



In relation with those factors above, it needs the teachers' creativity in making the teaching learning process runs well and enjoyable. The teacher should be aware in leading the activity used in speaking class. He should provide a suitable technique for the students in order to make the teaching learning process becomes interesting and enjoyable.<sup>10</sup>

### 2.3 The characteristics of a successful speaking

In classes were all, the learners and teacher are have the same expectation. To reach for an effective speaking activity, the numbers below are the characteristics of effective teaching speaking:

1. learners active in speaking
2. Participation is even
3. High Motivation
4. And appropriate language.<sup>11</sup>

## 2.4 Cooperative learning in speaking

Cooperative learning in Speaking is a process with many stages, includes collecting information (number, verbal description), analysis, interpreting the information to make decision. The method used for speaking or oral communication skills depends on the purpose of the Cooperative learning, it should to the measurement principles of reliability, validity, and fairness. At each stage, people act and interact to produce something for the next stage. While the Cooperative learning developers are the key players in the speaking cycle, the examinees, interlocutors, rates, and score users also

<sup>10</sup> Jeremy harmer, how to teach English (England : Addition Wesky Longman, 2004). P 38

<sup>11</sup> Penny, ur, A. *Course IN language teaching*, (Cambridge ; Cambridge University Press, 1996). P. 120



students have to conclude various opinions while the teacher gives feedback and evaluate the discussions process.<sup>13</sup>

Some difficult can be avoided if the teacher will carefully observe some basic principles which facilitate the effectiveness of buzz group teaching. Plan the class time to allow for moving chairs, explaining the technique, and hearing reports. These items will usually take longer than expected. Make clear to the class what the roles of group leader and recorder should be. This is done before the entire group so that everyone will know how to react to the leader and recorder in his group. Set a definite time limit for discussion. The general tendency is to think that groups will be able to do more in a certain amount of time than they can actually handle effectively. If five group members have 15 minutes to deal with their question, each member of the group can speak about question for only three minutes. The teacher should go with the float from one group to another and motivate for better involvement, help them over any hurdles, and generally spread enthusiasm around the room. *Gather the notes* from the reporters, and prepare a mimeographed sheet of the total findings of the class. The recorders will probably be speaking so fast that no one can take notes. Furthermore, this sheet will give the class a symbol of their own effectiveness in discussion and Bible study. The leader can also add his own comments at the end so that such a report sheet will be helpful as a reference item long after the class is over.

<sup>13</sup> Jack C. Richard, et al. *Methodology In Language Teaching*, (Cambridge ; Cambridge University, 2002 ). P. 226 – 227



group then reports the results of its findings back to the other groups, thus gradually building up a detailed and complete ‘picture’ of the topic.

## Planning

1. Identify the topic to be investigated.
2. Divide the topic into jigsaw segments to be researched.
3. Divide the students into small groups.
4. Identify and locate resources for each segment of the topic.
5. Prepare task cards, set a time frame for the exercise and arrange a suitable setting for the final presentations.
6. Decide the sequence of the final presentations.
7. Devise or select appropriate ways of researching and presenting information.

## Managing

1. Explain the process to students.
2. Assign each student to a jigsaw group and explain that the purpose of each group is to learn as much as possible about the topic on the task card.
3. Students discuss what they already know about the topic, no questions they have or areas to be researched.
4. Explain to students that each expert jigsaw group will need to access and read source materials, make a summary of key points, work cooperatively and decide how their information will be presented.
5. Students could then simply work as a collaborative group, assigning roles, eg scribe, illustrator and sharing research tasks. As an alternative, students



teaching learning process could really help accelerate students in speaking skill. by using buzz group technique makes the situation of the class more enjoyable and relaxing, and the students can improve their speaking skill.

Second, thesis with title “Using jigsaw technique to improve the speaking skill of students of eleventh grade of MA Ma’arif Singosari Malang in year 2011-2012 Ahmad Fathun Najah. This research aims to improve the speaking skill of students’ using jigsaw technique. He was conducted an observation research to obtain the information related to the research problems. The sample of this research was of the eleventh grade students in MA Ma;arif Singosari Malang. The result of the research show that by using jigsaw technique in teaching learning process could really help accelerate students in speaking skill. by using jigsaw technique makes the situation of the class more conducive in teching learning.

Both of this thesis use buzz group and jigsaw technique to improve the speaking skill of students is same with my research, in their thesis the use buzz group and jigsaw technique better to improve speaking skill of students. But in my research I want to show that the effectiveness buzz group and jigsaw could improve the students speaking skill especially in English teaching by using Planning, Implement the action, Observing and Reflection.