

**IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH JIGSAW
AT SMA MUHAMMADIYAH 2 MAKASSAR**

**(A Classroom Action Research at the Tenth Grade Students' of SMA
Muhammadiyah 2 Makassar)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
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By

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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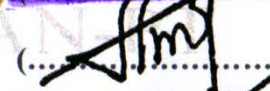
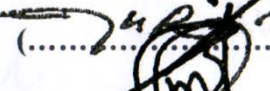




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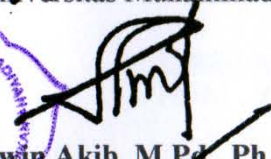
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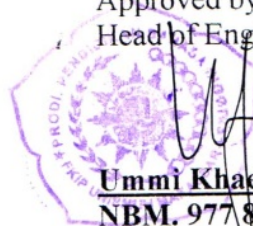
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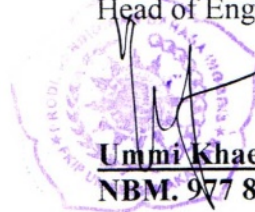
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ABSTRAK

Nazulana Fitri. 2018. *Meningkatkan Keterampilan Berbicara Siswa melalui Jigsaw di SMA Muhammadiyah 2 Makassar.* Tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh M. Arief Paturusi dan Hj. Ilmiah.

Tujuan dari penelitian ini adalah untuk mengetahui apakah Jigsaw dapat meningkatkan keterampilan berbicara siswa di SMA Muhammadiyah 2 Makassar. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus terdiri dari empat pertemuan. Satu kelas dengan jumlah siswa sebagai subjek adalah 29 siswa. Instrumen menggunakan tes berbicara.

Hasil penelitian ini menunjukkan bahwa pada siklus I, skor rata-rata keterampilan berbicara siswa dalam hal pengucapan adalah 4.96 dan dikategorikan buruk. Pada siklus II, skor rata-rata keterampilan berbicara siswa adalah 7.83 dan itu dikategorikan baik. Ada peningkatan pengucapan yang signifikan dari siklus I ke siklus II, peningkatannya adalah 57.86%. Daripada nilai rata-rata siswa dari keterampilan berbicara siswa dalam hal kosa kata adalah 4.71 dan itu dikategorikan buruk. Pada siklus II, skor rata-rata dari keterampilan berbicara berbicara siswa adalah 7.62 dan itu dikategorikan baik. Ada peningkatan kosa kata yang signifikan dari siklus I ke siklus II, peningkatannya adalah 61.78%. Berdasarkan penjelasan tersebut, peneliti menyimpulkan bahwa melalui jigsaw dapat meningkatkan keterampilan berbicara di SMA Muhammadiyah 2 Makassar.

Kata Kunci: Keterampilan Berbicara, Jigsaw.

ABSTRACT

Nazulana Fitri. 2018. *Improving the Students' Speaking Skill through Jigsaw at SMA Muhammadiyah 2 Makassar.* A thesis of English Grade Education Department, Faculty of Teachers Training and Education, University of Muhammadiyah Makassar, Guided by M. Arief Paturusi and Hj. Ilmiah.

The objective of this research was to find out whether or not Jigsaw can improve students' speaking skill at the Tenth grade students of SMA Muhammadiyah 2 Makassar. This research used a Classroom Action Research (CAR) which was conducted in two cycles, where each cycle consisted of four meetings. One class with the total number of students as subject were 29 students. The instrument were speaking test.

The result of this research showed that in cycle I, the mean score of the students' speaking skill in term of pronunciation was 4.96 and it was categorized as poor. In cycle II, the mean score of the students' speaking skill was 7.83 and it was categorized as good. There is significant improvement of pronunciation from cycle I to cycle II, the improvement was 57.86%. Than the students' mean score of the students' speaking skill in term of vocabulary was 4.71 and it was categorized poor. In cycle II, the mean score of the students' speaking skill was 7.62 and it was categorized good. There is significant improvement of vocabulary from cycle I to cycle II, the improvement was 61.78%. Based on the explanation, the researcher concluded that through Jigsaw was improving the students' speaking skill at SMA Muhammadiyah 2 Makassar.

Keyword: Speaking Skill, Jigsaw.

MOTTO

*“SUCCESS IS THE BEST
REVENGE”*

*I dedicate this thesis
Special to my beloved parents
(Abdul Malik and Hasnah)*

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
PERSETUJUAN PEMBIMBING	iii
SURAT PERNYATAAN	iv
SURAT PERJANJIAN	v
MOTTO AND DEDICATE	vi
ABSTRACT	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	x
LIST OF FIGURE	xi
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Study.....	3
D. Significance of the Study	4
E. Scope of the Study	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous of Related Findings	5
B. The Concept of Speaking	8
C. The Concept of Jigsaw	15
D. Classroom Action Research	16
E. Conceptual Framework	19
CHAPTER III : RESEARCH METHOD	
A. Research Design.....	20
B. Research Subjects.....	21
C. Research Instruments	21
D. Research Variables and Indicators	21
E. Research Procedures	22

F. Data Collection.....	25
G. Data Analysis	28
CHAPTER IV : FINDINGS AND DISCUSSION	
A. Findings.....	30
B. Discussion	38
CHAPTER V : CONCLUSION AND SUGGESTION	
A. Conclusion.....	42
B. Suggestion.....	43
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

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The researcher realized that this thesis still have not been perfect yet. Therefore, a constructive criticism will be appreciated. May Allah bless us forever. Amin.

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The Researcher

Nazulana Fitri

LIST OF TABLES

Table 3.1 Scoring Pronunciation.....	26
Table 3.2 Scoring Vocabulary.....	27
Table 4.1 Score of Students' Pronunciation in Speaking Skill.....	30
Table 4.2 The Criteria and Percentage of the Students' Pronunciation.....	32
Table 4.3 Score of Students' Vocabulary in Speaking Skill.....	33
Table 4.4 The Criteria and Percentage of the Students' Vocabulary.....	35
Table 4.5 The Improvement of Students' Speaking Skill in Term of Pronunciation and Vocabulary.....	36

LIST OF FIGURES

Figure 2.1 Conceptual Framework.....	19
Figure 3.1 Research Design.....	20
Figure 4.1 The Improvement of the Students' Pronunciation	31
Figure 4.2 The Improvement of Students' Vocabulary.....	34
Figure 4.3The Improvement of the Students' Speaking Skill in Term of pronunciation and Vocabulary.....	37

CHAPTER I

INTRODUCTION

A. Background

Communication is an essential need for human being. Language is the tool of communication which plays an important role to reveal an intention to someone else. Since Indonesian people face free market, communication in English language is badly need because English language is an International language. The language can be express in the speaking or written forms. There are some elements in the communication, such as the speaker, listeners, and the media that are used in communication.

In speaking class, the students should think how to speak. The components of English speaking skill that should be given and study in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy, and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and processing information.

Teaching speaking is not an easy job. The students' speaking score a SMA Muhammadiyah 2 Makassar only 5.0, its too low for speaking skill. The researcher want to improve their speaking skill until 7.0. There are

many problems in teaching speaking. First, it relates to the condition of the students who are lack of vocabulary that made them unable to say words during speaking class. Second, most of students are not confident to use English in speaking class. Sometimes the students feel not confident to speak. Third, the students often speak their local language.

The problems are faced by the students of SMA Muhammadiyah 2 Makassar. The teacher sometimes cannot control the class. The main problems are the way to manage the class. During teaching learning process, the teacher should make the students conducive and interest in with the materials. It needs hard work for getting the students attention and speaking ability.

In teaching speaking there are some principles of teaching speaking. The first is helping students to overcome their initial reluctance to speak, encourage, provide opportunity, and start from something simple. The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking.

Based on the principles above Jigsaw has criteria as the method to teach speaking. So, the researcher try to find out the solution using Jigsaw in teaching speaking because Jigsaw is a cooperative learning technique that reduce racial conflict among school children, promote better learning,

improve students motivation, and increase enjoyment of the learning experience often using to describe the concept of peer tutoring and work partners. Besides that, this method can build the students' ability to communicate and share their opinion because if they feel shy or not confident to share their opinion or ask the question to the teacher they can not share and ask their friends who are cleverer in the groups. This method focuses in group work, working in group is believed to solve the problem. The students that who can't speak in a large class would be more comfortable and can speak out in smaller group. Each student is a different background and ability in English, which he or she can bring to the group. The writer hopes that this method can be relevant method to gave solution from the problem of speaking class.

B. Problem Statement

Based on the background above, the researcher formulates the problem as follows:

“How is the improvement of the students' speaking accuracy through Jigsaw at the students in SMA Muhammadiyah 2 Makassar?”

C. Objective of the Study

In the relation of the problem statements above, this research aimed to explain:

“The improvement of the students' speaking accuracy through Jigsaw method.”

D. Significance of the Study

This research would be expected to be useful information and positive contribution to the English teacher and English Language learners at Senior High School, for the students who are going to study on English related to the topic, and for the writer herself as candidate teacher in the future time.

E. Scope of the Study

The scope of the research is restricted to know the important of the students' speaking skill. In this research, the reasearcher observed the students at SMA Muhammadiyah 2 Makassar. The researcher focused on the students' accuracy in speaking through Jigsaw method.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Findings

There are some researches which have conducted research that related to the Improving Improving the Students' Speaking Skill through Jigsaw at SMA Muhammadiyah 2 Makassar.

Wahyudi (2014) in his research "*Improving Students' Speaking Ability Through Jigsaw Task*" found that the students was interested to study speaking through jigsaw task. However, the teachers need to prepare a good lesson plan and the materials which were suitable and well constructed to avoid monotonous activity in class. At the last activity, it would be better if the teachers could discuss the jigsaw task that had been made by students and gave reward for the most interesting one.

Dyana (2013) in her research "*Using Jigsaw Technique To Improve Speaking Skill For The Science Students Of Grade XI-1 At SMAN 2 Yogyakarta In The Academic Year Of 2011/2012*" found that the result show that there was an improvement on students' motivation to learn and practice in English. They become more active in participating the teaching and learning process than before. Some students who were previously reluctant and hesitate to speak in English showed more eagerness to practice speaking

English and jigsaw made students interact more with their friends in English. Not only that, the students' interview showed that they become more confident in speaking in English. It was the cooperative learning implemented in jigsaw that made them less anxious.

Fakhrudin (2016) in his research "*Effectiveness Of Jigsaw On Students' Speaking Skill in Majalengka University*" found that there was significant difference between teaching speaking using jigsaw method and without it. The main factors affecting this success are the students' interest in the teaching and learning activities given using jigsaw.

Azizah (2017) in her research "*Improving Students' Activeness in Speaking Using Jigsaw II Of SMAN 1 Kendawangan*" found that this research was to improve students' activeness in speaking, especially in discussing and presenting the material using Jigsaw II to class XI IPA 1 of SMAN 1 Kendawangan with students' number was 27 students. Based on the analysis of the observation and the result of students' activeness in speaking especially, the use of Jigsaw II could improve students' activeness in speaking especially in discussing and presenting the material.

Astriani (2013) in her research "*The Influence Of Jigsaw Technique Toward Students' Speaking Ability Of The Second Year at Madrasah Aliyah Darul Ulum Tandun*" found that about using jigsaw technique show that there was significant influence between students who were taught conventional and who were taught by jigsaw technique one. The result shows

that the score of t_{es} is higher than t_{able} . H_0 is rejected and the H_a is accepted. In other word, jigsaw technique can influence the Second Year at Madrasah Aliyah Darul Ulum Tandun.

Based on the explanation above Wahyudi assume that the students interest to study speaking by jigsaw and the teacher need to prepare suitable material and to avoid monomous in the class. Also give reward to the students is better. While, Dyana and Azizah define that jigsaw can improve students motivation in practice English because they become confident in speaking English, especially in discussing and presenting material.

Fakhrudin and assume that there is significant difference between using jigsaw model in teaching speaking and without it because of student interesting in learning by using jigsaw. The last, Astriani also assume that there is significant influence between students who are taught conventional and by jigsaw technique one. From all the findings above, the researcher conclude that community interaction activities was good method to applie in teaching of speaking because the students intereste and motivate in learning it.

B. The Concept of Speaking

1. Definition of Speaking

Speaking is making use words in an ordinary voice, uttering words, knowing and being able to use language, expressing oneself in words, making speech. While skill is the ability to do something well. In short, the speaking skill is the ability to perform the linguistic language in actual communication. The ability function to express our ideas, feelings, thought, and need orally (Homby in Hartina, 2013:8).

According to Widdowson (1985:10) that speaking is a means of oral communication that gives information involves two elements, namely the speaker who gives the message and the listener who receptive the message.

While Tarigan in Nursyamsi (2010:9) states speaking that is gotten by the children preceded by listening skill. After getting the language input the students are able to master speaking skill. So, speaking is the way to make a speech to an audience, express our ideas, feelings, interact to another person in any situation.

2. Teaching Speaking

According to Havriye Kavi in Asrul (2010:8) states that what is meant by teaching is to teach ESL learners to:

- a. Produce the English speech sounds and sound patterns.
- b. Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as a means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

3. Kinds of Speaking

Speaking commonly divided into two kinds, namely speaking performance and speaking competency.

a. Speaking Performance

According to Bull (2008:326), performance is act of performing something.

b. Speaking Competency

According to Bull (2008:85) competency is ability to do something well. So, speaking is the ability of someone in oral communication.

4. The Speaking Criteria

a. Accuracy

1) Pronunciation

Harmer (1991:15) said that when he first hears English spoken he usually complains that English speech is too difficult to understand. His listening and speaking are still this is because he has been used to oral speech. Not only does his poor vocabulary because the trouble also inability to recognize the problem.

2) Vocabulary

Hirai (2010:45) said that “vocabulary is the basis for the development of language, very simply put, without knowing the vocabulary of language, higher level language use (pronunciation, syntax, expository writing) was difficult if not impossible.

b. Fluency

1) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces forms (Brown, 1980:267). A good clustering is to speak English with phrasal fluently. It means that speak English not word and reduce form are to use English with contraction, elisions and reduce vowels.

2) Self-Confidence

Speaking is the oral communication. With other people speaking need braveness. There are many students who have no self confidence so they cannot communicate with other people. They sometimes feel embarrase to speak English. The face we present to the world is rarely feel. Therefore we present must to teach other expect when we are involuntarily rating to something the face we present to the world is rarely our real face. It is considered peculiar behaviour on our part if we show in our face what we rarely feel.

According to Ellis and Brewster (2002:2) a learner might be fluent (make their meaning clear) but not accurate (make many mistakes). In the classroom languages, manipulation activities can help develop accuracy. These include controlled practice, drills, the study and application of pronunciation rules, and activities that help students to 'notice' their own mistakes.

5. Problem in Speaking

Munjayanah in Nurkalbia (2016) states the learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. There are following problem in speaking.

a. Inhibition

Speaking requires some degree of real-time exposure to an audience.

Learners are often inhibited about trying to say thing in foreign

language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

b. Nothing to say

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

c. Low or uneven participation

Only one participation can talk he or she is to be heard: and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

d. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

6. Classroom Speaking Activity

Harmer (2001) cites the activities of speaking class are as follows:

a. Acting from a script

In this section the teacher asks the students to perform the play based on the dialogue in the script. Thus, the teacher as the director and the students perform the dialogue.

b. Communication games

A game is one of activities that can help students relaxed in learning the language. This technique is particularly suitable for the children in mastering the language. It is designed to provoke communication between students, so that the students has to talk a partner in order to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

c. Discussion

The problem in conducting the discussion is the students' reluctant to give opinion in front of their friends. Particularly, the students are not mastering the topic of discussion. Therefore to encourage the students in expressing the ideas through the topic which is familiar with student's world.

d. Problem solving

The material is used in this technique giving the students to work in pairs or groups. They share their problem, opinion and feeling. In this case the teacher as the bridge to communicate among the participants. Then, the students give a question and answer each other. This communication will help the students practicing and expressing their ideas in spoken language.

e. Role play

A popular way of the aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone

is quite different. In these cases the students are using language in order to participate in the activity rather than other way round. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else-it allows them to experiment freely to be another people.

7. Characteristics of Successful Speaking

According to Penny Ur in Nursyamsi (2010:13), speaking for learner is not easy, at least four criteria should be covered by learner in speaking activity. They are:

- a. Learners talk a lot. Classroom activities must be designed in such ways that provide opportunities for learners to talk a lot.
- b. All get a chance to speak. A minority of talkative students must be fairly distributed. Classroom activities must be designed in ways that help all the students to take risk.
- c. Motivation is high. Learners are eager to speak because they are interested in the topic, and want to contribute to achieving a task objective.
- d. Language is comprehensible. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. The teacher must also base the activity on easy language so that the students can use the language fluently without hesitation.

- e. Students speak the target language. The teacher must keep students speaking the foreign language.

C. The Concept of Jigsaw Method

1. Definition of Jigsaw Method

According to Perkins (2001:111), Jigsaw is a teaching technique that enables each student of a home (Jigsaw) group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material return to the home (Jigsaw) group and teach the material to their group members.

According to School Saskatoon Public School Division, the Jigsaw method is a cooperative learning technique in which students work in small groups. 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. In this method, each group member is assigned to become an “expert” on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic, and then return to their groups and take turns teaching their topics to their groups mates.

2. The Advantages of Jigsaw

According to Aronson (1970), there are some advantages of Jigsaw, such as:

- a. Most teacher find jigsaw easy to learn
- b. Most teachers enjoy working with it.
- c. It can be used with other teaching strategies.
- d. It works even if only used for an hour per day.
- e. It is free for the taking.

3. Steps of Jigsaw

According to Elliot Aronson (1970), there are ten steps of Jigsaw classroom. They are:

- a. Divide students into 5 or 6 person jigsaw groups.
- b. Appoint one student from each group as the leader.
- c. Divide the day's lesson into 5-6 segments.
- d. Assign each students to learn one segments.
- e. Give students time to read over their segments at least twice and become familiar with it.
- f. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.
- g. Bring the students back into their jigsaw groups.
- h. Ask each students to present her or his segments to the group.
- i. Float from group to group, observing to the process.
- j. At the end of the session, give a quiz on the material.

D. Classroom Action Research

1. What is Action Research

Kurt Lewin, in his paper “Action Research and Minority Problems” (1946), described action research as “a comparative research on the conditions and effects of various forms of social action and research leading to social action” that uses “a spiral of steps, each of which is composed of a circle of planning, action, and fact-finding about the result of the action”. Action research process embarks on a problem finding, and then formulating possible actions for the problem, applying on action, and finally evaluating on the outcome of the action. These activities go round in a circle. Sometimes, we should repeat the process until we can get the desired behaviour.

Action research can be done in any situations, including a classroom. Action research can range from a small-scaled research to a very meticulous one. It can either apply a quantitative or a qualitative approach, or both. The result of the research can be anything (a success or a failure of the action). The methods of gathering data can be as simple as an observation to more complex one like a questionnaire.

2. Why Action Research

Maybe the answer is; “Why NOT?”. It is very advisable for teachers that they know how to conduct action research. In the institution where the researcher teach, action research has been encouraged to be done by every teacher. We have a yearly seminar for that cause and the result is

very satisfying. Teachers from all over joint operations throughout the country flock to the seminar and sent their papers every year.

By doing action research a teacher is actually developing him/herself. Why so? As suggested in Lewin's definition about action research, the research is done in a series of planning, execution, and evaluating the feedback of action. Therefore, a teacher has to explore in his or her knowledge about how to act to solve a classroom problem. In other words, he or she will make a quest to find out the answer.

3. What is the relation between doing action research and professional development?

Not many teachers are likely to know what to do in classroom especially when he/she is faced with a problem or problems. The teacher mostly will turn to more senior teachers for help. It does solve the problem. However, the solution given by others can not be personalized in a particular class sometimes. The teacher has to find out what was wrong and how to get it right.

In addition, doing action research can help improve the teacher's self esteem. Documented action research can be one source of solving problem. It also helps develop the teacher's repertoire. Finally, the teacher can use action research he or she has done to help others, we help ourselves, right?

E. Conceptual Framework

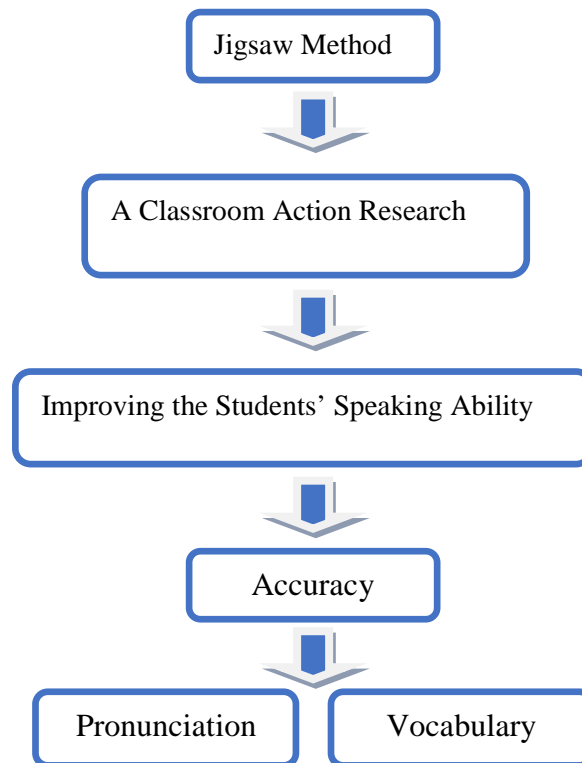


Figure 2.1 Conceptual Framework

Based on the framework in Figure 2.1. Indicates that the research taught speaking. The researcher improved student's speaking skill through jigsaw that focuses on the students' speaking accuracy that covers (pronunciation and vocabulary).

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used Classroom Action Research (CAR). Classroom Action Research consisted of some steps: planning, acting, observing, and reflecting. In this research setting covers were: location, research time, and classroom action research cycles as follows:

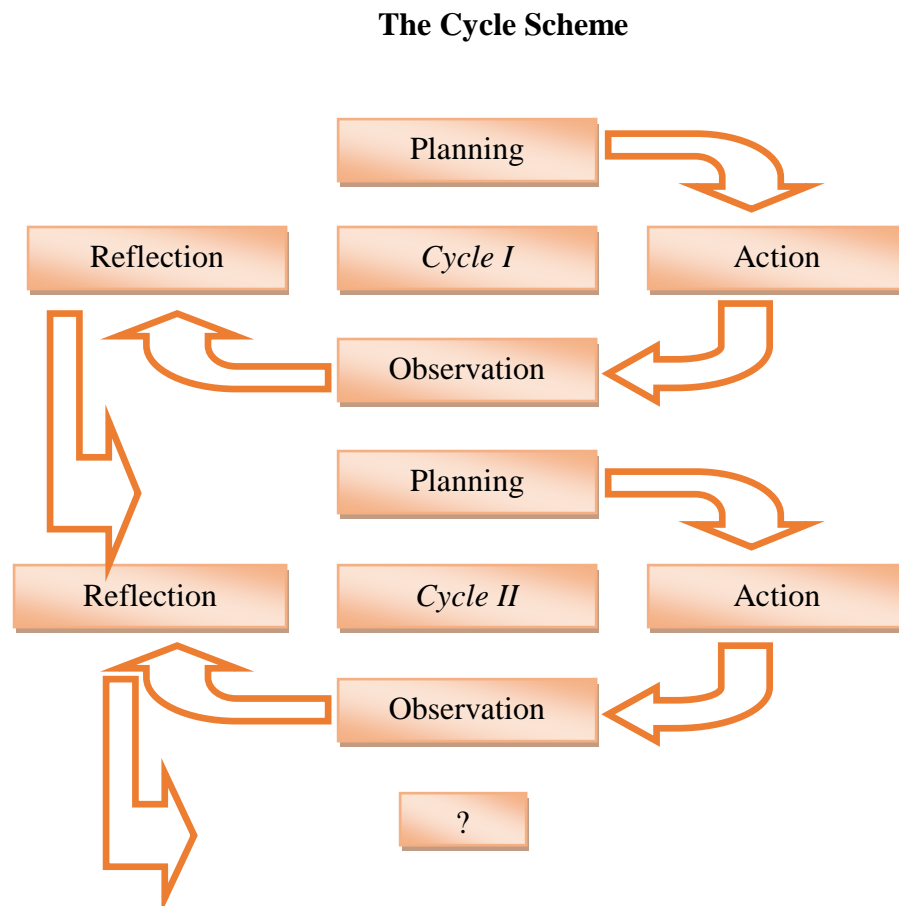


Figure 3.1 (Kemmis and Mc. Taggart Mode I in Arikunto 1997:73)

B. Research Subject

The subject of this research was the students at SMA Muhammadiyah 2 Makassar of the ten grade there was one class. The number of this subject in class X, which consisted of 29 students that were 18 men and 11 women.

C. Research Instrument

The instrument of this research is a pronunciation and vocabulary test. Test aims to get information about students' improvement speaking accuracy through jigsaw method. The test with given to the students in order to be done. The test is test of cycle. The test of cycle 1 and cycle 2. There would be 1 number test of cycle 1 and 2. The time given to students to answer the question is 30 minutes.

D. Research Variables and Indicators

In this research uses two variables, they are:

1. Independent Variable

The independent variable in this research is implementation of Jigsaw method. It is as the method used by the teacher when teaching the material in the class.

2. Dependent Variable

The dependent variables the students' speaking accuracy with the indicators were as follows:

- 1) Pronunciation, the indicators are sound, stress, and intonation, such in their language.

- 2) Vocabulary, the indicators were words used by the students in learning process.

E. Research Procedures

This research procedure used four stage:

1. Planning
2. Action
3. Observation
4. Reflection

The research procedures are divided into two cycles as follows:

Cycle 1

The activity in this research it has two works in four times meeting and then has stages as like this:

1. Planning
 - a. The researcher made lesson plan for four meeting.
 - b. The researcher made the observation sheet to observe the students' activity and condition in learning process.
 - c. The researcher prepared the material.
2. Action

This action done in four meetings. The steps as follows:

- a. The researcher explained to the students about the material.
- b. Divided students into 5 or 6 person jigsaw groups.
- c. Appointed one student from each group as the leader.

- d. Divided the day's lesson into 5-6 segments.
- e. Assigned each students to learn one segments.
- f. Gave students time to read over their segments at least twice and became familiar with it.
- g. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.
- h. Brought the students back into their jigsaw groups.
- i. Asked each students to present her or his segments to the group.
- j. Floated from group to group, observing to the process.
- k. At the end of the session, gave a quiz on the material.
- l. At the end of cycle, the researcher gave them evaluation.

3. Observation

- a. Identifying and making note of the activity. Researcher observed the students' response, participation, the students' activeness in the classroom, students' attention and everything which is found during the teaching and learning process based on observation sheet that has been arrange.
- b. Doing evaluation to know the students' improvement.

4. Reflection

After collecting data, the observer evaluated the teaching-learning process. Reflection was done by seeing the result of the observation, whether Jigsaw Method was good in teaching learning process at SMA

Muhammadiyah 2 Makassar or not. So, the researcher can reflect data value evaluation in the first cycle to the second cycle.

Cycle II

1. Planning

- a. Continuing the activities that has been done in the first cycle.
- b. Repairing the weakness in the first cycle.
- c. Making the planning lesson again in the scenario learning process from the result of cycle I reflection.
- d. The teacher prepared the material.

2. Action

- a. After getting the result of the data on reflection at cycle I, the researcher give material/theme that is discussed.
- b. Divided students into 5 or 6 person jigsaw groups.
- c. Appointed one student from each group as the leader.
- d. Divided the day's lesson into 5-6 segments.
- e. Assigned each students to learn one segments.
- f. Gave students time to read over their segments at least twice and became familiar with it.
- g. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.
- h. Brought the students back into their jigsaw groups.
- i. Asked each students to present her or his segments to the group.
- j. Floated from group to group, observing to the process.

k. At the end of the session, gave a quiz on the material.

l. All the end of cycle the researcher gave them evaluations.

3. Observation

In this phase, the researcher observed:

a. The students' response, participation and everything which was found during the teaching and learning process based on observation sheet that has been arranged.

b. The students' improvement in speaking skill.

c. Finishing evaluation to know the students' improvement.

4. Reflection

After collecting the data, the researcher evaluated the teaching-learning process. Then, done reflection by seeing the result of the observation, whether the teaching learning process of speaking used Jigsaw method reach success criteria based on the test result of second action. From the result of the research, the researcher could draw conclusion that Jigsaw method could improve the students' speaking skill.

F. Data Collection

The procedures of collecting the data are as follows:

1. Data was got from the students speaking progress for each cycle.
2. Data was got from observation sheet. Observation is use to find out the students' data about implementation of jigsaw method in teaching and learning process.
3. Data was got from students' test each cycle.

From the last test, the researcher got the data in improvement of students' speaking skill. There were two components that concerns of the researcher in this search to measure. Those were pronunciation and vocabulary which used criteria as follows:

Table 3. 1: The Scoring of Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate
Good	4	Pronunciation and intonation are usually clear/accurate with a few problems areas.
Average	3	Pronunciation and intonation errors sometimes make it difficult to understand the student.
Poor	2	Frequent problem with pronunciation and intonation.
Very Poor	1	The student's speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication.

(Hughes 1989:111)

Table 3.2 Scoring of Vocabulary

Classification	Score	Criteria
Excellent	5	Use of vocabulary or idioms is virtually that of a native speaker
Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies.
Average	3	Frequently uses the wrong words, conversation somewhat limited vocabulary.
Poor	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
Very Poor	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

(Hughes 1989:111)

G. Data Analysis

After collecting the data, the researcher classified the score of the students.

In classifying the students' score, there were seven classifications which used as the following:

No	Classification	Scores
1.	Excellent	9.6-10
2	Very good	8.6-9.5
3.	Good	7.6-8.5
4.	Fairy good	6.6-7.5
5.	Fairy	5.6-6.5
6.	Poor	4.6-5.5
7.	Very Poor	0.0-4.5

(Depdikbud 1985:5)

The data from cycle I and cycle II was analyzed through the following steps:

1. Calculating mean score of the students' speaking test by using the following formula:

$$X = \frac{\sum x}{N}$$

Where: X : mean score

$\sum x$: the sum of all score

N : the total number of sample

(Sudijono, 2012:81)

2. To know the percentage of the students' improvement by applying the following formula:

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where P : Percentage

X^1 : The first main score

X^2 : The second main score

(Sudjana in Hamka, 2011:27)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of findings of the research and discussion that contains data analysis in detail. The findings of the research cover of the result of data cycle I and 2 about students' speaking skill related to the action that has been applied.

A. Findings

1. The Improvement Students' Speaking Ability in Term of Pronunciation

a. Students' Mean Score of Pronunciation in Speaking Skill

The students' mean score of pronunciation in speaking skill in class X SMA Muhammadiyah 2 Makassar through Jigsaw as result of the students' assessment, described as follow:

Table 4.1: Score of Students' Pronunciation in Speaking Skill

Variable	The Students' Score		Improvement C1 → C2
	Cycle I	Cycle II	
Pronunciation	4.96	7.83	

Table 4.1 shows there was a significant improvement of students' pronunciation from evaluation in cycle I the students' pronunciation become 4.96, and evaluation in cycle II, the students' achievement in the main idea become 7.83. Table 4.1 also indicates of students' pronunciation improved significantly where the students' pronunciation in cycle I was 4.96 and cycle II 7.83. So, the improvement of students' pronunciation from cycle I to cycle II was 57.86%.

To see clearly the improvement the students' pronunciation can be seen figure 4.1 was presented:

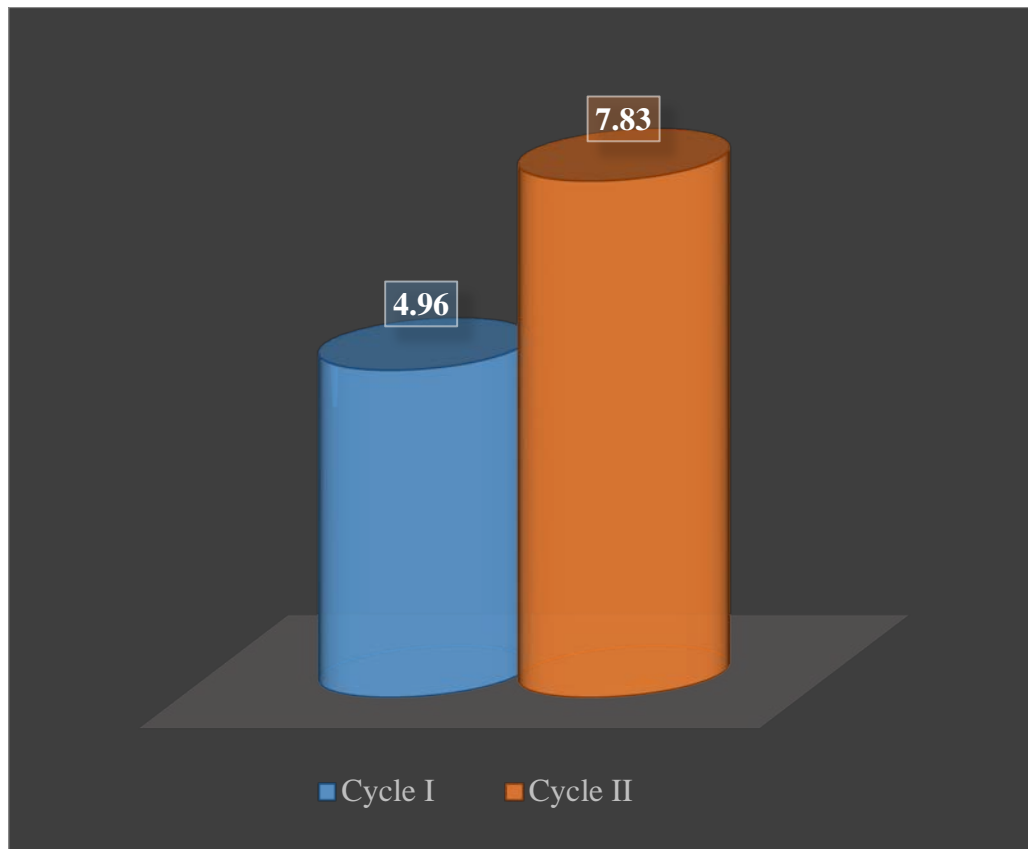


Figure 4.1: The Improvement of the Students' Pronunciation in Speaking Skill

Figure 4.1 shows that there was the improvement of students' pronunciation from cycle I, and cycle II. Where the students' evaluations in cycle I students' pronunciation achievement from cycle I was 4.96, and the cycle II was 7.83. So, the improvement of students' pronunciation from cycle I to cycle II was 57.86%. Figure 4.1 shows that there was an improvement of students' pronunciation after taking an action in cycle I and cycle II through Jigsaw.

b. The Criteria and Percentage of the Students' Pronunciation

The criteria and percentage of the students' pronunciation score presents the result of the students' speaking skill through Jigsaw. The students' score cycle

I and cycle II were classified into some criteria. They were presented in the table below:

Table 4.2: The Criteria the Percentage of the Students' Pronunciation

No	Score	Classification	Cycle I		Cycle II	
			Freq	%	Freq	%
1	9.6 – 10	Excellent	0	0	6	20.68%
2	8.6 – 9.5	Very good	0	0	3	10.34%
3	7.6 – 8.5	Good	0	0	9	31.03%
4	6.6 – 7.5	Fairly good	4	13.79%	8	27.58%
5	5.6 – 6.5	Fairly poor	6	20.68%	0	0
6	4.6 – 5.5	Poor	9	31.03%	3	10.34%
7	0 – 4.5	Very poor	10	34.48%	0	0
Total			29	100	29	100

Table 4.2 shows that there was a significant improvement the percentage of students' speaking skill in terms of pronunciation are 4 students (13,79%) got fairly good, 6 students (20.68%) got fairly poor, 9 students' (31.03%) got poor, 10 students (34.48%) got very poor and none of the students for the other classification. And then, the cycle II the percentage of the students speaking skill in term of pronunciation are 6 students (20.68%) got excellent, 3 students (10.34%) got very good, 9 students (31.03%) got good, 8 students (27.58%) got fairly good, 3 students (10.34%) got poor, and none of the students for the

classification. It means there was a significant improvement from cycle I to cycle II.

2. The Improvement Students' Speaking Skill in Term of Vocabulary

a. Students' Mean Score of Vocabulary in Speaking Skill

The mean score of students' vocabulary in speaking skill in class X SMA Muhammadiyah 2 Makassar through Jigsaw as result of the students' assessment, described as follow:

Table 4.3: Score of Students' Vocabulary in Speaking Skill

Variable	The Students' Score		Improvement C1 → C2
	Cycle I	Cycle II	
Vocabulary	4.71	7.62	

Table 4.3 shows that there was a significant improvement of students' vocabulary from evaluation in cycle I the students' vocabulary become 4.71, and evaluation in cycle II, the students' achievement in the main idea become 7.62. Table 4.1 also indicates of students' vocabulary improved significantly where the students' vocabulary in cycle I was 4.71 and cycle II 7.62. So, the improvement of students' vocabulary from cycle I to cycle II was 61.78%.

To see clearly the improvement the students' vocabulary can be seen figure 4.2 was presented:

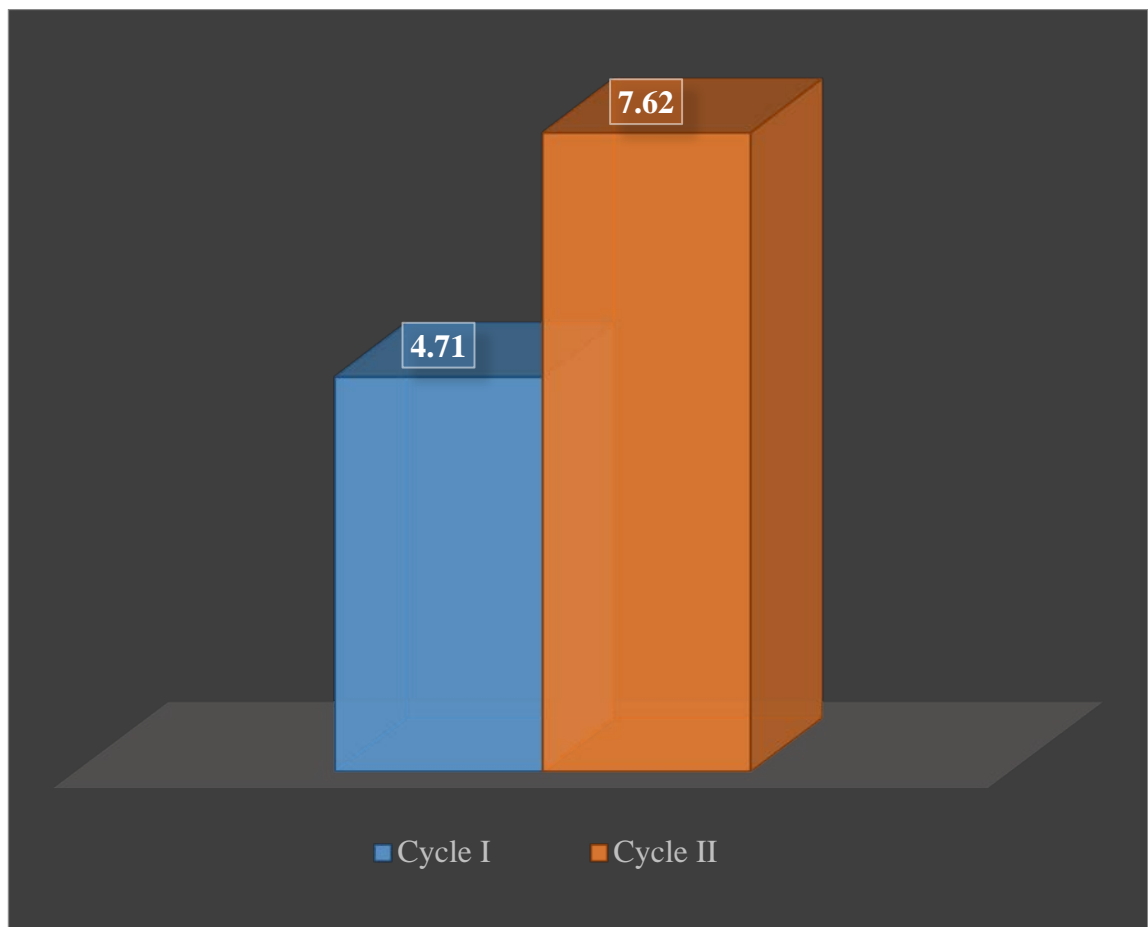


Figure 4.2: The Improvement of the Students' Vocabulary in Speaking Skill

Figure 4.2 shows that there was the improvement of students' vocabulary from cycle I, and cycle II. Where the students' evaluations in cycle I students' vocabulary achievement from cycle I was 4.71, and the cycle II was 7.62. So, the improvement of students' pronunciation from cycle I to cycle II was 61.78%. Figure 4.2 shows that there was an improvement of students' pronunciation after taking an action in cycle I and cycle II through Jigsaw.

b. The Criteria and Percentage of the Students' Vocabulary

The criteria and percentage of the students' vocabulary score presents the result of the students' speaking skill through Jigsaw. The students' scores of

cycle 1 and cycle II were classified into some criteria. They were presented in Table 4.4

Table 4.4: The Criteria the Percentage of the Students' Vocabulary

No	Score	Classification	Cycle I		Cycle II	
			Freq	%	Freq	%
1	9.6 – 10	Excellent	0	0	5	17.24%
2	8.6 – 9.5	Very good	0	0	2	6.89%
3	7.6 – 8.5	Good	0	0	9	31.03%
4	6.6 – 7.5	Fairly good	3	10.34%	7	24.13%
5	5.6 – 6.5	Fairly poor	2	6.89%	3	10.34%
6	4.6 – 5.5	Poor	10	34.48%	3	10.34%
7	0 – 4.5	Very poor	14	48.27%	0	0
Total			29	100	29	100

Table 4.4 shows that there was a significant improvement the percentage of students' speaking skill in term of vocabulary are 3 students (10.34%) got fairly good, 2 students (6.89%) got fairly poor, 10 students (34.48%) got poor, 14 students (48.27%) got very poor and none of the students for the other classification. And then, the cycle II the percentage of the students speaking ability in term of vocabulary are 5 students (17.24%) got excellent, 2 students (6.89%) got very good, 9 students (31.03%) got good, 7 students (24.13%) got fairly good, 3 students (10.34%) got fairly poor, 3 students (10.34%) got poor and

none of the students for the classification. It was mean there was a significant improvement from cycle I to cycle II.

- **The Improvement of Students' Speaking Skill in Terms of Pronunciation and Vocabulary**

The improvement of students' speaking skill in term of pronunciation and vocabulary class X SMA Muhammadiyah 2 Makassar through Jigsaw and result of the students' assessment, described as follow:

Table 4.5: The Improvement of the Students' Speaking Skill in Terms of Pronunciation and Vocabulary

Variable	The Students' Score		Improvement C1 → C2
	Cycle I	Cycle II	
Pronunciation	4.96	7.83	57.86%
Vocabulary	4.71	7.62	61.78%

Table 4.5 shows that there was an improvement of students' speaking skill in terms of pronunciation and vocabulary. In pronunciation there was improvement students' speaking skill from the cycle I was 4.96 and cycle II was 7.83. So the improvement students' speaking skill from cycle I to cycle II was 57.86%. In vocabulary there was also improvement of students' speaking skill from the cycle I was 4.71 and cycle II was 7.62. So the improvement of students' speaking skill from cycle I to cycle II was 61.78%. Table 4.5 shows that there was an improvement of speaking skill after taking an action in cycle I and cycle II through Jigsaw.

To see clearly the improvement of the students' speaking skill in terms of pronunciation and vocabulary, is seen in Figure 4.3.

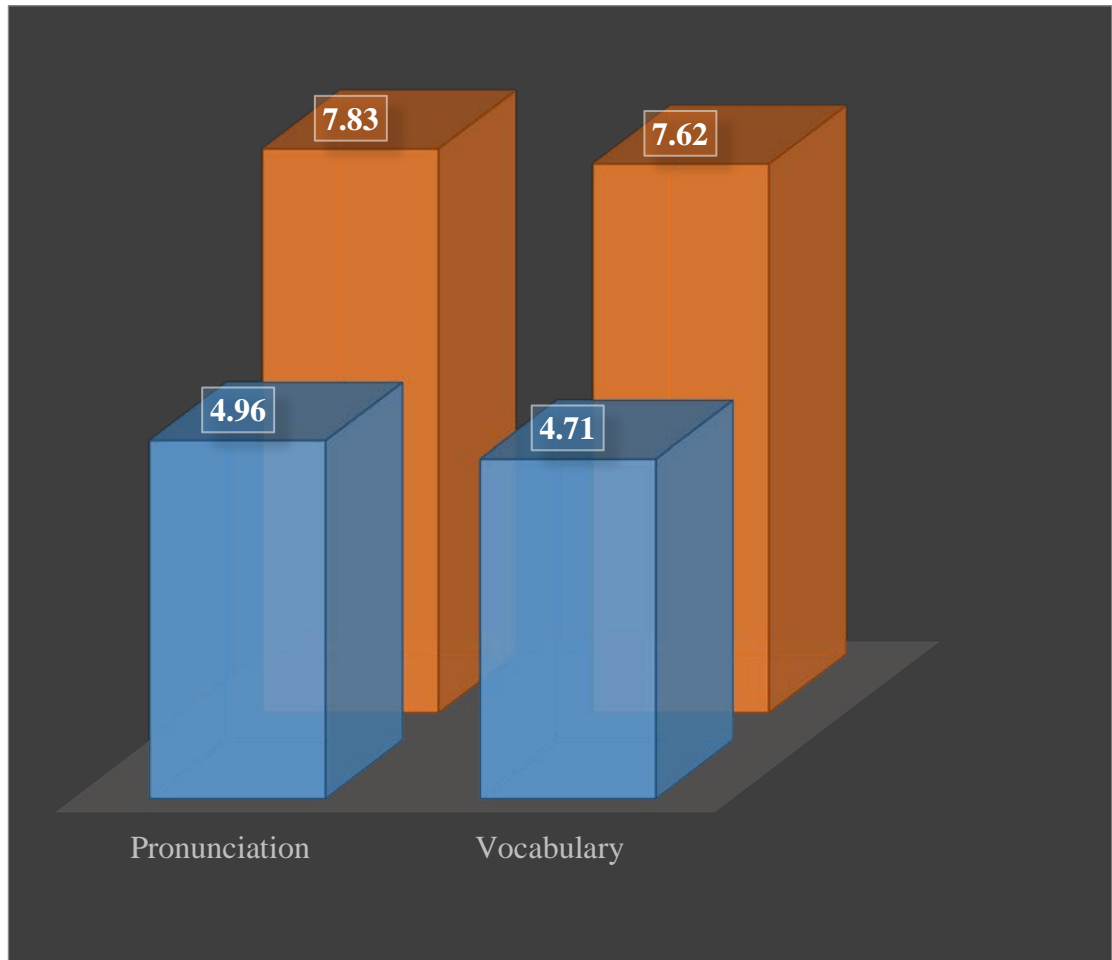


Figure 4.3: The Improvement of the Students' Speaking Skill in Terms of Pronunciation and Vocabulary

Figure 4.3 shows the improvement of students speaking skill through Jigsaw cycle II was higher than cycle I in pronunciation (4.96 and 7.83) and then vocabulary (4.71 and 7.62). So in cycle II was higher 7.72 than cycle I 4.83. After evaluation in cycle I and cycle II, there was an improvement of the students' speaking skill that show clearly in the chart after taking an action in the cycle through Jigsaw.

B. Discussions

In the previous research findings, it showed that the students' speaking skill through Jigsaw to improved from very low to the high mean score of speaking skill. The researcher had made the action of cycle II more interesting than cycle I. Therefore, the students' speaking skill in cycle II was better than cycle II.

In cycle I, the researcher gave less explanation about Jigsaw to students, so they seem like the shock. They were still confused about how to use that method in speaking. But in cycle II, the students' really enjoyed to speaking by using Jigsaw because the researcher had explained this method clearer than cycle I. At first, the students' were very lazy tried to describe things. But, the researcher always tried to stimulate the students' anxiety of what the speaking skill will be about.

1. The Improvement of Students' Pronunciation in Speaking Skill through Jigsaw

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' speaking skill in terms of pronunciation and vocabulary, and the observation result of the students' presence activeness in teaching and learning process by using Jigsaw.

To improve the students' speaking skill, the researcher decided to use Jigsaw and then prepared to do cycle I that consisted of four phases namely: planning, action, observation, and reflecting. In cycle I, the researcher found that the students still difficult and confused to speak. They often inhibited about trying

to say things in a foreign language in the classroom, worry about making mistake, and they were shy. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students mistake, and they were shy. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active and confident to speak in English. They can enjoy the teaching and learning process, and their score was improved in cycle II.

2. The Improvement of Students' Vocabulary in Speaking Skill through Jigsaw

In improving the students' vocabulary in speaking skill, the researcher used Jigsaw. The finding result shows the students' improvement of the students' vocabulary.

In cycle I, the researcher found that the students still difficult and confused to speak. They often inhibited about trying to speak in the classroom, worry about making mistake, and they were shy. The difficulty of the students in speaking had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active and confident to speak in English. They can enjoy the teaching and learning process, and their score was improved in cycle II.

The researcher has change the activity more interesting in cycle II so that the students could show improvement, in the first cycle the researcher gave less explanation about jigsaw to students' seemed like confused. But in cycle II, the students really enjoyed the technique because the researcher gave them explanation intensively and motivation when teaching and learning process. At the first, the researcher found that the students difficult to speak. So the technique could so the improvement by doing some interesting efforts from cycle I to cycle II. The researcher prepared well before did the second cycle. The researcher knows what the weakness and the strengths, because the researcher did reflection.

Based on the results which found by researcher in each cycles of this research, we could see that most of students were interested in learning English speaking through jigsaw. They confidence to express their ideas in speaking activity inside classroom, most of them could minimize their fears and shy to speak, the frequency and percentage of students' speaking skill were increased well in each jigsaw could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom. Another aspect that found by researcher in speaking English such as low motivation to speak, not have enough vocabularies to express their ideas, feeling shy when they spoke in front of their friends, still rigid express their ideas through oral communication, unfamiliar with good technique to speak easily, well that caused of difficulties in expressing their ideas, etc during teaching and learning process in classroom who was not active in speaking.

The researcher found in cycle I, that although all of the students know how to speak most of them were difficult to understand what they have to speak. Learning process in the cycle I was not really successful, so the researcher decided to did cycle II, the researcher revised the lesson plan. Where, when the researcher explained about jigsaw should explain more clearly, if needed gave chance to the students to ask about the material.

From the explanation previously, the researcher analyzed that the students' speaking skill in term vocabulary by using jigsaw was improved, where the students' mean score in cycle I was higher than cycle II. The researcher also analyzed the percentage of students' progress in speaking skill through jigsaw. It means that the students' achievement in vocabulary especially after using jigsaw in classroom were the teaching and learning process. By using this method the students and the researcher were cooperate each other in improving students' knowledge.

The result of cycle II in using jigsaw showed that the students' improve to seem the result of the second cycle action process, analyzed, understood and made conclusion activity. The researcher analyzed first cycle to know whether the action of this cycle reached success criteria based on the result of second action. This score was taken from students' correct and calculating by using mean score in data analysis. After that, the researcher used the score of cycle I and cycle II to find out the students' improvement percentage. The students' improvement in using jigsaw.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Jigsaw can improve the students' speaking skill in term of pronunciation at Tenth grade students of SMA Muhammadiyah 2 Makassar, it is proved by the students' achievement in cycle II is higher than cycle I the students' mean score achievement of the students speaking skill in term of pronunciation in cycle I is 4.96 and improve become 7.83 in cycle II. That was mean that there is significant improvement of pronunciation from cycle I to cycle II, the improvement is 57.86%. Jigsaw can improve the students' speaking skill in term of vocabulary at Tenth grade students of SMA Muhammadiyah 2 Makassar, it is proved by the students' achievement in cycle II is higher than cycle I the students' mean score achievement of the students speaking skill in term of vocabulary in cycle I is 4.71 and improve become 7.62 in cycle II. That was mean that there is significant improvement of vocabulary from cycle I to cycle II, the improvement is 61.78%.

B. Suggestion

After seeing the findings as well as the discussion, the researcher gave suggestion which may be useful as follows:

Jigsaw can significantly improve the students' speaking skill in term of pronunciation and vocabulary. At the Tenth grade students of SMA Muhammadiyah 2 Makassar. So it is strongly suggested to be applied in teaching English in the classroom in order to improve the students' speaking skill. The teacher should be creative in teaching English especially speaking because to master English, it needs more technique or method in improving it. The students should try to speak individually or group because it can stimulate to speak up more and to get naturally communication. The students are expected to be able maintain what they have already achieved now. It is also suggested that the students have to practice a lot of practice speaking in order to improve their pronunciation and vocabulary in speaking. By having the aspects, it will make them easier to express and explore their idea in speaking. The most important suggestion is for the researchers in the future, so that they should conduct the research related to this topic of the paper where the result can be a reference to develop their findings and might have difference.

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APPENDICES

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Jenjang Sekolah : SMA Muhammadiyah 2 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Aspek/Skill : Speaking

Pertemuan : 1-2 (Siklus I)

Alokasi Waktu : 4 X 45 Menit

Topic : Descriptive Text

Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan, secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Pertemuan Ke-1

Indikator

1. Siswa mampu merespon teks monolog berbentuk descriptive.
2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.

3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:

My Classroom

My classroom is next to the library. So, every morning, before the class started I read book at library.

My classroom is painted in white. The entire wall is white. And it has a lot of glasses window. In my classroom, there is a white board.

My teachers use the white board to write and give explanation to us. There is also an Indonesian flag in the corner. There are a lot of tables and chairs in my classroom. My friend and I use them when we are learning.

Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)
 - Salam/berdoa.
 - Absensi.
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.

- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
2. Kegiatan Inti (70 menit)
- Guru menyiapkan materi pembelajaran.
 - Menunjuk beberapa siswa untuk menjadi ketua kelompok.
 - Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.
 - Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan “My Classroom”.
 - Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
 - Setiap anggota kelompok harus memberikan pendapat/berbicara dalam kelompoknya mengenai topik yang dibahas.
 - Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.
3. Kegiatan Akhir (10 menit)
- Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pembelajaran.

Pertemuan Ke-2

Indikator

1. Siswa mampu merespon teks monolog berbentuk descriptive.
2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.
3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text esai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:

My Laptop



I have a laptop. My father bought it for me last month. It is a nice laptop with black colour. It has a 14 inch screen. This is the latest product from Asus.

The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies, and draw using it. And the most important thing is that I can typing using it. So, if I have the assignment from my teacher, it will help me. I also can find many references from internet using my laptop.

I really like this new laptop. Because it always be helpful to me in various situations.

Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)
 - Salam/berdoa.

- Absensi.
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.
 - Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
2. Kegiatan Inti (70 menit)
- Guru menyiapkan materi pembelajaran.
 - Menunjuk beberapa siswa untuk menjadi ketua kelompok.
 - Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.
 - Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan “My Laptop”.
 - Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
 - Setiap anggota kelompok harus memberikan pendapat/berbicara dalam kelompoknya mengenai topik yang dibahas.
 - Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.
3. Kegiatan Akhir (10 menit)
- Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pembelajaran.

Sumber Pembelajaran

1. Buku penunjang kurikulum 2013 Mata pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016.
2. Kamus Bahasa Inggris.
3. Pengalaman pendidik dan guru.

Alat/Media Pembelajaran

1. Teks yang relevan
2. Tape recorder

Penilaian

1. Teknik : Oral Test
2. Bentuk : Performance Assessment
3. Pedoman penilaian
 - a. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors but only one or two major errors causing confusion.
Average	3	Pronunciation seriously by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors. Some of which clause

		confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing break down. Many “basic” grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as, many “basic” grammatical and lexical errors. No evidence of the language skill practice in the course.

b. Vocabulary

Classification	Score	Criteria
Excellent	5	Speak without great an effort with a fairly wide range expression. Searcher for words occasionally but only or two unnatural pauses.
Good	4	Although he has to make an effort an search for words. There are

		not too many unnatural pauses fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range to expression.
Average	3	Has to make effort for much of the time often has to search for the desired fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almostly gives up making the effort very limited range of expression.
Very Poor	1	Full of long and unnatural pause. Very halting and fragmentary delivery at the time give up making the effort very limited range of expression.

Perhitungan nilai akhir adalah sebagai berikut:

Jumlah skor maksimal keseluruhan: 100

Nilai siswa = $\frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 10$

skor maksimal

The Students' Activeness in Teaching and Learning Process

The Students' Active Participation	Score	Indicator
Very Active	4	Students' respond to the material very active
Active	3	Students' respond to the material actively
Fairly Active	2	Students' respond to the material just on or twice
Not Active	1	Students' just sit down during the activity without doing something

Makassar, 2018

Mahasiswa,

Nazulana Fitri

Teaching Material!!

MY CLASSROOM

Describe this topic to be good paragraph by using the following word:

1. Classroom
2. Library
3. Morning
4. Book
5. Painted
6. White Board
7. My Friend
8. Window
9. School
10. Chairs

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Jenjang Sekolah : SMA Muhammadiyah 2 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Aspek/Skill : Speaking

Pertemuan : 3-4 (Siklus I)

Alokasi Waktu : 4 X 45 Menit

Topic : Descriptive Text

Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan, secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Pertemuan Ke-3

Indikator

1. Siswa mampu merespon teks monolog berbentuk descriptive.
2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.

3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:

My Lovely Cat



I have a stray cat as my pet. He is really playful. He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always tried to catch his tail sometimes. I also like to hold him in my hand, when I hold him like that he will fall asleep.

Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)

- Salam/berdoa.
- Absensi.
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.
- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

2. Kegiatan Inti (70 menit)

- Guru menyiapkan materi pembelajaran.
- Menunjuk beberapa siswa untuk menjadi ketua kelompok.
- Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.
- Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan “My Lovely Cat”.
- Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
- Setiap anggota kelompok harus memberikan pendapat/berbicara dalam kelompoknya mengenai topik yang dibahas.
- Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.

3. Kegiatan Akhir (10 menit)

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyimpulkan materi pembelajaran.

Pertemuan Ke-4

Indikator

1. Siswa mampu merespon teks monolog berbentuk descriptive.

2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.
3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:

Panda



I want to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I have ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animal but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from China. I like Panda because they're cute.

Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)

- Salam/berdoa.
- Absensi.
- Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.
- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
- Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

2. Kegiatan Inti (70 menit)

- Guru menyiapkan materi pembelajaran.
- Menunjuk beberapa siswa untuk menjadi ketua kelompok.
- Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.
- Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan "Panda".
- Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
- Setiap anggota kelompok harus memberikan pendapat/berbicara dalam kelompoknya mengenai topik yang dibahas.
- Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.

3. Kegiatan Akhir (10 menit)

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyimpulkan materi pembelajaran.

Sumber Pembelajaran

1. Buku penunjang kurikulum 2013 Mata pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016.

2. Kamus Bahasa Inggris.
3. Pengalaman pendidik dan guru.

Alat/Media Pembelajaran

1. Teks yang relevan
2. Tape recorder

Penilaian

1. Teknik : Oral Test
2. Bentuk : Performance Assessment
3. Pedoman penilaian
 - a. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors but only one or two major errors causing confusion.
Average	3	Pronunciation seriously by mother tongue but only a few serious phonological errors.

		Several grammatical and lexical errors. Some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing breakdown. Many "basic" grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as, many "basic" grammatical and lexical errors. No evidence of the language skill practice in the course.

b. Vocabulary

Classification	Score	Criteria
Excellent	5	Speak without great effort with a fairly wide range of expression. Searcher for words occasionally but only or two

		unnatural pauses.
Good	4	Although he has to make an effort an search for words. There are not too many unnatural pauses fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range to expression.
Average	3	Has to make effort for much of the time often has to search for the desired fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almostly gives up making the effort very limited range of expression.
Very Poor	1	Full of long and unnatural pause. Very halting and fragmentary delivery at the time give up making the effort very limited

		range of expression.
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Perhitungan nilai akhir adalah sebagai berikut:

Jumlah skor maksimal keseluruhan: 100

Nilai siswa = $\frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 10$

The Students' Activeness in Teaching and Learning Process

The Students' Active Participation	Score	Indicator
Very Active	4	Students' respond to the material very active
Active	3	Students' respond to the material actively
Fairly Active	2	Students' respond to the material just on or twice
Not Active	1	Students' just sit down during the activity without doing something

Makassar, 2018

Mahasiswa,

Nazulana Fitri

Teaching Material!!

CAT

Describe this topic to be good paragraph by using the following word:

1. I
2. Orange
3. White
4. Like
5. Long
6. Tail
7. Play
8. Always
9. He
10. Sometimes

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Jenjang Sekolah : SMA Muhammadiyah 2 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Aspek/Skill : Speaking

Pertemuan : 5-6 (Siklus II)

Alokasi Waktu : 4 X 45 Menit

Topic : Descriptive Text

Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan, secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Pertemuan Ke-5

Indikator

1. Siswa mampu merespon teks monolog berbentuk descriptive.
2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.

3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:

Joko Widodo



His full name is Ir. H. Joko Widodo. He was born in Surakarta 21 June 1961. He has 3 children. They are Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi is very friendly although he is the highest officer. He likes to talk to people everywhere he goes. He is really populist.

After conducting a task as the governer of Jakarta, Jokowi challenges his luck to be the president of Indonesia Lucky him. He can defeat his opponent, Prabowo Subianto become the president of Indonesia period 2014-2019.

Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)
 - Salam/berdoa.
 - Absensi.
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.
 - Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
2. Kegiatan Inti (70 menit)
 - Guru menyiapkan materi pembelajaran.
 - Menunjuk beberapa siswa untuk menjadi ketua kelompok.
 - Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.
 - Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan “Joko Widodo”.
 - Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
 - Setiap anggota kelompok harus memberikan pendapat/berbicara dalam kelompoknya mengenai topik yang dibahas.
 - Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.
3. Kegiatan Akhir (10 menit)
 - Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pembelajaran.

Pertemuan Ke-6

Indikator

1. Siswa mampu merespon teks monolog berbentuk descriptive.

2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.
3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:



Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)
 - Salam/berdoa.
 - Absensi.
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.
 - Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.

2. Kegiatan Inti (70 menit)

- Guru menyiapkan materi pembelajaran.
- Menunjuk beberapa siswa untuk menjadi ketua kelompok.
- Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.
- Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan “Apple”.
- Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
- Setiap anggota kelompok harus memberikan pendapat/berbicara dalam kelompoknya mengenai topik yang dibahas.
- Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.

3. Kegiatan Akhir (10 menit)

- Menanyakan kesulitan siswa selama proses belajar mengajar.
- Menyimpulkan materi pembelajaran.

Sumber Pembelajaran

1. Buku penunjang kurikulum 2013 Mata pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016.
2. Kamus Bahasa Inggris.
3. Pengalaman pendidik dan guru.

Alat/Media Pembelajaran

1. Teks yang relevan
2. Tape recorder

Penilaian

1. Teknik : Oral Test

2. Bentuk: Performance Assessment

3. Pedoman penilaian

a. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors but only one or two major errors causing confusion.
Average	3	Pronunciation seriously by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors. Some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing break down. Many

		“basic” grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as, many “basic” grammatical and lexical errors. No evidence of the language skill practice in the course.

b. Vocabulary

Classification	Score	Criteria
Excellent	5	Speak without to great an effort with a fairly wide range expression. Searcher for words occasionally but only or two unnatural pauses.
Good	4	Although he has to make an effort an search for words. There are not too many unnatural pauses fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general

		meaning fair range to expression.
Average	3	Has to make effort for much of the time often has to search for the desired fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almostly gives up making the effort very limited range of expression.
Very Poor	1	Full of long and unnatural pause. Very halting and fragmentary delivery at the time give up making the effort very limited range of expression.

Perhitungan nilai akhir adalah sebagai berikut:

Jumlah skor maksimal keseluruhan: 100

Nilai siswa = $\frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 10$

The Students' Activeness in Teaching and Learning Process

The Students' Active Participation	Score	Indicator
Very Active	4	Students' respond to the material very active
Active	3	Students' respond to the material actively
Fairly Active	2	Students' respond to the material just on or twice
Not Active	1	Students' just sit down during the activity without doing something

Makassar, 2018

Mahasiswa,

Nazulana Fitri

Teaching Material!!

Ir. H. Joko Widodo

Describe this topic to be good paragraph by using the following word:

1. President
2. Friendly
3. Indonesia
4. Born
5. Children
6. Solo
7. Populist
8. Become
9. Jakarta
10. Conducting

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Jenjang Sekolah : SMA Muhammadiyah 2 Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/1

Aspek/Skill : Speaking

Pertemuan : 7-8 (Siklus II)

Alokasi Waktu : 4 X 45 Menit

Topic : Descriptive Text

Standar Kompetensi

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

Mengungkapkan makna dalam teks monolog pendek sederhana dengan menggunakan ragam bahasa lisan, secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

Pertemuan Ke-7

Indikator

1. Siswa mampu merespon teks monolog berbentuk descriptive.
2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.

3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:



Her full name is Fatin Shidqia Lubis. She is born 30 July 1996 in Jakarta. Now, she is 18 years old. She always wears the veil on every performance. Fatin is a singer that is good and beautiful and she has a voice that is splendid and melodious.

Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)
 - Salam/berdoa.
 - Absensi.
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.

- Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
2. Kegiatan Inti (70 menit)
- Guru menyiapkan materi pembelajaran.
 - Menunjuk beberapa siswa untuk menjadi ketua kelompok.
 - Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.
 - Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan “Fatin Sidqia Lubis”.
 - Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
 - Setiap anggota kelompok harus memberikan pendapat/berbicara dalam kelompoknya mengenai topik yang dibahas.
 - Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.
3. Kegiatan Akhir (10 menit)
- Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pembelajaran.

Pertemuan Ke-8

Indikator

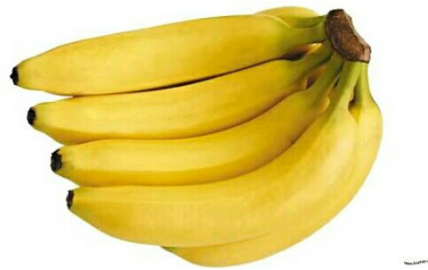
1. Siswa mampu merespon teks monolog berbentuk descriptive.
2. Siswa mampu mengidentifikasi struktur bahasa dalam teks descriptive.
3. Siswa mampu mengungkapkan text essai berbentuk descriptive sesuai dengan topic.

Tujuan Pembelajaran

1. Siswa dapat merespon text monolog sederhana berbentuk descriptive.
2. Siswa dapat mengidentifikasi struktur bahasa secara benar dalam descriptive.
3. Siswa dapat mengungkapkan text esai berbentuk descriptive sesuai dengan topic.

Materi Pembelajaran

Teks monolog berbentuk descriptive:



Metode Pembelajaran : Jigsaw Method

Kegiatan Pembelajaran

1. Kegiatan Awal (10 menit)
 - Salam/berdoa.
 - Absensi.
 - Menyampaikan materi pelajaran serta kompetensi yang hendak dicapai.
 - Memotivasi kegiatan belajar siswa dengan mengaitkan materi yang dipelajari dengan kehidupan sehari-hari.
 - Memberikan beberapa pertanyaan yang berhubungan dengan materi yang akan diajarkan.
2. Kegiatan Inti (70 menit)
 - Guru menyiapkan materi pembelajaran.
 - Menunjuk beberapa siswa untuk menjadi ketua kelompok.
 - Membagi siswa ke dalam kelompok yang beranggotakan 4-5 orang.

- Memberikan materi yang hendak didiskusikan kepada setiap kelompok dan memberikan 1 submateri kepada setiap anggota kelompok yang berhubungan dengan “Banana”.
 - Setelah kelompok inti terbentuk, maka setiap ketua kelompok dikumpulkan dalam satu kelompok untuk membahas materi yang diberikan kemudian akan kembali ke kelompok semula untuk menjelaskan kepada setiap anggota kelompok.
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 - Menyampaikan hasil diskusi setiap kelompok serta sumbangsi pendapat dari setiap anggota kelompok.
3. Kegiatan Akhir (10 menit)
- Menanyakan kesulitan siswa selama proses belajar mengajar.
 - Menyimpulkan materi pembelajaran.

Sumber Pembelajaran

1. Buku penunjang kurikulum 2013 Mata pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016.
2. Kamus Bahasa Inggris.
3. Pengalaman pendidik dan guru.

Alat/Media Pembelajaran

1. Teks yang relevan
2. Tape recorder

Penilaian

1. Teknik : Oral Test
2. Bentuk : Performance Assessment
3. Pedoman penilaian
 - a. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation is only slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Good	4	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors but only one or two major errors causing confusion.
Average	3	Pronunciation seriously by mother tongue but only a few serious phonological errors. Several grammatical and lexical errors. Some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with errors causing break down. Many "basic" grammatical and lexical errors.

Very Poor	1	Serious pronunciation errors as well as, many “basic” grammatical and lexical errors. No evidence of the language skill practice in the course.
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b. Vocabulary

Classification	Score	Criteria
Excellent	5	Speak without to great an effort with a fairly wide range expression. Searcher for words occasionally but only or two unnatural pauses.
Good	4	Although he has to make an effort an search for words. There are not too many unnatural pauses fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range to expression.
Average	3	Has to make effort for much of

		the time often has to search for the desired fragmentary. Range of expression often limited.
Poor	2	Long pause while he searched for the desired meaning. Frequently and halting delivery. Almostly gives up making the effort very limited range of expression.
Very Poor	1	Full of long and unnatural pause. Very halting and fragmentary delivery at the time give up making the effort very limited range of expression.

Perhitungan nilai akhir adalah sebagai berikut:

Jumlah skor maksimal keseluruhan: 100

Nilai siswa = $\frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 10$

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Makassar, 2018

Mahasiswa,

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Teaching Material!!

Fatin Shidqia Lubis

Describe this topic to be good paragraph by using the following word:

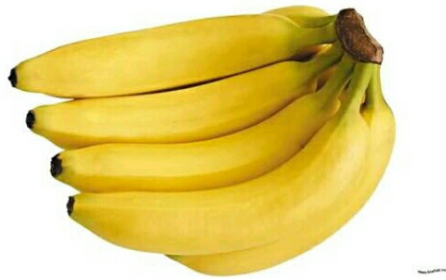
1. Actress
2. Famous
3. Indonesia
4. Singer
5. Beautiful
6. Voice
7. Good
8. Splendid
9. Performance
10. Melodies

APPENDIX B

TEST OF CYCLE I

Please of these topic below and then after being given 30 minutes to discover your idea, try to deliver your opinions about it by using the way in expressing idea of speaking English!

Banana



STUDENTS WORKSHEET

CYCLE I

Emalda : Banana is one of famous fruit in the world and also in Indonesia. Banana is famous with that delicious and sweet taste. Banana has many purposes for human life. The colour of banana is yellow.

Ahmad : Banana when divide into two kind of banana, dessert banana and plantain cooking banana. Banana is contains of more nutrient that other fruits. So, that is banana fruit.

Mentari : Banana is one of type fruit that is rich in the benefits. The nutritional content of banana is vitamin c, high in fiber, high in calories.

Dani : This genus has a many classification such as musa acuminata, musa balbisiana, and musa xparadisiaca. It made a fruit with the same name. This fruit is structural in the stem of banana with the groups that layered that called with name bunch of banana.

TEST OF CYCLE II

Please of these topic below and then after being given 30 minutes to discover your idea, try to deliver your opinions about it by using the way in expressing idea of speaking English!

My Classroom



STUDENTS WORKSHEET

CYCLE II

St. Nuraisyah : My classroom is very large and comfortable. My class is blue. There are o'clock in behind us. President Jokowi and his vice picture in front of us. And there are many decoration stick a wall, and in the cornet there are mini library to our study. I love my classroom very much.

Asrul : My classroom is so big and so nice to see has a whiteboard and the whiteboard is so clean. My classmate and I always keep the room clean. We will throw our rubbish into the dustbin. Our teacher are so glad to get into our classroom. And I hope my classrom will always, be the best at mys

Ananda : This is my classroom. My classroom is very clean. My classroom consist of three male students and three female students. My class is preparing before starting the lesson. My class is the favorite classs.

Arfah : The picture above explains a students is sweeping to begin learning and suddenly a teacher immediately entered the class to distribute books.

APPENDIX C

The List Name Students' of Class X at SMA Muhammadiyah 2 Makassar

No	Students' Name	Subjects Codes
1	ABD. AZIS	S1
2	ADE REIZA	S2
3	ADRIAN	S3
4	AGUNG	S4
5	ANANDA CITRA MENTARI	S5
6	ANDI SUSI SUSAN	S6
7	ANDI MIRAWATI MAJID	S7
8	A. SATRIA JAYA	S8
9	ASRUL	S9
10	ASWARI	S10
11	EMALDA	S11
12	FAHRUL	S12
13	HAERIL YUSUF	S13
14	HENDRA KURNIAWAN	S14
15	INDRIANI	S15
16	ISNU	S16
17	MUH. ARFAH ZAM-ZAM	S17
18	MUSLIM	S18
19	M. WAHYU	S19
20	NINIS	S20

21	NUR FAISA	S21
22	RESKI	S22
23	ST. NURAI SYAH	S23
24	REZKI AMELIA	S24
25	SYAMSURYA YAHYA	S25
26	SYAHRUL ELLA	S26
27	YUSRAN	S27
28	AHMAD DANI	S28
29	TEGUH PRATAMA	S29

APPENDIX D

RESEARCH ANALYSIS

APPENDIX D.1

The Result of Cycle I at SMA Muhammadiyah 2 Makassar Semester Ganjil

Tahun Pelajaran 2018/2019

Subjects' (Codes)	Speaking Accuracy			
	Pronunciation	Classification	Vocabulary	Classification
S1	5.5	Poor	3.6	Very Poor
S2	6.3	Fairly Poor	6.8	Fairly Good
S3	5.3	Poor	5.2	Poor
S4	3.3	Very Poor	4.1	Very Poor
S5	3	Very Poor	3.3	Very Poor
S6	6.2	Fairly Poor	6.5	Fairly Poor
S7	5.3	Poor	3.3	Very Poor
S8	5.5	Poor	4.2	Very Poor
S9	3.6	Very Poor	3.5	Very Poor
S10	5.2	Poor	3.7	Very Poor
S11	6.7	Fairly Good	4.2	Very Poor
S12	6.7	Fairly Good	5	Poor
S13	5.2	Poor	5.5	Poor
S14	3.3	Very Poor	5.2	Poor
S15	3.6	Very Poor	3.3	Very Poor
S16	4.2	Very Poor	5.3	Poor
S17	5.7	Fairly Poor	6.8	Fairly Good

S18	5.6	Fairly Poor	6.2	Fairly Poor
S19	5.2	Poor	3.6	Very Poor
S20	5.6	Fairly Poor	5.2	Poor
S21	5	Poor	5.2	Poor
S22	5.7	Fairly Poor	5	Poor
S23	5.2	Poor	4.1	Very Poor
S24	3.5	Very Poor	4	Very Poor
S25	6.7	Fairly Good	5.2	Poor
S26	3.6	Very Poor	4.1	Very Poor
S27	6.7	Fairly Good	6.8	Fairly Good
S28	3.3	Very Poor	2.7	Very Poor
S29	3.3	Very Poor	5	Poor

APPENDIX D.2

The Result of Cycle II at SMA Muhammadiyah 2 Makassar Semester Ganjil

Tahun Pelajaran 2018/2019

Subjects' (Codes)	Speaking Accuracy			
	Pronunciation	Classification	Vocabulary	Classification
S1	7.6	Good	9.5	Very Good
S2	7.6	Good	10	Excellent
S3	9.5	Very Good	7.8	Good
S4	6.7	Fairly Good	6.7	Fairly Good
S5	7.6	Good	5.8	Fairly Poor
S6	10	Excellent	7.8	Good
S7	6.8	Fairly Good	7.4	Fairly Good
S8	7.5	Fairly Good	10	Excellent
S9	5.5	Poor	6.8	Fairly Good
S10	7.2	Fairly Good	6.7	Fairly Good
S11	10	Excellent	7.6	Good
S12	10	Excellent	7.8	Good
S13	7.6	Good	5.5	Poor
S14	6.7	Fairly Good	6.7	Fairly Poor
S15	5.2	Poor	5.5	Poor
S16	7.8	Good	7.6	Good
S17	6.7	Fairly Good	10	Excellent
S18	10	Excellent	8.6	Very Good
S19	8.6	Very Good	6.7	Fairly Good

S20	7.6	Good	7.5	Fairly Good
S21	8.6	Very Good	7.6	Good
S22	10	Excellent	8.2	Good
S23	10	Excellent	6.7	Fairly Good
S24	5.2	Poor	5.7	Fairly Poor
S25	7.6	Good	10	Excellent
S26	8.2	Good	7.8	Good
S27	6.8	Fairly Good	10	Excellent
S28	7.8	Good	5.3	Poor
S29	6.7	Fairly Good	7.8	Good

APPENDIX D.3

The Score of the Students' Pronunciation

No	Subjects' Codes	Score of Pronunciation	
		Cycle I	Cycle II
1	S1	5.5	7.6
2	S2	6.3	7.6
3	S3	5.3	9.5
4	S4	3.3	6.7
5	S5	3	7.6
6	S6	6.2	10
7	S7	5.3	6.8
8	S8	5.5	7.5
9	S9	3.6	5.5
10	S10	5.2	7.2
11	S11	6.7	10
12	S12	6.7	10
13	S13	5.2	7.6
14	S14	3.3	6.7
15	S15	3.6	5.2
16	S16	4.2	7.8
17	S17	5.7	6.7
18	S18	5.6	10
19	S19	5.2	8.6

20	S20	5.6	7.6
21	S21	5	8.6
22	S22	5.7	10
23	S23	5.2	10
24	S24	3.5	5.2
25	S25	6.7	7.6
26	S26	3.6	8.2
27	S27	6.7	6.8
28	S28	3.3	7.8
29	S29	3.3	6.7
Σ_x		144	227.1
X		4.96	7.83

APPENDIX D.4

The Score of the Students' Vocabulary

No	Subjects' Codes	Score of Pronunciation	
		Cycle I	Cycle II
1	S1	3.6	9.5
2	S2	6.8	10
3	S3	5.2	7.8
4	S4	4.1	6.7
5	S5	3.3	5.8
6	S6	6.5	7.8
7	S7	3.3	7.4
8	S8	4.2	10
9	S9	3.5	6.8
10	S10	3.7	6.7
11	S11	4.2	7.6
12	S12	5	7.8
13	S13	5.5	5.5
14	S14	5.2	6.7
15	S15	3.3	5.5
16	S16	5.3	7.6
17	S17	6.8	10
18	S18	6.2	8.6
19	S19	3.6	6.7

20	S20	5.2	7.5
21	S21	5.2	7.6
22	S22	5	8.2
23	S23	4.1	6.7
24	S24	4	5.7
25	S25	5.2	10
26	S26	4.1	7.8
27	S27	6.8	10
28	S28	2.7	5.3
29	S29	5	7.8
Σ_x		136.6	221.1
X		4.71	7.62

APPENDIX D.5

Mean Score of Students Pronunciation

Cycle I

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{144}{29} \\ &= 4.96 \end{aligned}$$

Cycle II

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{227.1}{29} \\ &= 7.83 \end{aligned}$$

APPENDIX D.6

Mean Score of Students Vocabulary

Cycle I

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{136.6}{29} \\ &= 4.71 \end{aligned}$$

Cycle II

$$\begin{aligned} X &= \frac{\sum x}{N} \\ &= \frac{221.1}{29} \\ &= 7.62 \end{aligned}$$

APPENDIX D.7

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{56}{112} \times 100 \\ &= 50\% \end{aligned}$$

c. The Third Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{62}{112} \times 100 \\ &= 55.35\% \end{aligned}$$

b. The Second Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{61}{112} \times 100 \\ &= 54.46\% \end{aligned}$$

d. The Fourth Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{73}{116} \times 100 \\ &= 62.93\% \end{aligned}$$

APPENDIX D.8

Percentage of the Students' Activeness in Cycle II

a. The First Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{75}{108} \times 100 \\ &= 69.44\% \end{aligned}$$

c. The Third Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{86}{112} \times 100 \\ &= 76.78\% \end{aligned}$$

b. The Second Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{82}{116} \times 100 \\ &= 70.68\% \end{aligned}$$

d. The Fourth Meeting

$$\begin{aligned} P &= \frac{Fq}{4XN} \times 100 \\ &= \frac{98}{116} \times 100 \\ &= 84.48\% \end{aligned}$$

APPENDIX E

DOCUMENTATION





S20	√	√	A	√	√	√	√	√
S21	√	√	√	√	√	√	√	√
S22	√	√	√	√	√	√	√	√
S23	√	√	√	√	√	√	√	√
S24	√	√	√	√	√	√	√	√
S25	√	S	√	√	√	√	√	√
S26	√	√	√	√	√	√	√	√
S27	√	√	√	√	√	√	√	√
S28	√	√	√	√	√	√	√	√
S29	√	√	√	√	√	√	√	√

CURRICULUM VITAE



Nazulana Fitri was born on September 19th, 1996 in Bulukumba. She is the first child of Abd Malik and Hasnah. She has two brothers. In 2001 the researcher as a student of elementary scholl in SDN 116 USA in Bulukumba and graduated in 2008. The next in the same year the

researcher registered in junior high school as a student in SMP Negeri 19 Bulukumba and graduated in 2011. Then the researcher registered to the senior high scholl, at SMA Negeri 5 Bulukumba and graduated in 2014. In 2014, the researcher registered to study of English Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title *“Improving the Students’ Speaking Skill through Jigsaw at SMA Muhammadiyah 2 Makassar (A Classroom Action Research at The Tenth Grade Students’ of SMA Muhammadiyah 2 Makassar).*