

And because big number of the students in one class, therefore it can make some of the students are afraid of having mistakes when they speak in the class. And because some students are afraid to speak in the class, automatically they become passive students in the class and only some students who want to speak or more active in the class.

English teachers should be able to encourage and facilitate the students in order to speak English as much as possible. Teachers need to create an attractive learning atmosphere for the students to participate more in using the target language.

In the process of language learning, students should be encouraged to express their feelings, thoughts, and opinion using the target language. They should be brought to the word they love. This is very important in order to avoid the feeling of boredom and the loss of motivation.

Interesting topic can increase the students' participation in the classroom activities. It will bring them to the real situation and motivate them to speak. The teacher can choose an interesting topic not only from the text book but also from others sources in order to make students interested in the speaking class.

The students at the first grade of SMA HANG TUAH 2 SIDOARJO also have several problems in learning speaking. These problems are caused by several factors. First, they still have lack vocabulary, therefore they still find difficulties to speak in speaking class. Second, their motivation in learning English was also still low.

1. Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they can not think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use

In classes where all or a number of the learners share the same mother tongue, they may tend to use it because it is easier, because it feels unnatural to speak one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue.

⁷ Penny Ur, *A course in language teaching*, (Cambridge : Cambridge University Press, 1996), p. 121

2. Grammar:

1. Grammar almost entirely in accurate except in stock phrases.
2. Constantly errors showing control of very few major patterns a frequently preventing communication.
3. Frequently errors showing some major patterns uncontrolled and causing irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that cause misunderstanding.
5. Few errors, with no patterns of failure.
6. No more that two errors during the interview.

3. Vocabulary:

1. Vocabulary is in adequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, transportation, etc).
3. Choice of words sometimes in accurate limitation of vocabulary prevent discussion of some common professional and social topic .
4. Professional vocabulary adequate to discuss special interest general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations.

- Step 6 : Every students that finished discuss in expert groups must come back to their home groups.**
- Step 7 : Every students in one group must present about the result their discussion in their expert groups**
- Step 8 : the students answer the questions that have been given by the teacher.**

The first step of the study is begun by doing preliminary study in teaching speaking at the first grade of SMA HANG TUAH 2 SIDOARJO. The researcher wants to know about the students' speaking activity to identify the class problem.

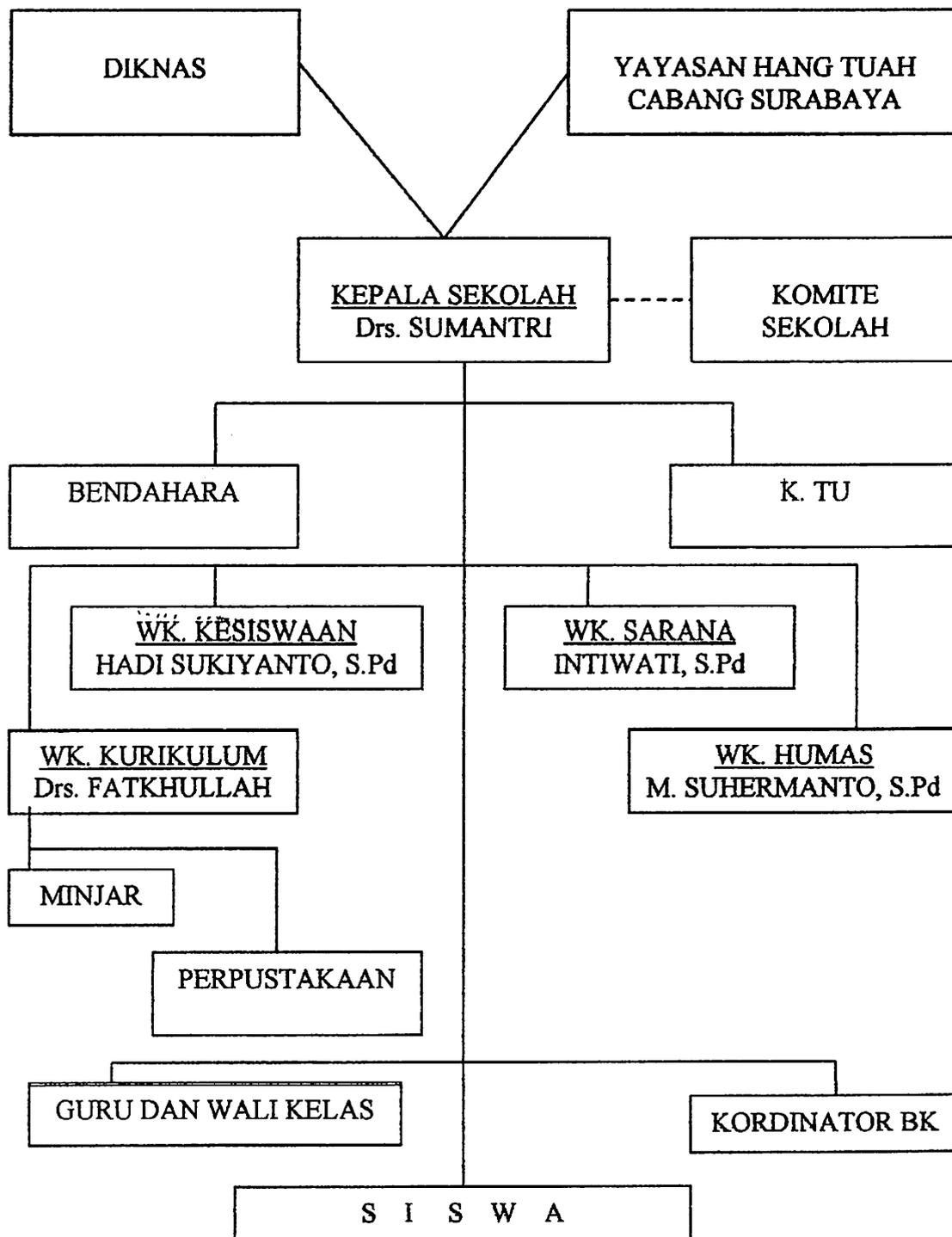
A preliminary study was done to identify the students at the first grade in SMA HANG TUAH 2 SIDOARJO as the object of this study as well as to get more information about the students' problems in the teaching and learning of speaking class. It was done in May, 2008.

In the first preliminary study, the researcher meets the head master of SMA HANG TUAH 2 SIDOARJO to talk about the plan to do research in that school. In the second preliminary study, the researcher meets the English teacher at the first class for an informal interview and does direct observation in teaching and learning process of speaking class.

After doing an informal interview with the English teacher and classroom observation, the analysis was found. The data from preliminary study is used to set up a plan of action.

In the planning step, the researcher and the English teacher prepare about the lesson plan, instructional material, prepare media, and the instrument. In the implementing step, the researcher applies the jigsaw technique in the classroom based on the lesson plan that has been made. In the observing, the researcher collects the data, how can the jigsaw technique be implemented in teaching speaking.

2. Structure Organization



the teacher introduced herself to the students. Then, she checked the attendance list because she wanted to know the students one by one.

In the first meeting, the teacher used game to stimulate the students to speak in the classroom. The name of the game was guess word. The students were divided into some groups and one of the students in every group must come forward and got one word from the teacher. And other students who did not come forward must guess about the word based on the clue which was given by the student who came forward.

It was replied until some cycles, and could be known which groups that became the winner. The teacher prepared reward to the group that became the winner. It meant that the students could be more spirit to speak in the classroom. After gave the reward to the students that became the winner, the teacher continued to the next step which was prepared by the researcher and the English teacher. The next step was divided the students into some groups.

Every student was given a picture about situ gantung disaster and the students must discuss about everything in the picture. After discussion, the teacher asked about the result of discussion to every student, and the teacher took the score from it.

because the students could move their groups and their sat. This technique asked the students to share their idea with their groups. Every student responsible to their groups, therefore every student must understand about the material which would be discussed.

In the jigsaw technique, the teacher divided the students into some groups. This group was chosen randomly by the teacher. And then the teacher distributed the material to every student. But every student got the different material with others in one group. Then, the students must look for the students who got the same material with them.

After the students met their friends who got the same material, they must discuss with their friends about everything in the text. The teacher gave limited time to the students to discuss about the material. The time was 10 minutes. The teacher gave them limited time, because she did not want replied her mistakes in the first meeting which did not give the student limited time when they discussed. As a result, she did not have time to take score to the students and must be replaced in the next meeting.

After the students' discussion, they must come back to their first groups. And then they presented the result of their discussion with their second groups. Because one group had the different material, therefore they must present the result of their discussion one by one

c. The third meeting

1). Planning

It was held on May 22, 2009. The time used was 2x40 minutes. In the third meeting, the teacher used jigsaw technique. The topic was about news item and the material was about some famous places, which are: Bromo Mountain, Zoo, Toba Lake, Borobudur, Kuta Beach and Parangtritis Beach. The teacher took the material from text book and internet.

Based on the reflection in the second meeting, the teacher prepared everything to be better in the third meeting. For example: the teacher would motivate the students to be more active in the discussion and use English and the teacher would control the situation in the classroom. Because these things happened in the second meeting and the teacher did not want to reply her mistook in the next teaching and learning process.

2). Implementing

Started from the teacher said greeting, the students answered it. Then, the teacher called the students one by one because she wanted to know who did not come to the school that day. After that, the teacher implied a game to stimulate the students before they got lesson. And the game related to the material, therefore the students could guess about what would be studied by them that day.

In this third meeting, the teacher used jigsaw technique, same with the second meeting, because the teacher implied jigsaw technique for three meeting. Jigsaw technique was started from dividing the students into some groups. These groups chose randomly, it meant that the students could change their groups every meeting, therefore they could study together with different students in every meeting. It could make the students felt that they ever study together with all of their students, although it was not one opportunity, but it was different opportunity.

After that, the teacher distributed the text to every student and every student in one group had different text from others. And then, they must find their friend who got the same material with them. After they got their second groups, they must discuss about everything in the text. Every member of the group must understand about the text because they would explain about the text and the result of their discussion to their first groups.

The teacher gave 10 minutes to discuss. After that, they must come back to their first groups to explain about result of their discussion. When the students started to discuss, the teacher walked around the class and motivated the students to be more active in the discussion and used English.

d. The fourth meeting

1). Planning

It was held on May 29, 2009. The time used was 2x40 minutes. In the fourth meeting, the teacher used jigsaw technique too. The topic was about news item and the material was about some culture in Indonesia, especially some kinds of dance in Indonesia. Which are: kecak dance, remo dance, piring dance, reog dance, topeng dance, and Kuda Lumping. The teacher took the material from text book and internet.

Based on the reflection in the second meeting, the teacher prepared everything to be better in the third meeting. For example: the teacher would motivate the students to be more active in the discussion and use English and the teacher would give punishment to the students who made noisy in the classroom. Because these things happened in the second meeting and the teacher did not want to reply her mistook in the next teaching and learning process.

2). Implementing

The teaching and learning process of the day was started when the teacher said greeting to the students. Then, the teacher checked the attendance list because she wanted to know who did not come to the school that day. After that, she applied game before the lesson was started. Every game which was given by the teacher always related

with the material. It meant that the students can guess about what will be studied by them that day.

Then, the teacher applied jigsaw technique which was started by dividing groups. Then, the teacher gave the students the text but every student in one group had different text from others. After that, every student must get their friends who had the same material with them and they must discuss about everything in the text. When the students started to discuss, the teacher walked around the class and motivated the students to be more active in the discussion and used English.

Then, the students came back to their first group to explain about the result of their discussion with their second groups. When every student explained about their result of discussion, the teacher started to score them. It meant that the teacher wanted to know whether there was progressing of the students before and after using jigsaw technique or not.

When took the score to the students, the teacher asked to the researcher to help her to recorded a half of the students who had not taken the score yet. Because it was impossible for the teacher to take score all of the students in one meeting, it was caused big number of students in one class.

Below, the students' score will be described generally, but to be more specific about every criterion of students' score can be seen in Appendix.

Table 4.22

No	Students	I	II	III	IV
1	Aditya P.	23	26	28	38
2	Andreas	23	26	28	34
3	Aprilia D.A	50	55	63	72
4	Aviangga R.P	34	38	48	56
5	Bagus olifianto	50	52	63	68
6	Brigita S.R	42	46	64	72
7	Chandra S.	17	20	30	42
8	D. Fikria A.M	50	52	64	72
9	David ardian	34	38	63	72
10	David jefta	42	46	52	68
11	Ekky putra	34	42	44	49
12	Eko nuriman	16	20	26	33
13	Elly yunita	42	46	55	68
14	Emil Afriza	42	49	52	72
15	Felixia D.J	42	46	52	72
16	Filemon Edwin	34	38	46	56
17	Fransiska N.N	33	36	42	53
18	Gabriela A.O	36	38	42	53
19	Goeno roza E.	33	42	46	56
20	Hadiyanti J.	16	20	26	33
21	I made bagus P.	34	38	45	49
22	Ignatius danu	40	44	50	58
23	Kiki rerandra	50	52	57	72
24	Kresnohadi R.	50	55	63	76
25	Linda o	42	45	51	58
26	Margareta A.	36	38	45	58
27	Nesra andrika	42	46	59	68
28	Ni komang ayu	42	44	51	58
29	Niluh yuli K.	40	44	50	59
30	Rahmat H.	40	44	52	59
31	Ramadhan Z.R	34	38	43	52
32	Ryandi P.P	42	45	52	72
33	Sari dewi K.	36	38	47	56
34	Satrio adi P.	42	45	49	68

made mistakes, their teacher corrected it. But when they discussed with their friends, they seldom used English but they used their mother tongue.

The result of questionnaire in every number would be analyzed one by one. For question number 1, can be known that 95, 45 % students like English and others were not. For question number 2, can be known that 88, 63 % students like speaking class and others were not. For question number 3, can be known that 100 % students need to know about the rules of jigsaw technique. For question number 4, can be known that 97, 72 % students like jigsaw technique in teaching speaking and others were not. For question number 5, can be known that 79, 53 % students active in discussion when jigsaw technique was applied and others were not.

For question number 6, can be known that 59, 09 % students did not use English when they discussion and others were use. For question number 7, can be known that 84, 08 % students pay attention to their friends when their friends share their opinion and others were not. For question number 8, can be known that 100 % students answered that jigsaw technique helped the students more enjoy in speaking. For question number 9, can be known that 97, 72 students answered that jigsaw technique can make students more motivated in speaking and others were not. For question number 10, can be known that 90, 9 % students answered that there were progressions in speaking when jigsaw is applied and others were not.

For question number 11, can be known that 54, 53 % students often find difficulties in jigsaw technique and others were not. For question number 12, can be known that 70, 44 % students often ask to the teacher when they find difficulties in jigsaw technique and others were not. For question number 13, can be known that 93, 17 % students answered that the teacher often answers their questions and others were not. For question number 14, can be known that 59, 08 % students ever make mistakes during jigsaw technique is applied and others were not. For question number 15, can be known that 90, 9 % students answered that the teacher often corrects the students' mistakes and others were not.

For question number 16, can be known that 100 % students answered that the teacher often motivate the students to active during jigsaw technique. For question number 17, can be known that 81, 81 % students answered that the teacher dominates the class during jigsaw technique and others were not. For question number 18, can be known that 84, 08 % students answered that the topic interested and others were not. For question number 19, can be known that 95, 44 % students answered that the topics help the students to be active in discussion during jigsaw technique is applied and others were not. For the last question, can be known that 100 % students answered that jigsaw technique needs to be applied in their schools.

3. The students' score

The researcher can analyze that the students can improve their score in every criteria. In the second meeting, there were 7 students who can improve their score in accent. No body who can improve their score in grammar. There were 7 students who can improve their score in vocabulary. There were 26 students who can improve their score in fluency. There were 13 students who can improve their score in comprehension.

For the third meeting, there were 23 students who can improve their score in accent. There were 9 students who can improve their score in grammar. There were 17 students who can improve their score in vocabulary. There were 33 students who can improve their score in fluency. There were 25 students who can improve their score in comprehension.

For the last meeting, there were 19 students who can improve their score in accent. There were 15 students who can improve their score grammar. There were 37 students who can improve their score in vocabulary. There were 16 students who can improve their score in fluency. There were 36 students who can improve their score in comprehension.

From the explanation above, we can conclude that every student can improve their score in different criteria. It means that this study was success to improve their speaking competence which can be seen from their score in speaking class. Although in the first meeting their score was not quite good but the students can improve their score in every meeting.

