems during the implementation of Jigsaw method. The bright students dominate their groups and many students have difficulty sharing time and materials. In order to reduce this problem, each jigsaw group has an appointed leader. The researcher decided to give passive and silent students extra

attention by giving them motivation, making priority in classroom activity especially in speaking evaluation.

Based on the above conclusion, it can be drawn that Jigsaw method is able to improve speaking competence of the students. Moreover, on the student's response, it can be seen that in each cycle students become eager and motivated in studying and discussing speaking when researcher use the speaking strategies in classroom activities.

5.2. Implication

The research finding of this research implies that Jigsaw classroom technique is enable to improve student's speaking competence at the students of on the Accounting Class of Faculty of Economics at the University of Stikubank (UNISBANK) 2010-2011 academic year. The improvement students' motivation in learning English in the classroom. The students are more confident in speak English and can express ideas through speech in front of the class without fear of being wrong. It hangez students' view related to speaking as speaking becomes an easy and favorite material now. The jigsaw method can improve students' participation in teaching learning process. The researcher encountered some problems during the teaching and learning process in speaking subjects through Jigsaw method.

5.3. Recommendation

The Jigsaw method is a very appropriate, good, and effective technique to develop speaking competence, some recommendations are put forward to students, English teacher, institution, and other researchers:

1.)For Students

Successful learning is inspired by the students' self-motivation. The implementation of speaking strategies as technique in teaching speaking will enable students to develop their language skill. For students of on the Accounting Class of Faculty of Economics at the University of Stikubank (UNISBANK) 2010-2011 academic year should be able to improve their speaking competence especially in doing English speaking items.

2.)For English teachers

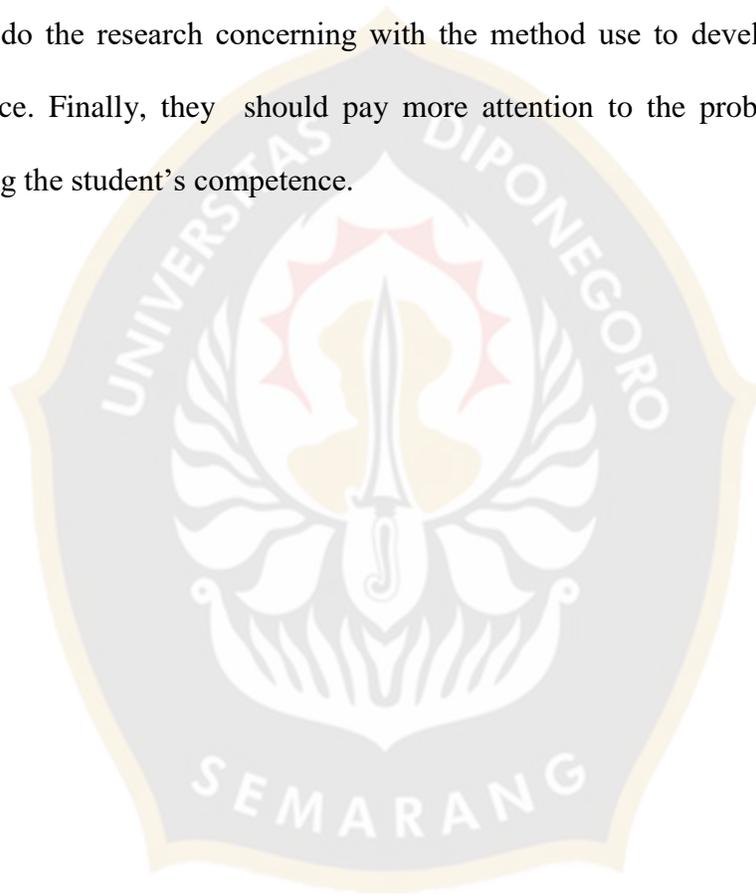
Teachers should apply speaking strategies to improve student's speaking competence. They can always motivate the student's to practice and train themselves in implementing speaking strategies. They should find a suitable strategy, if they encounter difficulties faced by students in learning English conversation and find a solution from this problem.

3.)For Institution

The Institution should encourage the teachers to apply speaking strategies in order to develop student's speaking competence.

4.)For other Researchers

The other researchers should continue the research concerning with this research because it is really need to have qualified output. They are recommended to develop the technique applied in this research. Furthermore they should be more active to do the research concerning with the method use to develop the student's competence. Finally, they should pay more attention to the problem raise in the developing the student's competence.



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Appendix 1. Questionnaire for Pre-Test

The Questionnaire

The Students

Name :

Nim :

Signature :

Question 1.

How the student willingness to speak in front of the audience

- a. very often
- b. often
- c. quite often
- d. seldom
- e. never

Question 2.

The student try to learn or discuss English in any occasion or opportunity

- a. very often
- b. often
- c. quite often
- d. seldom
- e. never

Question 3.

The student write an article in English

- a. very often
- b. often

- c. quite often
- d. seldom
- e. never

Question 4.

The student use English not only in the class conversation but in the daily conversation.

- a. Totally Agree
- b. Agree
- c. Doubtful
- d. Disagree
- e. Totally disagree

Question 5.

The student always study English in language laboratory

- a. very often
- b. often
- c. quite often
- d. seldom
- e. never

(The Lecturer)

Question 1.

The lecturer gives the student assignment in the English for economic case.

- a. very often
- b. often
- c. quite often
- d. seldom

- e. never

Question 2.

The lecturer gives the student an assignment that must be discussed in group

- a. very often
- b. often
- c. quite often
- d. seldom
- e. never

Question 3.

The lecturer uses English-Indonesian in the classroom.

- a. very often
- b. often
- c. quite often
- d. seldom
- e. never

Question 4.

The lecturer gives motivation to the student to improve their speaking competence.

- a. very often
- b. often
- c. quite often
- d. seldom
- e. never

Question 5.

How many times the lecturer faced the difficulties to make the student speak out in front of the class.

- a. very often
- b. often
- c. quite often
- d. seldom
- e. never

Appendix 2. Material for Pre-Test.

MATERIALS :

A Bank manager speaks

My name is Jane Carson and I'm the manager of a savings bank in Portland, Oregon. My bank is open every day from 8.30 in the morning until 4.00 in the afternoon. On Friday The bank remains open until 6.30 in the evening.

Friday is our busiest day. Many people get their paychecks on Fridays and they come in to deposit them. I find that on Fridays I have to keep six windows open all day long. My bank tries hard to reduce the amount of time that customers have to wait for service. We have many signs to remind people that they need their passbooks for all transactions and they must fill out their deposit or withdrawal slips completely. If our depositors cooperate with us we can accommodate them with as few delays as possible.

Of course, people do forget. The tellers inform me that many customers still forget to endorse their check or try to open or close joint account with the signature of only one of the parties. But I hope that my program of information for customers will result in as few delays as possible.

Banking has changed a lot in recent years. Computers now do much of the work that the tellers used to do. As computers improve, they are able to accomplish more difficult tasks and they help us serve our customers better.

Another important change in banking, especially for savings banks, are the many different term-deposit accounts that now available to our customers. Since these certificates of deposit offer very high interest rates, they help attracts depositors to our

bank. I make sure that my staff always has the latest information about these accounts so that they can advise our depositors correctly.

My bank is not a very large bank. The total of our current assets and fixed assets comes to 15,550,000 dollars. I'm proud of our balance sheet. Although some banks across the country are having difficulties, my bank has more assets than liabilities. We expect that it will continue to grow in the future.

Adapted from : Instrumental English : English for Banking and Finance (Mc Graw Hill)

Free Market

One way for government to intervene in the market aside from coercive legislation is through a central bank (Federal Reserve) by keeping interest rates artificially low, price-fixing, inflating the money supply, etc.

The market should determine what price, wages, interest rates are. The free market is the amalgamation of a lot of individual supply and demand transactions. This is the most powerful determinant of what rates should be as opposed to a few people who think they know better than the market.

Entrepreneurs are the experts in predicting the market, thus they can be dangerous into capital investment and business decision. Some of them fail because they are not as good as those who are successful. But if the market is tampered with by the government (through artificially low interest rates, price fixing, wage fixing, inflation, etc.), it sends bad signals to these entrepreneurs which causes them to make bad investment (mal-investment) – and a temporary/fake prosperity ensues (this is the boom cycle – where more buildings, companies, houses, etc. are made/created even though they are not needed or actually have no market for such investments). Once the market tries to get back to real

rates or equilibrium, it will start liquidating the mal-investments created by the boom cycle (this is the bust cycle – where the market finally says “enough is enough” – where the houses should be legal to take because they can’t be paid, where factories should be closed because they actually have no market for what they produce, where irresponsible banks go bankrupt, etc.)

Adapted from: <http://www.mainstreamweekly.net/article1060.html>

Checking Accounts

In The United States, checking accounts are available only at commercial banks. Commercial banks specialize in demands deposits, such as checking accounts. A checking account is money that a customer deposits in order to use that money to write checks. Savings accounts pay the depositor interest but checking accounts do not. In fact, checking account customers pay the bank a service charge for the bookkeeping involved in administering the account.

The method of recordkeeping is also different in saving accounts and checking accounts. A depositor must present his passbooks. They themselves record the amounts of the checks that they write and they receive a monthly statement from the bank. This statement lists all the checks that the bank paid and all deposits that the account holder made during the month. The bank usually sends the statements with the customer then compares the balance on the statements with the customer’s cancelled checks. The customer then compares the balance on the statement with the balance in his own records by subtracting the total of his outstanding checks.

There are other fees that the bank may collect from checking account holders. For instance, banks charge a fee for stopping payment on a check. When a depositor decides

that he doesn't want the bank to pay a payee, but he has already written a check to that person, he may give the bank a stop payment order. The bank will then refuse to pay this check and charges the depositor a fee. Banks also charge a depositor fee when he is overdrawn. A depositor is overdrawn when he writes a check for more money than the balance in his account. The bank marks the check "insufficient funds", returns it, and charges a penalty for it. In everyday language we say that a check returned for insufficient fund has bounced.

QUESTIONS

A Bank Manager speaks

1. What does a bank manager do?
2. How many windows are open on Friday ?
3. Why do they need so many windows on Friday?
4. What are some of the ways in which customers cause delay?
5. What does a depositor have to do to open or close a joint account?
6. Why are computers important in a bank?
7. How do term-deposit accounts help a bank get new customers?
8. Why does the bank manager want her staff to have the latest information on term-deposit account?
9. How much money does Jane Carson's bank have in assets?
10. Why is Ms. Carson hopeful about the future of her bank?

Appendix 3. Scoring Table

TABEL NILAI SISWA

Group :.....

| No | Nomor Mahasiswa | Pronunciation | Content | Fluency | Grammar | Organization | Total | Note |
|----|-----------------|---------------|---------|---------|---------|--------------|-------|------|
| | | | | | | | | |
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CONCLUSION :

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Appendix 4. The Result of Speaking Test 1.

| No | NIM | Pronunciation | Content | Fluency | Grammar | Organization | Total | Mean |
|----------|---------------|---------------|---------|---------|---------|--------------|-------|------|
| 1 | 11.05.52.0001 | 65 | 65.5 | 65 | 60 | 65 | 320.5 | 64.1 |
| 2 | 11.05.52.0004 | 65 | 60 | 50 | 67.5 | 60 | 302.5 | 60.5 |
| 3 | 11.05.52.0005 | 70 | 60 | 65 | 65 | 60 | 320 | 64 |
| 4 | 11.05.52.0007 | 58 | 60 | 55 | 60 | 60 | 293 | 58.6 |
| 5 | 11.05.52.0010 | 65 | 60 | 60 | 60 | 60 | 305 | 61 |
| 6 | 11.05.52.0011 | 64 | 60 | 65 | 60 | 60 | 309 | 61.8 |
| 7 | 11.05.52.0012 | 67.5 | 60 | 60 | 66.5 | 67.5 | 321.5 | 64.3 |
| 8 | 11.05.52.0014 | 67.5 | 66.5 | 65 | 65 | 67.5 | 331.5 | 66.3 |
| 9 | 11.05.52.0015 | 60 | 65 | 65 | 62.5 | 60 | 312.5 | 62.5 |
| 10 | 11.05.52.0016 | 67.5 | 65 | 60 | 67.5 | 62.5 | 322.5 | 64.5 |
| 11 | 11.05.52.0018 | 65 | 66.5 | 60 | 65 | 62.5 | 319 | 63.8 |
| 12 | 11.05.52.0019 | 61.5 | 60 | 65 | 60 | 65 | 311.5 | 62.3 |
| 13 | 11.05.52.0020 | 60 | 60 | 60 | 60 | 65 | 305 | 61 |
| 14 | 11.05.52.0024 | 66.5 | 60 | 65 | 67.5 | 65 | 324 | 64.8 |
| 15 | 11.05.52.0025 | 62.5 | 60 | 60 | 65.5 | 67.5 | 315.5 | 63.1 |
| 16 | 11.05.52.0026 | 65 | 65 | 65 | 65 | 60 | 320 | 64 |
| 17 | 11.05.52.0027 | 65 | 60 | 60 | 60 | 65 | 310 | 62 |
| 18 | 11.05.52.0028 | 60 | 65 | 65 | 65 | 62.5 | 317.5 | 63.5 |
| 19 | 11.05.52.0032 | 55 | 65 | 60 | 60 | 60 | 300 | 60 |
| 20 | 11.05.52.0033 | 64 | 65 | 55 | 65.5 | 67.5 | 317 | 63.4 |
| 21 | 11.05.52.0034 | 65 | 65 | 50 | 65.5 | 65 | 310.5 | 62.1 |
| 22 | 11.05.52.0036 | 68 | 55 | 60 | 61 | 62.5 | 306.5 | 61.3 |
| 23 | 11.05.52.0038 | 65 | 55 | 55 | 65 | 60 | 300 | 60 |
| 24 | 11.05.52.0040 | 55 | 65.5 | 50 | 60 | 57.5 | 288 | 57.6 |
| 25 | 11.05.52.0041 | 66 | 60 | 65 | 60 | 55 | 306 | 61.2 |
| 26 | 11.05.52.0043 | 66 | 57.5 | 50 | 60 | 60 | 293.5 | 58.7 |
| 27 | 11.05.52.0045 | 55 | 65 | 60 | 61 | 65 | 306 | 61.2 |
| 28 | 11.05.52.0047 | 58 | 62.5 | 60 | 65.5 | 60 | 306 | 61.2 |
| 29 | 11.05.52.0048 | 65 | 65 | 60 | 65.5 | 65 | 320.5 | 64.1 |
| 30 | 11.05.52.0049 | 70 | 67.5 | 60 | 65.5 | 60 | 323 | 64.6 |
| Me an | | 64 | 62 | 60 | 63 | 62 | 311 | 62 |

Appendix 5. Students' Improvements on Speaking Test 1

| No | Nomor Induk Mahasiswa | Pre Test | Post Test |
|----|-----------------------|----------|-----------|
| 1 | 11.05.52.0001 | 53 | 64 |
| 2 | 11.05.52.0004 | 54.4 | 61 |
| 3 | 11.05.52.0005 | 54.6 | 64 |
| 4 | 11.05.52.0007 | 53.8 | 59 |
| 5 | 11.05.52.0010 | 52.6 | 61 |
| 6 | 11.05.52.0011 | 52.4 | 62 |
| 7 | 11.05.52.0012 | 56.2 | 64 |
| 8 | 11.05.52.0014 | 55 | 66 |
| 9 | 11.05.52.0015 | 60 | 63 |
| 10 | 11.05.52.0016 | 58.4 | 65 |
| 11 | 11.05.52.0018 | 54.6 | 64 |
| 12 | 11.05.52.0019 | 52.8 | 62 |
| 13 | 11.05.52.0020 | 49.4 | 61 |
| 14 | 11.05.52.0024 | 55 | 65 |
| 15 | 11.05.52.0025 | 54 | 63 |
| 16 | 11.05.52.0026 | 49 | 64 |
| 17 | 11.05.52.0027 | 46 | 62 |
| 18 | 11.05.52.0028 | 53 | 64 |
| 19 | 11.05.52.0032 | 50 | 60 |
| 20 | 11.05.52.0033 | 54 | 63 |
| 21 | 11.05.52.0034 | 54 | 62 |
| 22 | 11.05.52.0036 | 52 | 61 |
| 23 | 11.05.52.0038 | 50 | 60 |
| 24 | 11.05.52.0040 | 52.4 | 58 |
| 25 | 11.05.52.0041 | 56.8 | 61 |
| 26 | 11.05.52.0043 | 59 | 59 |
| 27 | 11.05.52.0045 | 55.2 | 61 |
| 28 | 11.05.52.0047 | 49.6 | 61 |
| 29 | 11.05.52.0048 | 53 | 64 |
| 30 | 11.05.52.0049 | 52.4 | 65 |

Appendix 6. The Result of Speaking Test 2

| No | NIM | Pronunciation | Content | Fluency | Grammar | Organization | Mean |
|------|---------------|---------------|---------|---------|---------|--------------|-------|
| 1 | 11.05.52.0001 | 70 | 70 | 60 | 70 | 70 | 68 |
| 2 | 11.05.52.0004 | 55 | 55 | 60 | 67 | 55 | 58.4 |
| 3 | 11.05.52.0005 | 65 | 55 | 60 | 65 | 55 | 60 |
| 4 | 11.05.52.0007 | 65 | 55 | 60 | 55 | 60 | 59 |
| 5 | 11.05.52.0010 | 65 | 55 | 60 | 55 | 60 | 59 |
| 6 | 11.05.52.0011 | 67 | 55 | 70 | 55 | 60 | 61.4 |
| 7 | 11.05.52.0012 | 70 | 70 | 65 | 66 | 70 | 68.2 |
| 8 | 11.05.52.0014 | 70 | 70 | 70 | 65 | 70 | 69 |
| 9 | 11.05.52.0015 | 55 | 70 | 70 | 62 | 65 | 64.4 |
| 10 | 11.05.52.0016 | 70 | 70 | 75 | 67 | 70 | 70.4 |
| 11 | 11.05.52.0018 | 55 | 70 | 65 | 65 | 70 | 65 |
| 12 | 11.05.52.0019 | 55 | 70 | 55 | 55 | 70 | 61 |
| 13 | 11.05.52.0020 | 70 | 70 | 65 | 55 | 70 | 66 |
| 14 | 11.05.52.0024 | 70 | 70 | 65 | 67 | 75 | 69.4 |
| 15 | 11.05.52.0025 | 55 | 70 | 65 | 65 | 70 | 65 |
| 16 | 11.05.52.0026 | 55 | 70 | 65 | 65 | 70 | 65 |
| 17 | 11.05.52.0027 | 55 | 70 | 70 | 55 | 70 | 64 |
| 18 | 11.05.52.0028 | 55 | 70 | 65 | 70 | 65 | 65 |
| 19 | 11.05.52.0032 | 70 | 70 | 75 | 70 | 65 | 70 |
| 20 | 11.05.52.0033 | 70 | 70 | 70 | 70 | 70 | 70 |
| 21 | 11.05.52.0034 | 70 | 70 | 70 | 75 | 65 | 70 |
| 22 | 11.05.52.0036 | 70 | 70 | 70 | 67 | 65 | 68.4 |
| 23 | 11.05.52.0038 | 70 | 70 | 70 | 70 | 65 | 69 |
| 24 | 11.05.52.0040 | 70 | 70 | 70 | 55 | 65 | 66 |
| 25 | 11.05.52.0041 | 70 | 70 | 75 | 62 | 70 | 69.4 |
| 26 | 11.05.52.0043 | 70 | 70 | 70 | 55 | 65 | 66 |
| 27 | 11.05.52.0045 | 70 | 55 | 70 | 55 | 69 | 63.8 |
| 28 | 11.05.52.0047 | 70 | 70 | 75 | 65 | 70 | 70 |
| 29 | 11.05.52.0048 | 75 | 70 | 70 | 75 | 70 | 72 |
| 30 | 11.05.52.0049 | 70 | 55 | 70 | 65 | 70 | 66 |
| Mean | | 65.566667 | 66.5 | 67.3333 | 63.6 | 66.8 | 65.96 |

Appendix 7. Students' Improvements on Speaking Test 2

| No | Nomor Induk Mahasiswa | Post test 1 | Post Test 2 |
|----|-----------------------|-------------|-------------|
| 1 | 11.05.52.0001 | 64 | 68 |
| 2 | 11.05.52.0004 | 61 | 58 |
| 3 | 11.05.52.0005 | 64 | 60 |
| 4 | 11.05.52.0007 | 59 | 59 |
| 5 | 11.05.52.0010 | 61 | 59 |
| 6 | 11.05.52.0011 | 62 | 61 |
| 7 | 11.05.52.0012 | 64 | 68 |
| 8 | 11.05.52.0014 | 66 | 69 |
| 9 | 11.05.52.0015 | 63 | 64 |
| 10 | 11.05.52.0016 | 65 | 70 |
| 11 | 11.05.52.0018 | 64 | 65 |
| 12 | 11.05.52.0019 | 62 | 61 |
| 13 | 11.05.52.0020 | 61 | 66 |
| 14 | 11.05.52.0024 | 65 | 69 |
| 15 | 11.05.52.0025 | 63 | 65 |
| 16 | 11.05.52.0026 | 64 | 65 |
| 17 | 11.05.52.0027 | 62 | 64 |
| 18 | 11.05.52.0028 | 64 | 65 |
| 19 | 11.05.52.0032 | 60 | 70 |
| 20 | 11.05.52.0033 | 63 | 70 |
| 21 | 11.05.52.0034 | 62 | 70 |
| 22 | 11.05.52.0036 | 61 | 68 |
| 23 | 11.05.52.0038 | 60 | 69 |
| 24 | 11.05.52.0040 | 58 | 66 |
| 25 | 11.05.52.0041 | 61 | 69 |
| 26 | 11.05.52.0043 | 59 | 66 |
| 27 | 11.05.52.0045 | 61 | 64 |
| 28 | 11.05.52.0047 | 61 | 70 |
| 29 | 11.05.52.0048 | 64 | 72 |
| 30 | 11.05.52.0049 | 65 | 66 |

Appendix 8. The Result of Speaking Test 3

| No | NIM | Pronunciation | Content | Fluency | Grammar | Organization | Mean |
|-------------|---------------|---------------|-----------|-----------|-----------|--------------|-------------|
| 1 | 11.05.52.0001 | 90 | 70 | 70 | 70 | 80 | 76 |
| 2 | 11.05.52.0004 | 75 | 70 | 70 | 70 | 90 | 75 |
| 3 | 11.05.52.0005 | 80 | 70 | 70 | 70 | 70 | 72 |
| 4 | 11.05.52.0007 | 70 | 70 | 70 | 80 | 70 | 72 |
| 5 | 11.05.52.0010 | 70 | 70 | 70 | 80 | 70 | 72 |
| 6 | 11.05.52.0011 | 70 | 70 | 70 | 80 | 70 | 72 |
| 7 | 11.05.52.0012 | 70 | 70 | 70 | 70 | 70 | 70 |
| 8 | 11.05.52.0014 | 70 | 70 | 70 | 70 | 70 | 70 |
| 9 | 11.05.52.0015 | 70 | 80 | 70 | 80 | 70 | 74 |
| 10 | 11.05.52.0016 | 70 | 80 | 70 | 70 | 70 | 72 |
| 11 | 11.05.52.0018 | 70 | 80 | 80 | 70 | 70 | 74 |
| 12 | 11.05.52.0019 | 70 | 70 | 80 | 80 | 70 | 74 |
| 13 | 11.05.52.0020 | 70 | 70 | 80 | 80 | 70 | 74 |
| 14 | 11.05.52.0024 | 70 | 80 | 80 | 70 | 70 | 74 |
| 15 | 11.05.52.0025 | 70 | 70 | 70 | 70 | 70 | 70 |
| 16 | 11.05.52.0026 | 70 | 70 | 70 | 70 | 70 | 70 |
| 17 | 11.05.52.0027 | 70 | 80 | 70 | 70 | 70 | 72 |
| 18 | 11.05.52.0028 | 70 | 80 | 80 | 70 | 70 | 74 |
| 19 | 11.05.52.0032 | 70 | 70 | 70 | 70 | 70 | 70 |
| 20 | 11.05.52.0033 | 75 | 70 | 70 | 70 | 70 | 71 |
| 21 | 11.05.52.0034 | 70 | 70 | 70 | 75 | 70 | 71 |
| 22 | 11.05.52.0036 | 70 | 70 | 70 | 70 | 70 | 70 |
| 23 | 11.05.52.0038 | 70 | 70 | 70 | 70 | 70 | 70 |
| 24 | 11.05.52.0040 | 70 | 70 | 70 | 80 | 70 | 72 |
| 25 | 11.05.52.0041 | 70 | 70 | 75 | 80 | 70 | 73 |
| 26 | 11.05.52.0043 | 70 | 70 | 70 | 80 | 70 | 72 |
| 27 | 11.05.52.0045 | 70 | 80 | 70 | 80 | 70 | 74 |
| 28 | 11.05.52.0047 | 70 | 70 | 70 | 80 | 70 | 72 |
| 29 | 11.05.52.0048 | 75 | 70 | 70 | 80 | 70 | 73 |
| 30 | 11.05.52.0049 | 70 | 80 | 70 | 80 | 70 | 74 |
| Mean | | 72 | 73 | 72 | 75 | 71 | 72.3 |

Appendix 9. Students' Improvements on Speaking Test 3

| No | Nomor Induk Mahasiswa | Post test 2 | Post Test 3 |
|----|-----------------------|-------------|-------------|
| 1 | 11.05.52.0001 | 68 | 76 |
| 2 | 11.05.52.0004 | 58 | 75 |
| 3 | 11.05.52.0005 | 60 | 72 |
| 4 | 11.05.52.0007 | 59 | 72 |
| 5 | 11.05.52.0010 | 59 | 72 |
| 6 | 11.05.52.0011 | 61 | 72 |
| 7 | 11.05.52.0012 | 68 | 70 |
| 8 | 11.05.52.0014 | 69 | 70 |
| 9 | 11.05.52.0015 | 64 | 74 |
| 10 | 11.05.52.0016 | 70 | 72 |
| 11 | 11.05.52.0018 | 65 | 74 |
| 12 | 11.05.52.0019 | 61 | 74 |
| 13 | 11.05.52.0020 | 66 | 74 |
| 14 | 11.05.52.0024 | 69 | 74 |
| 15 | 11.05.52.0025 | 65 | 70 |
| 16 | 11.05.52.0026 | 65 | 70 |
| 17 | 11.05.52.0027 | 64 | 72 |
| 18 | 11.05.52.0028 | 65 | 74 |
| 19 | 11.05.52.0032 | 70 | 70 |
| 20 | 11.05.52.0033 | 70 | 71 |
| 21 | 11.05.52.0034 | 70 | 71 |
| 22 | 11.05.52.0036 | 68 | 70 |
| 23 | 11.05.52.0038 | 69 | 70 |
| 24 | 11.05.52.0040 | 66 | 72 |
| 25 | 11.05.52.0041 | 69 | 73 |
| 26 | 11.05.52.0043 | 66 | 72 |
| 27 | 11.05.52.0045 | 64 | 74 |
| 28 | 11.05.52.0047 | 70 | 72 |
| 29 | 11.05.52.0048 | 72 | 73 |
| 30 | 11.05.52.0049 | 66 | 74 |

Appendix 10. Situation in The Jigsaw Classroom 2.

Appendix 11. Situation in the Jigsaw Classroom 3.



Appendix 12. Situation in the Jigsaw Classroom 4.



Appendix 13. Situation in the Jigsaw Classroom 5.

