

## **CHAPTER II**

### **THEORETICAL REVIEW**

This chapter mostly talks about some theories related to the topic of the study. In order to have the same views of the terms, the writer would like to present the definition of the terms.

#### **A. Teaching Method**

Teaching method based on the Curriculum 2013, the students must be more active than the teachers. In the teaching learning process, in English speaking skill, there is no improvement of the students to be more active. The students' score can be said not improved. The teachers should create the new atmosphere within the classroom to change it.

According to Suwartono (2016: 2) creative teachers learn a lot from a variety of sources. So, in this case the teachers learn a lot of teaching method to create the new situation in teaching learning process to increase students learning in English Language Teaching. By this demands from the curriculum which requires students to be active in teaching learning process. The teachers should have innovation to survive in the world of education in order to improve the quality of good education. Only creative teachers could have survived within such a scenario, as they could perform equally well with or without standardized material (Suwartono, 2016: 3). From that statement the researcher will use one of the teaching method it called jigsaw technique, to motivate the students to be more active in learning process especially in English Language Teaching.

There are teaching method it called cooperative learning to make the students motivate and not bored. Cooperative learning method In general according to Karcop (2017: 421) cooperative learning is considered to have positive effects on the academic achievement of learners, the development of social skills, the personality traits and psychological variables. In addition, this method appropriate to the students' learning process. Using cooperative learning it can reduce the risk of competition in social learning. Students works in groups with other students. Working together in groups will make the students have no awkwardness. So, the students can express about the idea.

#### 1. Cooperative Learning Model

Cooperative learning model has positive affects on the academic such as; (1) the development of social skills, (2) the personality traits, and (3) psychological variables (Karcop, 2017: 421). In addition, cooperative learning is effective to develop personal skill and professional skill.

By involving the students in the exchange of ideas, debates or support of own ideas, or opinion there is an increase of the interest in the learning-teaching process (Patesan, 2016: 482). It means by involving this method, the students are able to sharp students' critical thinking and responsibility of the students.

There are some positive benefit of cooperative learning models within the classroom such as; teaches students to trust in their teacher, ability to think, seek information from other sources and learn from other

students, encourages students to express their ideas as well as compare with their friend's ideas, and help students learn to respect either good or weak students (Putri, 2014: 6). In addition, cooperative learning will treat students' manner namely; respect each other, obtain new information, and respect the teacher.

## 2. Characteristics of Cooperative Learning Method

Cooperative learning is a method of promoting learning through students' cooperation rather than competition (Singh, 2015: 4). In addition it is one of most appropriate methods for physics, it will decrease students' anxiety in teaching learning process. Those conditions are positive interdependence on the feeling that individual goal-attainment relies on performance of all group members, individual accountability, face-to-face interaction with peers, use of pro-social skills and group processing of a given academic task (Singh, 2015: 5). From that statement above, cooperative learning can be one of students' motivation in learning process within the groups. Group members must work together as a team to accomplish a common goal; each person depends on all the others (Aronson, 2007: 1). So, the students must work well within the group as a team to value each other as contributors to their common task.

According to Orlich (2007: 274), cooperative learning has its own characteristics:

- a. Uses small groups. Each group consists of three, four, or five students.
- b. Focuses on accomplished task. Together with the team-mate, they should work hard to finish the tasks successfully.

- c. Requires group cooperation and interaction. The students will work as team. They should work cooperatively and interact with each other.
- d. Mandates individual responsibility to learn. Besides as the team-mate, each student is also asked to have the responsibility individually. It supports division of labor, because in cooperative learning, sometimes each student has each own job in team, and students must responsible with their job.

From these statement it concludes cooperative learning creates the students responsibility in problem solving. Moreover, through cooperative learning the students also should be able to give ideas or solutions of a problem, to listen and to appreciate their friends' idea.

## 2. Advantages and Disadvantages of Cooperative Learning

### a. Advantages of Cooperative Learning

- 1) Groups can help the students develop communication skill, leadership skill, and cooperation skill.
- 2) Groups motivate the students who are bored.
- 3) Groups allow the students to work and interact independently without necessary guided of teacher, thus promoting the students independence.
- 4) It recognizes the old maximum that 'two heads are better than one' and in promoting cooperation helps the classroom to become a more relaxed and friendly place. (Harmer, 2001)

Based on the above explanation it concludes the advantages of cooperative learning students are easy to take part in a discussion. It

helps the students to express their idea, enjoy the discussion and share the knowledge.

b. Disadvantages of Cooperative Learning

- 1) Time consuming to organize a group work.
- 2) The teacher has less control over what students are doing in group work than in a normal class.
- 3) Group work in a large class will be noise.
- 4) Not all students enjoy it since they would prefer to be focus on the teachers' attention rather than working in their group.
- 5) During the group activity, the teacher cannot control the language used by the students.

However these disadvantages it can be overcome with students' participation and the teacher. Moreover, if the teacher be able to guide students within the classroom. Students' participation as the important thing in this case to create such conducive role.

3. Jigsaw Technique

In education, Jigsaw is a teaching technique by social Psychologist Elliot Aronson 1970. Jigsaw technique which used in the implementation of cooperative learning, brings the cooperation to the forefront by providing support to the students' working together and removing competition in the classroom (Atman, 2017: 421). According to Endang (2009: 173), there are many kinds of model of cooperative learning. They are Students Achievement Division (STAD), Jigsaw, Group Investigation, Structural Approach, Team Game Tournament, Team Accelerated

Instruction (TAI), and Cooperative Integrated Writer Reading and Composition (CIRC). Therefore, this research choose jigsaw technique to assist students' problem in English speaking skills.

According to Isjoni (2011:54) to optimize the benefit of group learning, the component of the groups are heterogeneous, in both ability and characteristics. From that statement the teacher divide the students based on students' ability in English speaking skill but in a heterogeneous groups. So, the students' problem in English speaking skill will resolve by share each others. This type is one of cooperative learning which is design to encourage the students to be active and help each other to capture the material of learning to reach an achievement through the group that consist of four until six students (Isjoni, 2011: 50). From that statement, students are able to share their idea through speaking in English without worry, because their friends within the group will help them to speak fluently.

Jigsaw group consist of 4 – 5 students, so students share their vocabulary to each other. According to Fitria (2017: 31) Jigsaw makes the students learn their friends by exchanging the information. In addition students will get new vocabulary and information from their friends within the group. Therefore, new vocabulary will help students to improve their speaking. By involving the students in the exchange of ideas, debases or support of own ideas or opinion there is an increase of the interest in the learning-teaching process (Patesan, 2016: 482). It is mean that by involving this method the students can assist students' English speaking skill and responsibility of the students.

This research choose jigsaw technique because; (1) Jigsaw technique is the interesting technique of English learning to activate the students in learning process, (2) Jigsaw technique can improve the students' responsibility in the teaching learning process, (3) Jigsaw technique gives the opportunity for the students in cooperating with the other students, (4) Jigsaw technique gives a chance to contribute meaningfully to a discussion for the students, something that is difficult to achieve in large-group discussion. Each student develops their skill and has something important to contribute, (5) Jigsaw technique can create the class atmosphere in such a way that the students cooperate with each other.

#### 4. The Procedures of Jigsaw

According to Miftahul (2012: 120-121), the procedures of Jigsaw are as follows; (1) Students are divide into several group where the member of a group consists of 4 – 5 students .The group should be diverse in terms of gender, ability. It is called **home group**, (2) Topic is given to the students in text form and each student has accountability to study it, (3) Each member from different group has responsibility to study the topic and then the students read and discuss the text and find some information in the text in their group. It called **expert group**, (4) After each student comprehended the text, then the students comes back to the home group to explain other member about the material that has been studied in expert group, (5) At the end of the session, gives an assessment to them.

From the explanation above, it can be concluded that jigsaw is a technique in which the students learn in group form, and each member has different member, then students shares the information to complete all information to others.

#### 5. The Advantages and Disadvantages of Using Jigsaw Technique

The following as the advantages and disadvantages of using jigsaw cooperative learning:

##### a. The advantages of Using Jigsaw

- 1) Jigsaw creates positive learning environment and implies more individual responsibility, encourages cooperation and peer teaching.
- 2) Jigsaw can be integrated into a number of classroom activities that are structured so that everyone does not have to read an entire work or even segments from the same work.
- 3) Jigsaw model is under cooperative learning method. CL is a model of teaching and learning process where the activities and the classroom focuses on the students as the central of the teaching learning process (Lei, 2008: 55).

##### b. Disadvantages of Using Jigsaw

- 1) If the group setting is too big, it will make the group less effective in working among the member (Isjoni, 2008: 55)
- 2) If students don't get into their group quickly enough or read their initial texts quickly enough, it will run out of time.

- 3) The problem of dominant learner. Learners quickly realize that the group runs more effectively if each student is allowed to present her or his material before question and comments are taken.

Based on these cases, the jigsaw technique will succeed if students follow all of the rules in the jigsaw technique. Teachers play an important role in mentoring within the class to create such a conducive atmosphere.

## **B. The Nature of Speaking**

Naturally, to speak means to produce some words representing one's idea (Septiy, 2016: 29). It means speaking is the way to express and give some information through the words. In general, speaking activities share some common features (Harmer in Pablo, 2008: 1). In addition, an activity to communicate each other to get an information by expressing what is in mind using verbal and non-verbal activity. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). In this case, the students should express orally, fluently and appropriately in a given meaningful context.

In speaking activity, many things that should be paid attention, not only relate to what is being spoken, what the language is used, but also who is our interlocutor (Hendra, 2010: 37). It means the good speakers should master the topic, pay attention to the listeners' language, and to whom

speaks. In these case not every student master it. Today speaking in English as the challenging skill, because speaking needs mastery such aspects.

### 1. Aspects of Speaking

Speaking is used to communicate each other to get information and expressing what is in mind to provide information. On the daily life every human speaks in some aspect and through many ways to communicate. According to Shiamaa (2006: 34) in speaking there are three aspects of speaking. First, speaking face to face communication. Speaking has many assets, such as facial expression, gestures and even body movements. So, it means speaking skill is not only about grammar. Those aspects are included body language which letter it becomes persons' expression. Speaking is interactive, whether people are speaking each other through the telephone or face to face. Then, speaking happens in real time, it means that the communication is taken a place in spontaneously by orally to express mind of human to give an information.

### 2. Purpose of Speaking

Binasti (2011: 9) states that speaking is the active use of language to express meaning, so that other people can make sense of them. In addition speaking is used to build and establish a conversation relationship. In speaking conversation there are two discourse transactional and interactional (Binasti 2011: 37). Transactional communication is used to serve an information as the main of the conversation. On the other hand, interactional is some expression to give greetings, compliment and small

talks to the listeners. According to Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories; (1) personal are expressing (2) descriptive, (3) Narrative, (4) Instructive, (5) Questioning, (6) Comparative, (7) Imaginative, (8) Predictive, (9) Interpretative, (10) Persuasive, (11) Explanatory, (12) Informative.

This research is focus on explanatory. The researcher makes a test to know what the level of students speaking skill. According to syllabus 2013 on eleven grade in SMA Negeri 05 Purwokerto, the material is explanation. So, it will take applied in the jigsaw technique for teaching speaking skills. The researcher will try the technique whether it is effective or not in the teaching learning process.

**Table 2.1. English Syllabus**

Basic Competence	The Material
<p>1.1 Being grateful for the opportunity to learn English as the language of instruction for International communication is manifested in the spirit of learning.</p> <p>2.2 Develop honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and students</p> <p>3.7 Analyze social functions, text structures, and linguistic elements to state and ask about actions / activities / events without the need to mention the subject in scientific texts,</p>	<p><b>Actions / activities / events without needing to mention the subject (Passive Voice)</b></p> <p><i>Social function</i></p> <ul style="list-style-type: none"> <li>• States and asks about actions / activities / events without needing to mention the subject</li> </ul> <p><i>Structure of the text</i></p> <ul style="list-style-type: none"> <li>• Insects are considered dangerous animals.</li> <li>• Tsunami is caused by earthquake affecting the seabed.</li> </ul> <p><i>Linguistic element</i></p> <ul style="list-style-type: none"> <li>• Verb be (is / am / are / was / were) and verb 3<sup>rd</sup> form.</li> </ul>

Basic Competence	The Material
<p>according to the context of their use.</p> <p>4.11 Arrange oral and written texts, to state and ask about actions / activities / events without needing to mention the perpetrators in scientific texts, taking into account social functions, text structures, and correct and appropriate elements of language</p>	<ul style="list-style-type: none"> <li>• Clear, neat grammar, speech, word stress, intonation, spelling, punctuation, handwriting and printing.</li> </ul> <p><i>Topics</i></p> <ul style="list-style-type: none"> <li>• Various things are related to scientific events / activities / actions without the need to involve the perpetrators</li> </ul>

### 3. The Importance of Speaking Skills

The ability to speak a language is synonymously with knowing the language since speech is the most basic means of human communication. Utami (2018: 2) mentions the function of speaking is as interaction, transaction, and talk is as performance. Speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols in a variety of context (Kayi in Ira, 2013: 10).

From those definition it can be conclude that speaking is the important skill because it is the basic of means of human communication to do interaction and transaction as a human.

### 4. Problems in Speaking English

English speaking is the dominant language spoken by many people around the world (Hadijah, 2014: 240). From that statement English Speaking as the second language in the world, because many people around the world used English in their speaking. In other hand, there are some difficulties to speak in English. According to Sulston (2004: 2) it is

easier for the student to use their mother tongue in their class because it looks naturally. Students are prefer to use their first language to communicate but not in English. Moreover, students gets such difficulties to find the topics in speaking English. According to Hendra (2012: 39) Students often have no ideas about what to say, so they tend to keep silent.

Uncomfortable in speaking English as the important problem to solve. It causes the less of students' vocabulary in English. Students' unconfident as the factors that causes students' anxiety to make a mistake in their conversation. Students tend to shy to speak up in English. In other words, speaking is the most complex and difficult skill to master (Nazara, 2011: 28).

### **C. Previous Study**

There are some previous study found that jigsaw technique is appropriate technique to apply in English Language teaching.

1. Effectiveness of Jigsaw on Students' Speaking Skill in Majalengka. By Fakrudin (2016).

An experimental research was conducted by Fakhrudin (2016) the research is entitled effectiveness of jigsaw on students' speaking skill in Majalengka University. This research belongs to experimental research and quasi experimental research design. It describes about a study that cast about the effect of giving treatment of using jigsaw in students speaking skill to an experimental group. The result of this study showed that the

students in the experimental group got better development in the average scores than the control group in speaking test. The differences is shown by the development in average scores (15.39) than those without jigsaw (0.684).

2. The Effectiveness of the Jigsaw Cooperative Learning on Students' Achievement and Attitudes toward Science. Thedora (2001).

This research was conducted in Public Girls' School in Jordan. This research discussed about the effectiveness of the jigsaw cooperative learning on students' achievement and attitudes toward science. It used an experimental method to measure students' achievement in science. Then, the researcher used jigsaw technique in learning process, 20 multiple choice test was applied to measure students' achievement in science. The result of the analysis indicated a statistically significant difference between the two groups favoring the jigsaw technique. With regard to students' attitudes towards science, a statistically significant difference was revealed between high achievers in the two groups, favoring the jigsaw technique.

3. The Effects of Using Jigsaw Method Based on Cooperative Learning Model in the Undergraduate Science Laboratory Practices. Atman (2017).

In other hand jigsaw technique was applied as the effective technique to treat in laboratory practices. Atman (2017) conducted this research with the title the effects of using jigsaw method based on cooperative learning model in the undergraduate science laboratory practices. This study presented study to determine the influence of jigsaw technique based on

cooperative learning and a confirmatory laboratory method on prospective science teachers' achievements of physics in science teaching laboratory practice courses. In the research science teaching laboratory practices based on cooperative learning in an experimental group and a confirmatory laboratory method in a control group. The result indicated that the student teachers had higher level of achievement in physics topic which were taught through the jigsaw method based on cooperative learning than through a confirmatory laboratory method.

Based on those previous studies proved jigsaw technique was effective to assist students' achievement.

#### **D. Basic Assumption**

Majority of problems in speaking skill is students' confident. Moreover if the students feels not mastered the material. The confident of the students' is one of the important aspect in speaking. Many students worry to share their ideas through speaking in English. Students prefer to speak in their mother tongue, because students more confident used it. Anxiety of students are influence their fluency in English speaking skills. One of the way to resolve students' anxiety the teacher should apply new treatment in learning process.

#### **E. Hypothesis**

Based on basic assumption above the researcher has hypothesis that jigsaw technique effective to assist students' English speaking skill.