

**USING JIGSAW TECHNIQUE IN TEACHING SPEAKING  
REPORT TEXT AT SENIOR HIGH SCHOOL**

**PAPER**

*Submitted as Partial Fulfillment of the Requirements for the Strata One (S-1)  
Degree at the English Department*



**By:**

**Syafneli Oktaviani  
NIM 77089/ 2006**

**Advisor:**

**Drs. Jufri, M.Pd**

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF PADANG  
2011**

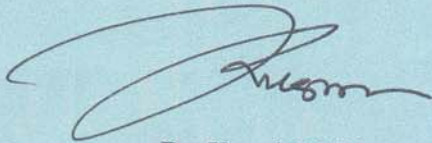
## HALAMAN PERSETUJUAN MAKALAH

Judul : Using Jigsaw Technique in Teaching Speaking Report  
Text at Senior High School

Nama : Syafneli Oktaviani  
Nim / Bp : 77089 / 2006  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa Inggris  
Fakultas : Bahasa dan Seni Universitas Negeri Padang

Ketua Jurusan

Padang, Februari 2011  
Pembimbing



Dr. Kusni, M.Pd  
Nip. 19620909 198803 1 004



Drs. Jufri, M.Pd  
Nip. 19540302 198403 1 001



## HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Makalah Jurusan  
Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang

Judul : **Using Jigsaw Technique in Teaching Speaking Report  
Text at Senior High School**

Nama : Syafneli Oktaviani  
Nim / Bp : 77089 / 2006  
Jurusan : Bahasa Inggris  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni Universitas Negeri Padang

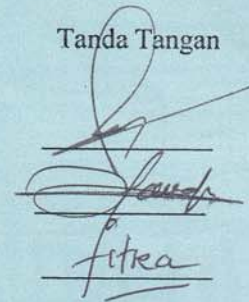
Padang, Februari 2011

Tim Penguji,

Nama

Tanda Tangan

- |            |                           |
|------------|---------------------------|
| 1. Ketua   | : Drs. Jufri, M.Pd        |
| 2. Anggota | : Havid Ardi, S.Pd, M.Hum |
| 3. Anggota | : Fitrawati, S.S., M.Pd   |



## **ABSTRAK**

**Oktaviani, Syafneli. 2011.** Using Jigsaw Technique in Teaching Speaking Report Text at Senior High School.

**Pembimbing: Drs. Jufri, M.Pd**

Penulisan paper ini bertujuan untuk membahas dan menjelaskan tentang teknik di dalam pengajaran speaking. Teknik yang digunakan adalah “Jigsaw”. Teknik Jigsaw ini dipercaya dapat memotivasi siswa untuk berpartisipasi aktif dalam berbicara. Kegiatannya merupakan kegiatan oral yang rilek, menyenangkan dan juga mampu mengembangkan sosialisasi yang baik antar siswa karena teknik ini fokus pada kerja kelompok yang dapat menumbuhkan keberanian siswa untuk berbagi pendapat, menceritakan cerita atau mendiskusikan topik tertentu dengan bahasa Inggris didalam kelompok mereka atau kelompok lain dan juga bisa memberi pendapat dari pendapat siswa lain. Disamping itu teknik ini juga difokuskan pada peer-tutoring sehingga siswa bisa mengungkapkan ide mereka pada teman sebaya mereka sehingga mereka tidak malu lagi untuk bertanya pada teman mereka yang lebih pintar jika mereka mengalami kesulitan. Teknik ini bisa memotivasi siswa untuk belajar bahasa Inggris khususnya untuk meningkatkan minat dan kemampuan siswa untuk belajar berbicara (*speaking*) dengan menggunakan bahasa Inggris.

## ACKNOWLEDGEMENTS

*In the name of ALLAH SWT, the Most Gracious The Most Merciful*

First of all, the writer would like to thank to ALLAH SWT for the Mercy that at last she can accomplish this paper. Her gratitude goes to her advisor, Drs. Jufri M.Pd, who helped and encouraged her in making this paper. Thanks for your suggestions, guidances and corrections.

Then, the writer wants to express her thanks to the examiners of her paper; Havid Ardi, S.Pd., M.Hum, Fitrawati, S.S.,M.Pd, who have given her many contributions and suggestions to improve the quality of this paper. The writer is grateful too, to the chairman and secretary of English Departments of state University of Padang, Dr Kusni, M.Pd., and Dra. An Fauzia Rozani Syafei, M.A., for kindness and helps. A lot of thanks are also due to all lectures of Department of State University of Padang, who have given much contribution to her education.

Her deepest gratefulness is addressed to her beloved mother and father who have tirelessly encouraged and given support whenever she got difficulties in her experience while studying there and also thanks for the prayers which never stop for her.

Finally, her thanks go to all her friends in English Department who keep struggle with her until graduate from there.

At last, may god bless us forever.

Padang, Februari 2011

The writer

## TABLE OF CONTENTS

<b>ABSTRAK .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>ii</b>
<b>TABLE OF CONTENTS.....</b>	<b>iii</b>
<b>CHAPTER I. INTRODUCTION</b>	
A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem .....	3
D. Formulation of the Problem .....	3
E. The purpose of the Paper.....	3
<b>CHAPTER II.REVIEW OF RELATED LITERATURE</b>	
A. The Nature of Speaking .....	4
B. Teaching Speaking at Junior High School .....	5
C. The Nature of Report text .....	6
D. The Concept of Jigsaw Technique .....	10
<b>CHAPTER III.DISCUSSION</b>	
A. The Implementation of Teaching Speaking by using Jigsaw Technique .....	13
B. Teaching Model by Using Jigsaw .....	14
C. The Advantages of Teaching Speaking by Using Jigsaw .....	25
<b>CHAPTER IV.CONCLUSION AND SUGGESTIONS</b>	
A. Conclusion.....	26
B. Suggestions .....	27
<b>BIBLIOGRAPHY</b>	

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Speaking is an interactive process of constructing meaning, receiving, and processing information. People can carry out of conversation with others, give ideas and change the information with the interlocutors by speaking. As an English skill, speaking is important to be learned by Indonesian students. Because speaking is used in all institutions in their country, for example in education, business, office, etc.

Because of its importance, speaking is taught in Indonesian school and it is put in senior high school curriculum (KTSP). In the teaching process, speaking is integrated with others skill in English, such as listening, reading and writing, and it is taught in the form of genre. There are several kinds of genre, such as, narrative, recount, descriptive, report, exposition hortatory, exposition analytic, news items, procedure, etc. All these texts have different purposes, different generics structures and different language features.

Although speaking has been taught in senior high school, the students still find difficulties in speaking. Based on the writer experience in the field, there are some difficulties of speaking. The first problem comes from student's side and the last problem comes from the teacher's side.

From the students' side, the problems are; first, it relates to the condition of the students who are lack of vocabulary that will make them unable to say words during speaking class. Second, most of the students are not confident to use

English in speaking class because they less of exercise to speak English and also because they always speak by using their native language. Third, most of the students do not understand grammar yet.

From the teachers factor, it can be seen that the process of teaching speaking also has problems. In this process, the teachers never try to find new technique to teach speaking. They just use traditional way in teaching speaking. The traditional way they used just memorize the material without giving the model of how to speak well. Second, the teachers do not use an interesting material. An interesting material is believed can build the students' motivation in learning. Third, the teachers never bring the media that can make teaching-learning process become more interesting for the students. In fact, the media can add students' motivation in studying process. Finally, there is not enough time to teach speaking (time given by school just 2x45 minutes) and sometimes speaking just taught as the part of reading skill. Some teachers believe that reading same with speaking.

In conclusion, Jigsaw technique can be used for increasing students' speaking ability because jigsaw gives each student responsible for their segment so that this is able to decrease students who are still silent during speaking class. Each group will be given one clever student in order to help members in the same group which have difficulties in making understanding of their segment. Teachers' role here as facilitator and monitoring students.



## **B. Identification of the Problem**

Based on the background above, the problems should be solved, whether from students' side and teachers' side. Students who are still lack of vocabulary, not confident to speak English, and do not understand grammar will be confident to speak English because in jigsaw activity the students free to express their idea about the material, they have more exercise to speak English so that automatically they will have many vocabularies and understand grammar. Teaching speaking by using jigsaw technique will make the students interest to learn English, especially for speaking because this technique create students' enjoyment where the students give freedom to express their idea with their friends in the same group or the different group. The teachers should apply this technique in teaching speaking.

## **C. Limitation of the Problems**

Based on the identification above, the writer focus on process of teaching speaking report text by using Jigsaw technique at senior high school.

## **D. Formulation of the Problem**

Based on the limitation above, the formulation is "How can teacher apply Jigsaw technique in teaching speaking report text at senior high school?"

## **E. The Purposes of the Paper**

The purpose of this paper is to describe the implementation of teaching speaking report text by using jigsaw to senior high school students.