SKRIPSI

THE IMPLEMENTATION OF JIGSAW MODEL TO IMPROVE STUDENT'S SPEAKING SKILL AT THE EIGHT GRADE OF SMPN 5 PAREPARE

By

SURYANI
Reg. Num. 15.1300.047

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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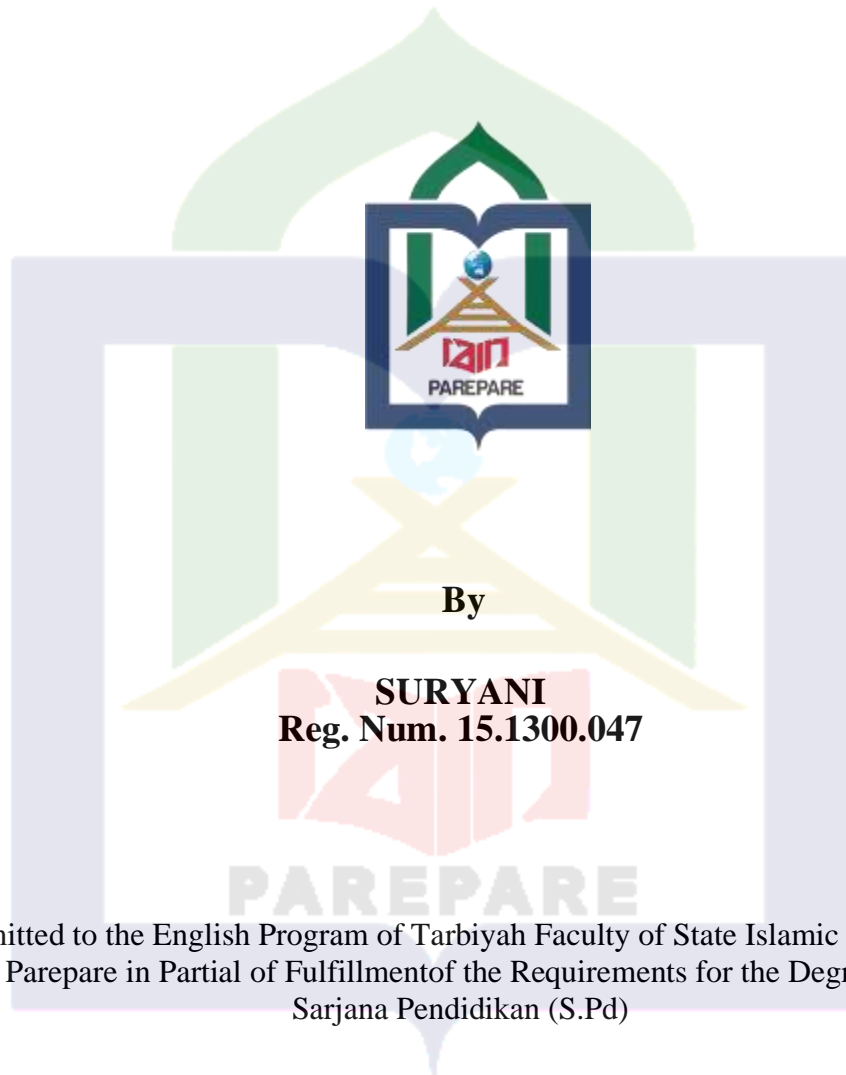
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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillmentof the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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Skripsi

As a Part of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted By

SURYANI
Reg. Num. 15.1300.047

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2020

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                                        Student's speaking skill at the Eight Grade of

                                        SMPN 5 Parepare

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iv

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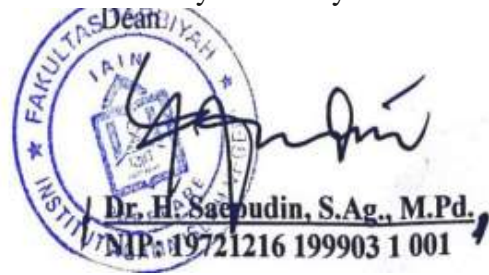
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Student's Speaking Skill at the Eight Grade of

SMPN 5 Parepare

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vi

ACKNOWLEDGEMENTS

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the most gracious and the most merciful. Praised be to Allah who has bestowed the researcher with great love and compassion to complete the entire requirement in graduating of bachelor degree. Without His mercy and guidance, the researcher would not have had the courage to begin and complete this endeavor.

Peace and salutation be upon to the prophet Muhammad saw the king of the great kingdom namely Islam religion, the last messenger of Allah SWT. He has already to be finished without assistence of the other people. Therefor the researcher wishes to express a lot of thanks to:

1. Dr. Ahmad Sutra Rustan, M.Si the Rector of IAIN Parepare.

2. Dr. H. Saepudin, S.Ag.,M.Pd. Dean of Tarbiyah faculty of IAIN Parepare.

3. Drs. Abd. Rauf Ibrahim, M.Si. as the first researchers' consultant who has give suggestion and support to researcher extend beyond the skripsi.

4. Dr. Abd. Haris Sunubi, M.Pd. as the second researchers' consultant who has given her motivation, guidance and suggestion to complete the skripsi.

5. Tarbiyah lecturers for all the knowledge that has shared and all the staffs of IAIN parepare to helped during her study.

6. Specially to my family who always support for my study and give many motivation and suggestion to all this time and make this skripsi.

7. Her sweetest appreciation goes to researcher's loveliness friends Fatimarisa,Wahyuni abidin, Nurul wahyuni who always given suggestion, motivation, support, they both have helped the researcher in making this skripsi,

give some correction and suggestion and some other who cannot mentioned one by one, who has given motivation, spirits and advices.

8. All researcher's beloved friends in the same department who always give many motivation and support to researcher from the beginning of research proposal until become a good skripsi.

Therefore, the researcher addresses the sincere gratitude and indebtnest for the following names below:

Finally, the researcher realizes that this skripsi always need corrections in order to be perfect from any mistakes.Therefore, the critics and suggestions will be highly appreciated.

Parepare, January 07th 2020

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Student's Speaking Skill at the Eight Grade of SMPN

5 Parepare

Stated that this skripsi is her own writing, if it can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, November 30th 2019

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ABSTRACT

Suryani, *The Implementation of Jigsaw Model to Improve Students' Speaking Skill at the Eight Grade of SMPN 5 Parepare. (supervised by Abd Rauf Ibrahim and Abd Haris Sunubi)*

Speaking is one of the language skills and productive skill that will be learned by students in junior high school, senior high school, and university. Students will be able to express their ideas and feeling by speaking English.

The researcher applied the pre-experiment design to answer the problem statment of this skripsi . The researcher was conducted at SMPN 5 Parepare in academic 2019/2020. Population was VIII.5 class in SMPN 5 Parepare. The resercher applied purposive sampling in this research, therefore total number of population were 135 of students, Therefore the reseacher just took 23 students as the sample of this reseach. The instrument used for measuring the students' in increasing score in the form speaking test and questionnaire. Furthermore, in collecting the data, The reseacher used test, They were pre-test, treatment and post-test. The pre-test used before treatment and the post-test used after treatment, The data were classified in six classification were : Excellent, Good, Enough and Poor.

The data were collected through observation and speaking test, The data were analyzed by using quantitative method. After analyzing the data by using t-test formula,the result of the t-test value(1.92) is bigger than value(1.717). This indicated that the hypothesis of the researcher is accepted. The result of reseach there is a significant difference in using Jigsaw model before and after treatment of the students' improvement in English Learning process.

Keywords : Jigsaw Model ang Speaking Skills.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

Num	Title of Appendices
1	Data analysis
2	Research instrument
3	Lesson plan
4	Documentation
5	Research Allowance
6	Curriculum Vitae

CHAPTER I

INTRODUCTION

1.1 Background

Speaking is one of the four skills in English that have to be mastered by the students.it can be a tool for the students to communicate. The students can get the other information from other students through speaking. Kayi states that speaking is the process of building and shering meaning through the use of verbal and non-verbal symbolsin a variety of contexts[1]. The students can speaking to express or convey their feeling, Ideas, Opinion, Anger and curious. Speaking help students to make them be talk-active so that they can shere what they know or what they do not know are about the case they are faced. To increase the proficiency in speaking and maintain the relationship or friendship. So speaking is an important skill of language which should have imptoves for the students.from the definition above it can be conduted that speaking is one skill must be mastered by students to send or to receive the information or message, To communicate and so on.

In reality, There are still many students difficult to speak in English especially from SMPN 5 Parepare. Most of them could not speaking English well because one lacks self confidance.Finally, The students are lack of vocabularies because they cannot submit complaints if they do not understand the learning for fear of being wrong and so the knowledge possessed not increased . Self confident students can follow learning well and can play an active role in it so that knowledge gained because of their curiosity. Hale states that high self-confidence results in either a better performance level or a more positive experience of the event. This means that confident students learn from their experience to develop their abilities. However, students who lack self-confidence have a low performance. Self confidance is one aspect That is able to make people success. It plays an important role, As a fact show

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[1]Haryye Kayi, *teaching speaking: Activities to promote speaking in a second language.*2006.The TESL Journal Vol.XII,No.11.http://Iteslj.org/Articles/Kayi-Teaching Speking.html. Accessed on Mei 6th 2019.

many people failed in their business, On the country high self-confidance can up lift people's willingness or string desire in to accomplish something. The succes of the people may be grate offented by their competence in comunication.

Based on the problem, The researcher focus to help the English teacher to improve student's speaking skill by jigsaw Model. Jiqsaw is a part of teaching model which is based on coporative learning which is one of the active and fun learning models, teaching model in which small teams, each with students of different levels of ability, usea variety of learning activities to improve their understanding of a subject .As the result, the learning process is expected to be interdependent . Based on the phenomena above.

In implementation jigsaw model is able to break down sosial barriers and create new friendship among the studentsw. Based on the explanation above the researcher interest to find out whether the jigsaw model can be implementing to teach speaking. The researcher desides to determine the title of her research"The implementation of Jigsaw model to improve speaking skill at the Eight Grade of SMPN 5 Parepare.

1.2 Problem research

Based on the background of study above, The problem statment are :

1.2.1 Is the use of jigsaw Model able to improve students' speaking skill at SMPN 5 Parepare?

1.2.2 How are the students' responses toward learning speaking by using jigsaw model at SMPN 5 Parepare?

1.3 The objective of research

In relation to the problem statment above, the main objective of the research was:

1.3.1 to examine the improvement of students' self confidence in speaking by using Jigsaw model at SMPN 5 Parepare.

1.3.2 to find out the students' responses toward the Jigsaw model at SMPN 5 Parepare.

1.4 Significance of the Research

1.4.1 For the students

It can serve them more comfortable and supporting situations inside the classrooms so that they will be more interested in joining the class. They will get easier to master it by using Jigsaw model so they will be able to improve their speaking skill.

1.4.2 For the teacher

The result of this study gives information to the teachers about the importance of teaching model in speaking. Jigsaw model can be an alternative teaching technique to teach speaking .

1.4.3 For the researche

This research is expected to be a useful input in English teching process.Besides it can build up the understanding about Jigsaw model to improve speaking skill and can be used as reference to be the next researcher who want to conducta researchrelated to this research.

CHAPTER II

THE PREVIOUS RELATED LITERATURE

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

2.1 Some Pertinent Ideas

2.1.1 The Concept of speaking

2.1.1.1 Definition of speaking

Many definitions about speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc.[2] Speaking is the verbal use of language to communicate with other.[3] In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.[4]

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.[5]

According to Chaney, Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of

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[2]Martin H. Manser. *Oxford Learner's Pocket Dictionary* (NewYork:Oxford University Press,1995), p.398.
[3]Fulcher,G. *Testing Language Second Language Speaking* (Sydney,Longman:2003), p.79.
[4]Dewi Hughes, *Public Speaking* (Jakarta, Gramedia Widiasarana:2007), p.57.
[5]David Nunan, *Practical English LanguageTeaching* (NewYork, McGrawHill Companies:Inc.2003), p.48.

contexts.[6] Speaking is a skill which is chosen as an object to be improved in this research. Carter and Nunan stated that, speaking in a second language involves the development of a particular type of communication skill.[7] Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand. Meanwhile, Sprattpoints out that using speech to convey meaning to others is involved in speaking.[8]

From the definition above, the researcher intends to help students learn to speak so that they can communicate conveying their through words so that introducing jigsaw Model can be very effective and easy to apply. It can motivate students and the classroom will be more interesting. Jigsaw Model are ways to help students more easily understand a material. This Model is best used in learning to speak in English. Students can master speaking more easily and pleasantly. The application of the jigsaw Model helps them remember more of the information they have learned and can also strengthen their speaking skill.

2.1.1.2 The component of speaking

Speaking is not simply expressing something orally. However, the students need to acquire some component of speaking to have good speaking skill. As proposed by Syakur explained that"there are five component of speaking skill concerned with a grammar, vocabulary, pronunciation, accuracy, and fluency ".[9]

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[6]A.L,Chaney. *Teaching Oral Communication(*Boston, Allyn and Bacon:1998), p.13.
[7]Ullin Nukhaq Kurniawati. *Improving Student's speaking ability by using three step interview* (Unpublished ThesisIAINTulungangung:2016), p. 1.
[8]Clark and clark, " *psychology and Language" on Prucesia Kumara Silva,Improving Student's speaking skill through the use of video clips*(Unpublished Thesis State university of Yogyakarta:2013), p. 11.
[9]Syakur, *Language Testing and Evaluation*.(Surakarta,Sebelas Maret University Press:1987),P.3.

2.1.1.2.1   Grammar

In linguistics,"Grammar is the set of cultural rules goverming the composition of clauses ,phrases, and words in any given natural language".[10] It means that before speaking we must learn about grammar so that what we want to convey is clear and true so that someone also understands what we say.

2.1.1.2.2   Vocabulary

Accourding to the Oxford dictionary,"vocabulary is the set of letters which come togerther and gives meaning. Accourding to the oxford pocket dictionary, Vocabulary is all as the words that a person knows or uses.[11] Based on Longman Dictionary, Vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

2.1.1.2.3   Pronunciation

(including the segmental features – vowels and consonats and the stress and intonation patterns)As stated by Harmer, if students want to able to speak fluently in english, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.[12]

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[10]http://en.wikipedia.org/wiki/grammar access on juni 1th 2019
[11] Oxford university press, Oxford learners dictionary.the fourth edition.printed in new york .
[12] Jeremy harmer, *The practice of english language teaching fourth Edition*(Harlow pearson education Limited:2007), p.343.

2.1.1.2.4   Accuracy

Accuracy refers to how correct the learners' use of the language system is, including their use of grammar, pronounsation and vocabulary.[13] It mean that Accuracy is an ability to produce sentences or utterance with correct grammar.

2.1.1.2.5   Fluency

In a language fluency means speaking easily, reasonably quickly and withhout having to stop and pause a lot.[14] It means that fluency is the skill to speak quickly and precisely so you must remember not to let your difficulties with grammatical mistakes get in your way.

2.1.1.3 Types of speaking test

Test is used to measure the students' speaking skill. Harmer stated that, testing both informally and formally, takes place at the beginning and the end of most language courses, as well as at various times during the course itself.[15] Harmer explained that there are some types of speaking test :

2.1.1.3.1   Interviews

These are generally simple to set up, particularly if there is a room separated from the classroom where students can be met. Such meetings are not without their issues, however. The somewhat formal nature interviews (regardless of whether the questioner is the student's instructor or an outside analyst) implies that the circumstance is not really helpful for testing increasingly casual, conversational talking styles. As anyone might expect, understudies frequently fail to meet

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[13]http://www.teachingenglish.org.uk/article/accuracy.access on juni 1th 2019
[14]http://www.learningenglishteens.britishcouncil.org/exams/speakingexams/fluency.access on juni 1th 2019
[15]Ullin Nukhaq Kurniawati,*"Improving Student's speaking ability by using three step interview"* (Unpublished ThesisIAINTulungangung:2016), p.5.

expectations in meeting type conditions. It is likewise hard to wipe out the impacts of the questioner, his or her doubting style, for instance on the interviewee's execution.

At long last, if the questioner is additionally the assessor, it might be hard to keep up the stream of the discussion while in the meantime making target decisions about the interviewee's talking capacity. By the by, there are methods for dodging a portion of these issues. An easygoing visit toward the starting can help put competitors at their simplicity.

The utilization of pictures or a pre-chosen subject as a concentration for the meeting can help particularly if applicants are given a couple of minutes to set themselves up ahead of time. In the event that the inquiries are the equivalent for each meeting, the questioner impact is in any event the equivalent for all hopefuls. What's more, hosting a third get-together present to co-get to the applicant can help guarantee a level of objectivity.

2.1.1.3.2   Live Monologues

Live Monologues is a speech presented by a single character, most often to express their mental thoughts aloud, though sometimes also to directly address another character or the audience.[16] The candidates prepare and present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students take the role of the audience, a question and answer stage can be included, which will provide some evidence of the speaker's skill to speak interactively and spontaneously. But giving a talk or presentation is only really a valid test if these are skills that learners are likely to need.

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[16]Wilkipedeia,The free encyclopedia 2019, (online) https://en.wikipedia.org/wiki/Monologue, assessed on January 22th 2019).

2.1.1.3.3   Recorded Monologues

These are perhaps less stressful than a more public performance and for informal testing, They are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favourite sport or past time, for example, in a room adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded test is that the assessment can be done after the event, and results can be triangulated, that is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

2.1.1.3.4   Role-Plays

Most students will be used to doing at least simple role-plays in class, so the same format can be used for testing, the other role can be played either by the tester or another student, but again, the influence of the interlocutor is hard to control. The role-play should not require sophisticated performance skills or a lot of imagination. Situations grounded in everyday reality are best. They might involve using data that has been provided in advance. For example, students could use the information in a travel brochure to make a booking at a travel agency. This kind of test is particularly valid if it closely matches the learners' needs.

2.1.1.3.5   Collaborative tasks and discussion

These are similar to role-plays except that learners are not required to assume a role but simply to be themselves. For example, two candidates might be set the task of choosing between a selection of job applicants on the basis of their CV. Or the

learners simply respond with their own opinions to a set of statements relevant to a theme. Of course, as with role-plays, the performance of one candidate is likely to affect that of the others, but at least the learner's interactive skills can be observed in circumstances that closely approximate real-life language use.

2.1.1.4 The Reasons for Teaching Speaking

Harmer stated that there are three main reasons for getting students to speak in classroom:

Speaking activities provide rehearsal opportunities changes to practice real life speaking in the safety of the classroom. Speaking tasks in which students try to use any or all of language they know provide feedback for both teacher and students. Everyone can see how well they are doing both how successful they are and what language problems they are experiencing. In speaking, students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrases fluently without very much conscious thought.[17]

According the discussion above, The researcher concludes that speaking helps students to produce language automatically, therefore the researcher provides activities and opportunities for students to practice in the classroom to practice speaking by using a jigsaw Model.

2.2.1 Concept of Jigsaw

Jigsaw model is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. It

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[17] Jeremy Harmer, *How to Teach English* (Harlow,Pearson Education Limited:2007), p. 123.

was designed by social the jigsaw classroom is a cooperative learning Model with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece--each student's part is essential for the completion and full understanding of the final product. If each student's part is essential,then each student is essential,and that is precisely what makes this model so effective.[18]

The jigsaw Model can be useful, well structured template for carrying out effective in class group work. The class is devided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is divided into mixed group, with one member from each team in each group. This model can be used equally well for assigment involving data analysis or field work and in assigments involving reading. The jigsaw classroom is a cooperative classroom model that is considered effectives in decreasing rasial conflict and increasing positive educational outcomes. It was originally developed by Slavin and his colleagues in order to reduce racial animosity and tension in desegregated classroom. Like jigsaw each piece, or student part, Is important for the completion for a full understanding of the final product. Each student is essential because they each have an essential piece of information to add to the group. There are a number of benefits seen by using the jigsaw classroom approach. It is an effecient way in which to learn the material. Students are encouraged to listen, Engage, and display empathy since each member of the group is imfortant to the academic activity. Members of the group have to work together in order to establish a common goal. Each member is

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[18]Elliot Aronson, *Jigsaw Classroom*, Retrieved from:http://www.jigsaw.org. Posted by Oka at 7:22 PM, Accessed on juni, 2019 at 08.20 PM

interdependent on each other. Cooperation and communication are necessary because no one can succeed completely unless each member contributers.[19]

The meaning of the jigsaw Model is a widely used Model which has simillarities with the exchange of technical group to another, with an important difference that each learner teach something to other student. Jigsaw is designed to increase learners' sense of respectibility toward their own learning and the learning of others. Learners not only learn the material provided, but they also provide and teach the other members is their group.

The meaning of the jigsaw Model is a widely used Model which has simillarities with the exchange of technical group to another, with an important difference that each learner teach something to other student. Jigsaw is designed to increase learners'sense of respectibility toward their own learning and the learning of others. Learners not only learn the material provided, but they also provide and teach the other members is their group.Besides, Silberman states that jigsaw is similar to group learning technique where every student is to share something.[20]

According to Richard in activities jigsaw the class is Divided into groups and each group has part of the implementation to complete an activity. The class must fit the pieces together so complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.[21] Person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as

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[19]Robert E Slavin, *Cooperative Learning*,(Bandun, Nusa Media :2005), p.59.
[20]Mel Silberman, *Active Learning(101Strategi Pembelajaran Aktif)*,(Yogyakarta,Pustaka Intan Madani:2005), p.168.
[21]Jack C Richards, *Communicative Language Teaching*, (Cambridge,Cambridge University Press: 2007), p.18.

contributors to their common task. Furthermore, Jigsaw is considered useful for teaching group processing, and performance assessment.

2.2.2 Advantages and Disadvantages of Using Jigsaw

2.2.2.1 Advantages of using Jigsaw:

Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding. Students gain practice in selfteaching, which is one of the most valuable skills we can help them learn. Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam. During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology. Each student develops an expertise and has something important to contribute to the group. Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion. The group task that follows individual peer teaching promotes discussion, Problem-solving, and learning. Jigsaw encourages cooperation andactive learning and promotes valuingall students'contributions. Jigsaw can be an efficient cooperative learning Model. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic.

From the description above, the researcher can includethat jigsaw is a Model should activein learning process, because the class is needed toall of students or individually comprehend the material well. Finally, they teach themselves in their groups to one another. By this way, all of them will develop their speaking skill as well. In conclusion, by using jigsaw the students will have opportunities to share their opinionwith their friends in groups. They will have fun and serious moment to

exchange their opinion with others. Therefore, the teaching learning process seems to work well.

2.2.2.2   Disadvantages of using Jigsaw

Learning and teaching activity need more time. The teacher needs more skills because each group need different handling. To anticipate the problem of active students who will dominate more, it must really pay attention to the course of learning. To anticipate intelligent students who tend to feel bored, researchers must be good at creating an exciting classroom atmosphere so that intelligent students are challenged to follow the course of learning

2.2.3 The impelementation of jigsaw model

Uses small groups,Each group consists of four-five students.Focuses on tasks to be accomplished. Together with the team-mate, They should work hard to finish the tasks successfully, Requires group cooperation and interaction, The students work as team, They should work cooperatively and interact with each other, Mandates individual responsibility to learn. Besides as the team-mate, each student is also asked to have the responsibility individually, It supports division of labor, because in cooperative learning, sometimes each student has each own job in team, and she/he must responsible with his/her job.

2.2 Previous Research Finding

There are some researchers who have conducted research namely:

Marni yuniar Rika, "The implementation of jigsaw model in teaching speaking of the eighth grade student at the second semester of SMP negeri 1 KRUI in 2015/2016 academic year. "The implementation of jigsaw was done in two meetings, and it got positive responses from the students. During teaching learning process was done two

meetings, The classroom atmosphere in teaching and learning speaking by using Jigsaw are the students looked less respond in learning speaking.Teachers' problems in the implementation of Jigsaw model in teaching speaking were the teacher cannot monitor students' activity and limited time to teaching and learning speaking by using Jigsaw.The students' problems in learning speaking by using Jigsaw were the students have difficulty to share their opinion because they have limited vocabulary. Furthermore, some students felt unconfident, because they were ashamed and also they afraid of making mistakes.[22]

Agustya Julita Putri,"the implementation of cooperative learning model type Jigsaw to improve students' accounting learning activity and learning outcomes of grade X ak 3 at smk negeri 1 karanganyar academic year of 2013/2014." The implementation of the Jigsaw cooperative learning model to the Accounting teaching and learning process of grade X AK 3 students at SMK Negeri 1 Karanganyar in the school year of 2013/2014 can improve the students' learning activities. The percentage of the students' activities at the initial condition was 44,44%, and it increased to 70,83% in cycle I and to 79,17% in the second cycle, and students' learning outcomes is percentage of the students' completeness in mastering the materials was 72,22% in the initial condition. Then, it increased to 91,7% in cycle I and to 97,2% in the second cycle.[23]

Based on the findings of the researchers above, it shows that Jigsaw is very important way to improve some aspect of conversation, both for teachers and students. From the findings of the above researchers also explained that the Jigsaw is a good

[22]Marni yuniar Rika, "*The implementation of jigsaw Model in teaching speaking of the eighth grade student at the second semester of SMP negeri 1 KRUI in 2015/2016 academic year.*"p.60.
[23]Agustya Julita Putri,"*The implementation of cooperative learning model type Jigsaw to improve students' accounting learning activity and learning outcomes of grade x ak 3 at smk negeri 1 karanganyar academic year of 2013/2014*.p.98.

model for students and their learning speaking. So researchers assume that learning speaking can be done in any way including use Jigsaw model on improve students speaking skill. It is known that Jigsaw model affect the speaking process of students depending on the class management process carried out by researchers.

2.3 The Conceptual Framework

Students Speaking skill
⬇
Fluency,Accuracy,vocabulary,pronunciation

⬇

Jigsaw
The application of Jigsaw Model at SMPN 5 Parepare in class VIII.5 which consists of 23 students divided into Male: 9 students and Female: 14 students

⬇

In speaking skill
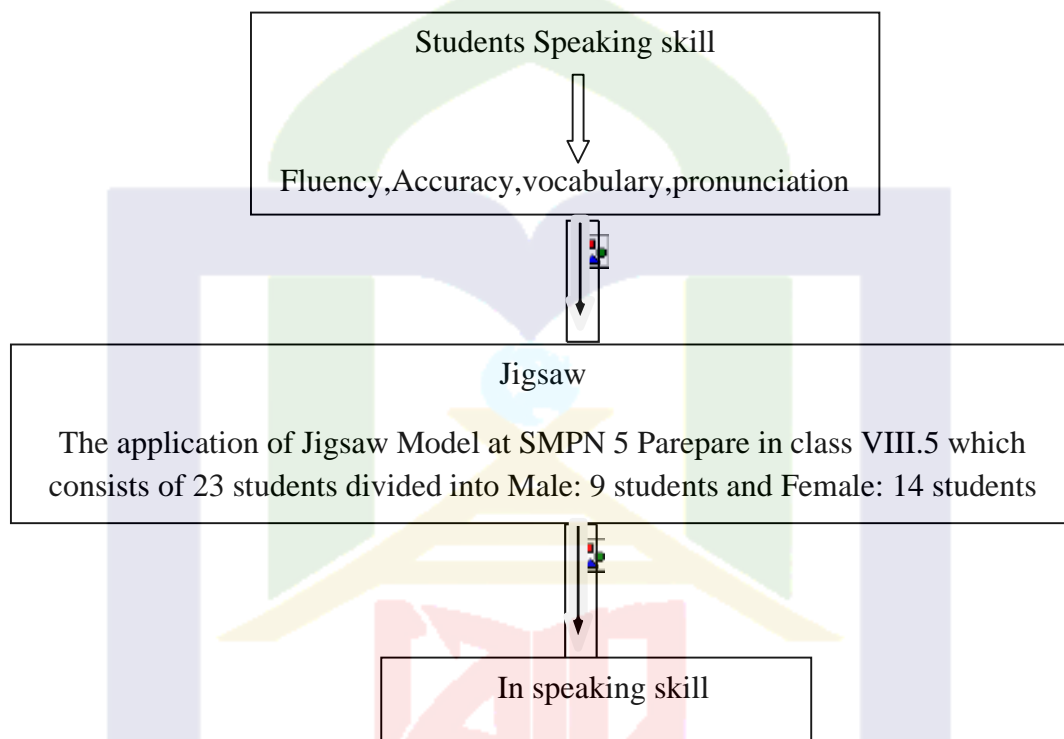
Figure 2.3 The Conceptual Framework of the research

2.4 Hypothesis

The reasearch or scientific hyphothesis is a formal affirmative statement predicting a single research outcome, a tentative explanation of the relationship between two or more variables. For the hypothesis to be testable, the variables must be operationally defined. That is, the researcher specifies what operations are conducted, or test used, to measure each variable. Thus, the hypothesis focuses the

investigation on a definite target and determines what observation, or measure, are to be used.[24]

Based on the previous explanation and the conceptual framework, the researcher formulates hypothesis as follows:

2.4.1 Null Hypothesis (H_0)   : There is no effect of Jigsaw model to improve students' speaking skill.

2.4.2 Alternative Hypothesis (H_a) : There is effect of Jigsaw model to improve students' speaking skill.

2.5 Variable and Dioperational Definition of Research

2.5.1 Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other words, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.[25] This research have two variables; they are independent variable and dependent variable.

Independent variable (X) is a variable which effect to the dependent variable. The independent variable of research is a jigsaw Model. Dependent variable (Y) is variable that is influenced by the independent variable. The dependent variable of this research is the students' speaking skill at English Program.

2.5.2   Theoperational Definition Variable

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[24]John W. Best, *Research in Education* (United Stated of America,Prentice Hall:Inc. 1981), p 11.
    [25]Christopher L. Heffner, *Defining Variable* "allpsych.com/researchmethods /defining variables", (accessed on 22 June 2019).

2.5.2.1 Speaking

Speaking is an ability to say words to express feelings and convey thoughts. serves as a communication tool so that humans can express their heart's content and convey messages to others. In this research there are five components of speaking : grammar, vocabulary, pronuncition, accuracy and fluency but the researcher will focus on accuracy,fluency,vocabulary and pronunciation.

2.5.2.2 Jigsaw

Jigsaw" is a collaborative group activity consisting of 4-5 students where each student works on the material and understands it after that the teacher asks students to pair up to interview each other about the material then asks representatives from each group to other groups to explain their understanding of the material and the teacher tells 1 student to explain material that has been understood in front of all their friends.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

This research is pre-experimental with one-group pretest-posttest design. It involves one class. That is experimental class wich is implemented jigsaw Model in teaching-learning process for improving students' speaking skills at SMPN 5 Parepare. The formula of this research is described in following:

Where:

$$\boxed{O_1 \ X \ O_2}$$

O_1 : Pre-test

O_2 : Post-test

X : Treatment[26]

3.2 Location and Duration of the Research

The location of the research will take a place at SMPN 5 Parepare. The research will use the quantitative research that has several times to collect and analyze data. The researcher will do the research one month for collecting data from pre-test, treatment and post-test.

3.3 Population and Sample

3.3.1 Population

The population of the research will all students of the eight grade of SMPN 5 Parepare which consist of five classes. to make it clear the population of theresearch, it can be seen in the table below:

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[26]Sugiyono, *MetodePenelitianPendidikan,PendekatanKuantitatif, Kualitatifdan R&D (Bandung,Alfabeta:2017)*,p.116.

Table 3.1 The Total of the eight Year Students of SMPN 5 Parepare

Num	Class	Students
1	VIII.1	30
2	VIII.2	29
3	VIII.3	28
4	VIII.4	25
5	VIII.5	23
Total		135

Data Source: Documentation of SMPN 5 Parepare

3.3.2 Sample

The research will use purposive sampling to take the sample that is in accordance with the criterias needed in this research. The researcher will choose VIII.5 as experimental class because the researcher has two reasons : firstly, based on the observation and interview from the English teacher of SMPN 5 Parepare, VIII.5 has low skill of speaking and secondly, it'll be better to choose the class which has a low skill to know the significant improvement of studens' speaking skill by comparing the students' score result.

Table 3.2 The Total of VIII.5 of SMPN 5 Parepare

No	Class	Students		Total the students
		MALE	**FEMALE**	
1	VIII.5	9	14	23

3.4 Instrument of Collecting Data

In this research, The researcher will use speaking tests and questionnaire that are used to measure students' speaking skills .in the form of tests. Total of test items are 12-15 were completed by interpreting the story. This test will apply in pre-test and post-test. Questionnaire, based on Airasian is a checklist to get responses or information from some people about factual or demographic, behavioural, and also attitudinal. From the questionnaire, the researcher will collect the information from the students related to the implementation Jigsaw Model to improve their speaking skill.

3.5 Procedure of Data Collection

The data of this research will be collected by using the following procedure:

3.5.1 Pre-test

Before giving the treatment, the researcher will give the students pre-test to know the students speaking skill. Pre-test was given by using 70 minutes. The researcher used quesfioner about introduce your self. The researcher called the students one by one and then asked the students to answer the questions.

3.5.2 Treatment

After giving pre-test, the researcher will give the treatment. The researcher will apply Jigsaw Model in teaching speaking which consists of Six meetings, each meeting run for 90 minutes and each meeting has different material. The procedure in teaching and learning process of every meeting as follows:

3.5.2.1 Firsh meeting

The researcher greeted the students, explained how to introduce ourselves and checking attendance, Gave some examples to students, explained all important information, The students made a group consists of 4 student or more students,Each group be labelled or name (ex: Ta,Ti,Tu,Te),Than The researcher gave the topic to the students about Visiting Mary,Students work on the topic and then understand the topic ,In each group consisting of 4 students interviewing each other.Student A interviewed student B. Student C interviewed student D,Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

3.5.2.2 Second meeting

The researcher greeted the students,checking attendance, explained all important information, The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Finding a purse, Students work on the topic and then understand the topic,In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D,Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The

researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

3.5.2.3 Third meeting

The researcher greeted the students,checking attendance, explained all important information, The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Donny's bad drem,Students work on the topic and then understand the topic,In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D,Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

3.5.2.4 Fourth meeting

The researcher greeted the students,checking attendance, explained all important information, The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Meeting a foreigner ,Students work on the topic and then understand the topic, In each group consisting of 4 students interviewing each other.Student A interviewed student B. Student C interviewed student D, Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's

result,The researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

3.5.2.5 Fifth meeting

The researcher greeted the students,checking attendance, explained all important information,The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Repairing the house, Students work on the topic and then understand the topic, In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D, Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher concluded the given material, gave the students motivation to practice their English and The researcher closed the class.

3.5.2.6 Sixth meeting

The researcher greeted the students, checking attendance,explained all important information, The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Two boys and tramp,Students work on the topic and then understand the topic, In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D, Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's

result, The researcher concluded the given material, gave the students motivation to practice their English and The researcher closed the class.

3.5.3 Post-test

After giving the treatment, the researcher will give the students post-test to measure the improvement of students speaking skill.It is aimed to identify the influence of jigsaw Model in achievement speaking skill of SMPN 5 Parepare.

3.6 Technique of Data Analysis

The data will be collected through the test that has been analyzed by using quantitative analysis as follows:

3.6.1   Scoring Classification

As for the assessment, criteria that is used by researcher is speaking skill assessment criteria based on the aspects of speaking skills by following criteria:

Table 3.3 Assessment the aspects of writing through scoring rubric fluency, accuracy, content and pronunciation.

Classification	Score	Criteria
Fluency	9-10	Directly explain completely
	7-8	Explain completely while thinking
	5-6	Explain but not complete
	3-4	Explain while thinking but not complete
Accuracy	9-10	No mistake
	7-8	One inaccurate
	5-6	Two inaccurate word
	3-4	Three inaccurate word
	1-2	More than three inaccurate

Content	9-10	Message required is dealt with effectively .
	7-8	Message required is dealt with effectively but a little unsystematic.
	5-6	Message required is adequately conveyed and organized but some loss of detail.
	3-4	Message is broadly conveyed but with little subtlety and some loss of detail.
	1-2	Inadequate or irrelevant attempts at conveying the message.
Pronunciation	9-10	Very good pronunciation
	7-8	Good pronunciation
	5-6	Fair pronunciation
	3-4	Poor pronunciation
	1-2	Very poor pronunciation

Data Source: Brown, H. Daughlas. Language Assessment and Classroom Practice[27]

3.6.2   Scoring Classification of Speaking

The table is to find out how the classification of students' skill,if they can know the level of development from pretest to posttest,if there is a change because it should not increase in value but classification or predicate.

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[27]H. D. Brown. *Language Assessment and Classroom Practice,* (San Francisco: State University, 2004), p. 406-407.

The data is classified into five classifications by referring the scoring system as follows:

Table 3.4 Classification Students' Score

Affective		Cognitif		Psychomotor	
Mode	**Predicate**	**Average**	**Letter**	**Optimum**	**Letter**
4,00	Excellent	3.85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3.00	Good	3,18-350	B+	3,18-3,50	B+
		3,85-3,17	B	3,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

The assesment of the 2013 curriculm based on the rule of education and culture minister 104 in 2014 scala assesment for knowledge competence and skill competence using the range of number and letters 4,00 (A)- 1,00 (D) with the details as following:

Table 3.5 Calculating Scores of Jigsaw Model

1.00 (A) - 100 (D) with the following deatails:
3,85 - 4,00 with the letter A
3,52 - 3,83 with the letter A-
3,18 – 3, 50 with the letter B+
2,85 – 3,17 with the letter B
2,51 – 2,80 with the letter B-
2,18 – 2,50 with the letter C+
1,85 – 2,17 with the letter C
1,51 – 1,84 with the letter C-
1,18 – 1,50 with the letter D+, and
1.0 – 1, 17 with the letter D

3.6.3 Calculating the rate percentage of the students` score:

$$P \quad \frac{F}{N} X\ 100\%$$

Where :

P : Percentage

F : Frequency

N : Total number of students

3.6.4 The Scoring Data of Pre-test and Post-test

The Data is analyzed using inferential statical analysis to test hypothesis by using t-test with following steps:

3.6.4.1 Mean

Where:

$$M = \frac{\sum X}{M}$$

      M   : Mean

      $\sum X$: X Score total

 N   : A number of X score[28]

3.6.4.2 Standard Deviation

$$SD = \sqrt{\frac{\sum x^2}{M}}$$

Where:

      SD   : Standard deviation

      x   : X - M_x = Deviation

      $\sum x^2$: Deviation total

---

[28]RusydiAnanda and Muhammad Fadhli, *Statistik Pendidikan: Teori dan Praktik dalam Pendidikan* (Medan: CV WidyaPuspita, 2018), p.62.

N   : A number of X score[29]

3.6.4.3 Variance

$$S^2 = \frac{\sum x^2 - \frac{(\sum x^2)}{V}}{V}$$

Where:

S^2 : Variance[30]

3.6.4.4 T-test for Hypothesis

T-test is conducted to test the hypothesis and to compare with the distribution T-table to determine H_0 rejected and H_1 accepted or vice verse.

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

Where:

t_0 : T-test

M_1 : Mean of experimental class

M_2 : Mean of control class

SE   : Standard error[31]

---

[29]RusydiAnanda and Muhammad Fadhli, *Statistik Pendidikan: Teori dan Praktik dalam Pendidikan*, p.77.

[30]RusydiAnanda and Muhammad Fadhli, *Statistik Pendidikan: Teori dan Praktik dalam Pendidikan*, p.131.

[31]RusydiAnanda and Muhammad Fadhli, *StatistikPendidikan: Teori dan Praktik dalam Pendidikan*, p.288.

3.6.4.5 Criteria of Testing Hypothesis

To test hypothesis, the researcher will use one tail hypothesis with = 0,05. The statistical hypothesis in this research as follows:

Ho : $\mu_{A1} = \mu_{A2}$

Ha : $\mu_{A1} \neq \mu_{A2}$

Where:

μ_1 = Teaching process by using Jigsaw Model

μ_2 = Teaching process without using Jigsaw Model[32]

The conclusion of the formula above, if $t \geq t_{table}$, then H_0 will refuse at significance rate α 5%

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[32]Rusydi Ananda and Muhammad Fadhli, *StatistikPendidikan:Teori dan Praktik dalam Pendidikan*, p.297-298.

CHAPTER IV
FINDING AND DISCUSSION

This chapter consists of two section, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The findings were obtained from the speaking test in the Eight grade students of SMPN 5 Parepare in academic grade 2019/2020. The researcher applied all of procedures that had been showed in the previous chapter. In addition, The researcher gave the students pre-test and post-test. A pre-test was given before treatment to know the students' speaking skills , While post-test was given after treatment that is knowing the students' speaking skills after doing treatment. After that, it was continued by analyzing their score between pre-test and post-test. and the result of the post-test of this research can answer the question of this research that aims to find out through Jigsaw Model be able to increase the students' speaking skills at the eight grade students of SMPN 5 Parepare.

4.1.1 The students' score in pre-test

The researcher gave speaking test to the students as the pre-test to know the student`s speaking skills. Every student got it then the researcher gave the students` some questions and they answered it. After giving the pre-test to the students, The researcher found out the result of the students` speaking based on the criteria of speaking skills which are accuracy, fluency, pronunciation and vocabulay before giving treatment. The result was shown in the following table which is in the Appendix :

Explanation from The Table 4.1 The students' score in pre-test based on aspects of speaking showed The rate percentage was acquired by the students in pre-test. The table showed the student's score of the students acquired from pretest, Where the researcher focus on accuracy,fluency,vocabulary and pronunciation of students. where mostly students got low score of the pretest, There were two score, three score,four score,five score and six score .

Explanation from The table 4.2 The students'score in pre-test showed that the result of students' speaking score before applying jigsaw Model. There were foreteen student got poor score and nine students got enough score. The total score in pre-test is 34.3 . It has shown that, the students' speaking skills in pre-test was low, because most of students still got poor score. The following are the process of calculation to find out the mean score and the standard deviation based on the calculation of students' score in pre-test of the table 4.2.

- The students' score in post-test

After the researcher gave treatment by using Jigsaw Model to the students, the researcher gave post-test. The students were given the post-test to find out the speaking skills and their progress, it was used to know the result of treatment. The result was shown students' score in post-test based on aspects of speaking of table 4.3 in appendix.

Explanation from The table 4.3 The students'score in post-test based on aspects of speaking show that The rate percentage was acquired by the students in post-test. The table above showed the student's score of the students acquired from pretest, Where the researcher focus on accuracy, Fluency, Vocabulary and pronunciation of students. Where were students got seven score in post-test, It means that student's skill has increased.

Explanation from The table 4.4 in appendix showed that there were a changed of students' score after did the treatment. There were twenty one students got enough score and two students got good score. The total score in post-test is 45.5 . It proved that there were increasing of students' score in post-test.

In this, The researcher analyzed the data of students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process in using the jigsaw Model.

- The result of the pre-test and post-test were presented in the following:

The result of the pre-test and post-test showing in the following table.

The data in table 4.5 shows that the mean score of the pre-test was 1/49 (X_1)while the mean score of the post-test increased 1/97 (X_2). The standard deviation of pre-test was 0,27 (SD) while the standard deviation of the post-test was 0,34 (SD).

4.1.1.1 The rate percentage of the frequency of the pre-test and post-test

The following table shows the percentage of the frequency in pre-test and post-test.

Explanation from Table 4.6 in appendix showed that the rate percentage of the frequency of the pre-test and post-test.The data of the table indicated that the rate percentage of the pre-test nine (39.1%) students got enough score and fourteen (60.8%) students got poor score while the rate percentage of the post-test, two (5,7%) students got good score and twenty one (91,3%) students got enough. The percentage in post-test that students got good score was higher than percentage in pre-test. It shows that students were able to improve their speaking skills after did the treatment that using jigsaw Model.

4.1.2   The Effectiveness of Jigsaw Model.

4.1.2.1   T-test value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Explanation from Table 4.7 in appendix showed that the worksheet of the calculation of the score on pre-test and post-test on the students' speaking in speakingparagraph.The table shows that the calculation score of pre-test and post-test by the students. Total score calculation obtained at $D(X_2 - X_1)=11.5$ and total score calculation obtained at $D(X_2-X_1)^2 = 40.25$

4.1.2.2   Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$Df = N-1$

     $= 23-1$

     $= 22$

For the level, significant (p) 5% and df = 22, and the value of the table is 1.717, while the value of t-test is 1.92

Explanation from Table 4.8 in appendix showed that the test of significance.The data showed that t-test is higher than t-table ($1.92 \geq 1.717$). thus, it can be concluded that the students' speaking skills through Jigsaw Model in significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

4.1.3   The Implementation of jigsaw Model.

In the treatment process, the researcher took six meetings include pre-test and post-test in teaching by using jigsaw Model at the experimental class in improving students' speaking skills. As the theory in chapter II, the researcher did the treatment by following the step in jigsaw Model.

The first meeting before the writer gave treatment, the students were given the pre-test to measure their ability in speaking skills. After the researcher opened the meeting, the researcher invited the students for invoking to the God with a Muslim way in praying. Next, the researcher explained the important points. The students apllied jigsaw Model. They made a group consist 4-5 persons and each group gave a lable (ex: ta,ti,tu,te). Than The researcher gave the topic to the students about Visiting Mary,Students work on the topic and then understand the topic ,In each group consisting of 4 students interviewing each other.Student A interviewed student B. Student C interviewed student D,Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

The second meeting, The researcher started the class by greeting and checked the students attendance. explain importen information ,The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Finding a purse, Students work on the topic and then understand the topic,In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D,Representatives from groups, move to other

groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

The third meeting The researcher greeted the students,checking attendance, explained all important information, The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Donny's bad drem,Students work on the topic and then understand the topic,In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D,Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

The Fourth meeting The researcher greeted the students,checking attendance, explained all important information, The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Meeting a foreigner ,Students work on the topic and then understand the topic, In each group consisting of 4 students interviewing each other.Student A interviewed student B. Student C interviewed student D, Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student

performed on front of the class to share their interview's result,The researcher concluded the given material,gave the students motivation to practice their English and The researcher closed the class.

The Fifth meeting The researcher greeted the students,checking attendance, explained all important information,The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Repairing the house, Students work on the topic and then understand the topic, In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D, Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher concluded the given material, gave the students motivation to practice their English and The researcher closed the class.

The last meeting The researcher greeted the students, checking attendance,explained all important information, The students made a group consists of 4 student or more students, Each group be labelled or name (ex: Ta,Ti,Tu,Te)Than the researcher gave the topic to the students about Two boys and tramp,Students work on the topic and then understand the topic, In each group consisting of 4 students interviewing each other. Student A interviewed student B. Student C interviewed student D, Representatives from groups, move to other groups to explain the topics that have been given, Each student shared with team members the information they have got during the interviews, One student performed on front of the class to share their interview's result, The researcher

concluded the given material, gave the students motivation to practice their English and The researcher closed the class.

After giving the treatment, the researcher gave the students post-test to know their skill in speaking after getting the treatment.From the first meting until the last meeting, the implementation of jigsaw Model classroom situationin learning process. The students were more motivated, interest, enjoy, and more active when learning process in class, it gave influence to student in improving their skill in learning English especially in speaking .

4.2 Disscussion

The used of find the using Jigsaw Model to improve students speaking skills at the Eight grade students' of SMPN 5 Parepare.

According to Miftahul Huda Jigsaw is the model of teaching learning where the students are set up in teams; each team member is responsible for mastering part of the learning material and teaching that part to the other team members. Jigsaw makes the students learn their friends by exchanging the information. Besides, jigsaw is model learning of cooperative learning, with students learn in small group consist of four or five person, diverse inter skill, cooperative in positive interdependence and responsible to present the task for each member.

Based on data analysis, if t-test is higher than t-table ($1.92 \geq 1.717$), the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that the students' speaking skills through jigsaw Model in significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted in teaching speaking skills at the Eight grade students of SMPN 5 Parepare.

After conducting the research, the researcher found an improvement that students were truly active and interested in the topic of the lessons given using Jigsaw Model Therefore, The jigsaw Model can be applied in learning English specially in speaking because students have no difficulty in learning.

The problem students often face when speaking is to come up with ideas caused by a lack of vocabulary and the confidence they have so they make self confidance. But, the researcher told students to talk about the given topic, but they couldn't speak well. After using Jigsaw Model in treatment, they are confident to speak in front of the class even though their vocabularies and pronounciation is still less.

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had improved after being given treatment. The students' score after treatment was higher than before the treatment .Before the treatment the students faced some problems in speaking class activity, they are:

The first is the students were shy to speak English because in their daily activities they never used the target language to communicate with their friends or teacher and the students did not have a good confidence in speaking so when they tried to speak they need a long time to make an effort at times to search for words.

The second they fell difficult to convey their words to other. The students were afraid to speak English and they did not want to make any mistake, in addition they were afraid to arrange a word because lack self confidance.

The third is the students had less vocabulary and most of students did not have motivation to memorize some of the expression, this condition made them did

not have any sentences, as well as made the students unable to say a sentence during speaking class.

The fourth is the students lack interesting and motivation in learning English,because they always study English just wrote and redden the material and seldom to speak or used pictures in the classroom activity so they felt bored learning English. That was way the students had lack motivation and interest to learn English.

The fifth is the students lack of practice. Therefore, some of students knew about English but they lack of practice so the students felt difficult when they used second language at classroom,because they thought that when they speak they would made a mistakes.

Therefore, after being given treatment by using Jigsaw Model, There was an improvement to students' class VIII.5 activity such as:

Jigsaw Model can make students more active. it can make students more active in group disscussions and make students more confident to convey their ideas, It can make students understanding with the topic, It can make students get a new learning experience in the classroom. With the aid of planned and applied learning-teaching activities, Students form themselves their own knowledge about a specific problem. Jigsaw Model motivates students to be included into a topic by several phases of learning, to explore a subject, to be given a definition for their experiences, to obtain more detailed information about their learning and to evaluate it. Students are more confident in expressing what they want to convey . The students had a good grammar than before and they are able to use good tenses when they were arranging a sentence.

The students spoke more fluency than before. They braved to use English to communicate while the teaching and learning class is continuing, that really different with the students' skill before giving treatment some of them had a long pause while they arrange a sentence and felt shy to use the English language to communicate.

All the same, based on the teaching's rating scale accuracy, fluency, content, and pronunciation for speaking skill actually the students more had an improvement in their fluency than in their accuracy, content and pronunciation thus they had already memorized some new expression it helped them to be easier to make sentences but,some of them did not have a good accuracy because, They need much time to learn how to spell a word correctly with a good pronunciation but, it better than before.

Nevertheless, jigsaw Model was able to improve effectively their speaking skill. This Model was able to eliminate the students' confusion although there are still some students who are so low in self-confidence that they cannot express words correctly due to their fear of being wrong.

Based on the data, it is found that the mean score of the pretest score of the class is 1.49 the mean score of the post-test score of the class is 1.97. It can be seen that the students' learning by using jigsaw Model can be implemented in teaching speaking skills. It means that there was significance difference in improving students' speaking skills after doing treatment through Jigsaw Model at the Eight grade students' of SMPN 5 Parepare .

Formed on the research statement in the previous chapter, the Jigsaw Model can make students more active:

Firstly Students' speaking skill can develop with Jigsaw Model . As stated by Harmer teachers can use some of the following useful ways to encourage students in taking part in the speaking activity.[33]

Secondly by Lie that one of the advantages of Jigsaw cooperative learning model is giving the students a more in-depth understanding of the materials.[34]

Third by Slavin that cooperative learning refers to instructional Model in which students work together in a small group to help each other to learn.

Fourth by Lie in Isjoni Cooperative learning is a set of instructional models in which student work in mixes ability groups to reach specific learning and social interaction objectives.

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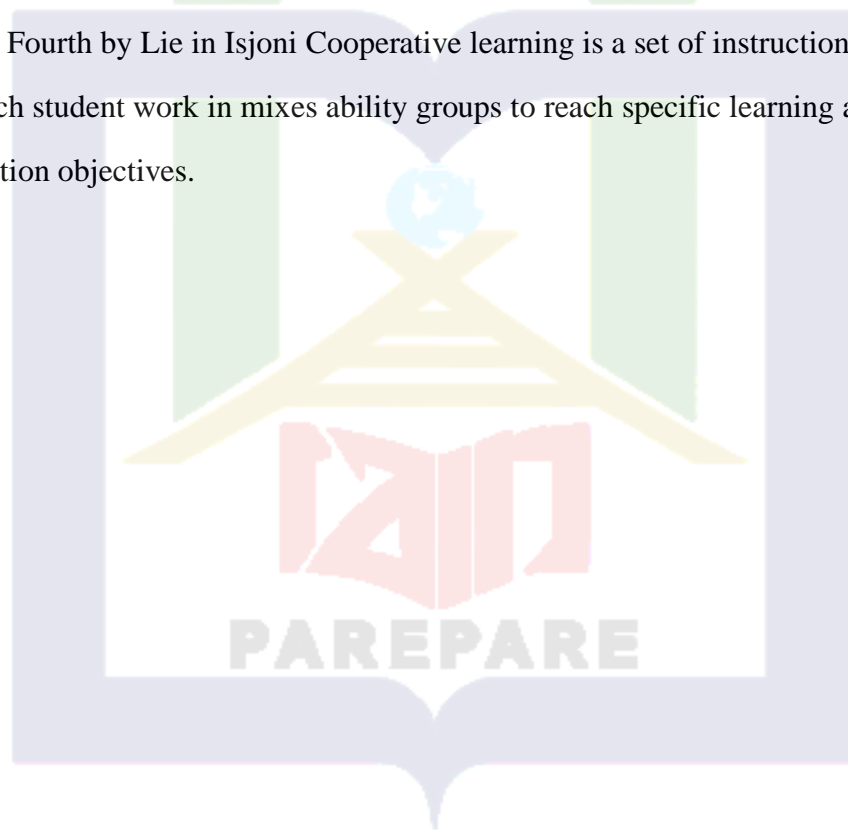
[33] Harmer, Jeremy,*The Practice of English Language Teaching*. (Harlow: Pearson EducationLimited.2007),p.345-346

[34] Lie, Anita,*Cooperative Learning*.(Jakarta: Grasindo.2010),p.73

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result the observation and discussion, it can be concluded that Jigsaw Model is more effective to improve the students'self confidance in speaking skills. The data show that there is a significant different in the mean score between the students who are taught English speaking by Jigsaw Model. Therefore, from the difference of the pre-test and post-test show that the students' score increase significantly after they are teach using jigsaw Model.

From the table of the scores showed that t-test is higher than t-table ($1.92 \geq 1.717$). thus, it can be concluded that the students' speaking skill through jigsaw Model in significant 5% is better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

5.2 Suggestions

After observation and analysing the data, the researcher would like to give the suggestion for teachers and further researcher. It is expected that is gives benefits for the teaching learning Model in the future especially in teaching speaking:

5.2.1 For Teacher

Teachers can use jigsaw Model as the alternative variation in teaching speaking for eight grade. Jigsaw Model is recommended to students shouldn't be afraid in making mistakes when they are learning English, and make the students active in class.

5.2.2 For the Further Researcher

The researcher suggests to the other researchers not only focus on speaking skill but they can implement Jigsaw Model in other skills such as Reading. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation.

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APPENDICES

Appendix 1. Data Analysis

Table 4.1 The students' score in pre-test based on aspects of speaking

F= Fluency, A= Accuracy, V= Vocabulary, P= Pronunciation

No.	Students	Aspect				Total
		F	A	V	P	
1	Adn	6	4	5	5	20
2	Agg	4	2	3	4	13
3	Ri	4	2	2	3	11
4	Apr	5	3	3	4	15
5	Bban	4	4	3	5	16
6	Fit	5	3	3	4	15
7	Hry	5	3	4	4	16
8	Hil	3	3	2	3	11
9	Hu	4	3	4	5	16
10	Ime	3	3	4	4	14
11	Nto	3	3	2	3	11
12	La	4	3	4	5	16
13	M.h	3	3	3	3	12
14	Ma	4	3	4	5	16
15	Mf	5	4	3	4	16
16	Muhf	4	3	4	4	15

17	Muhd	3	4	3	3	13
18	Maan	4	3	4	3	14
19	Mar	3	4	3	3	13
20	Mil	4	4	3	4	15
21	Mudi	4	4	4	3	15
22	Syni	5	4	4	5	18
23	Sr	6	4	6	6	22
	Total	**95**	**76**	**80**	**92**	**343**

Data Source: Students' score of pretest.

Table 4.2 The students' score in pre-test

No.	Students	Pre-test of the students (X_1)			
		Students' Score	Score (X_1)	X_1^2	Classification
1	Adn	20	2	4	Enough
2	Agg	13	1.3	1.69	Poor
3	Ri	11	1.1	1.21	Poor
4	Apr	16	1.6	2.56	Enough
5	Bban	15	1.5	2.25	Poor
6	Fit	15	1.5	2.25	Poor
7	Hry	16	1.6	2.56	Enough
8	Hil	11	1.1	1.21	Poor
9	Hu	16	1.6	2.56	Enough
10	Ime	14	1.4	1.96	Poor
11	Nto	11	1.1	1.21	Poor

12	La	16	1.6	2.56	Enough
13	M.h	12	1.2	1.44	Poor
14	Ma	16	1.6	2.56	Enough
15	Mf	16	1.6	2.56	Enough
16	Muhf	15	1.5	2.25	Poor
17	Muhd	13	1.3	1.69	Poor
18	Maan	14	1.4	1.96	Poor
19	Mar	13	1.3	1.69	Poor
20	Mil	15	1.5	2.25	Poor
21	Mudi	15	1.5	2.25	Poor
22	Syni	18	1.8	3.24	Enough
23	Sr	22	2.2	4.84	Enough
			$\sum X_1 = 34.3$	$\sum X_1^2 = 52.75$	

Data Source: Students' score of pretest

Mean score of the pre-test:

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

$$x = \frac{34.3}{23}$$

$$x = 1.49$$

Thus, the mean score (X_1) of pre-test is 1,49

The standard deviation of the pre-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\dfrac{52.75 - \dfrac{(34.3)^2}{23}}{23 - 1}}$$

$$SD = \sqrt{\dfrac{52.73 - \dfrac{1176.49}{23}}{22}}$$

$$SD = \sqrt{\dfrac{52.75 - 51.15}{22}}$$

$$SD = \sqrt{\dfrac{1.6}{22}}$$

$$SD = \sqrt{0.073}$$

$$SD = \mathbf{0.27}$$

Thus, the standard deviation of the pre-test is 0.27.

Table 4.3 The students' score in post-test based on aspects of speaking

F= Fluency, A= Accuracy, V= Vocabulary, P= Pronunciation

No.	Students	Aspect				Total
		F	A	V	P	
1	Adn	7	6	6	7	26
2	Agg	5	4	5	5	19
3	Ri	5	4	4	5	18
4	Apr	6	4	4	5	19
5	Bban	5	5	4	6	20
6	Fit	6	5	4	5	20
7	Hry	6	4	5	5	20

8	Hil	4	5	4	4	17
9	Hu	5	6	5	6	22
10	Ime	4	5	5	5	19
11	Nto	4	4	4	5	17
12	La	6	5	5	6	22
13	M.h	4	5	4	5	18
14	Ma	5	4	5	6	20
15	Mf	6	5	4	5	20
16	Muhf	5	5	5	5	20
17	Muhd	4	5	4	4	17
18	Maan	5	4	5	4	18
19	Mar	4	5	4	4	17
20	Mil	5	5	4	5	19
21	Mudi	5	6	5	5	21
22	Syni	6	5	5	6	22
23	Sr	7	6	7	7	27
		119	**112**	**107**	**120**	**458**

Data Source: Students' score of posttest

Table 4.4 The students' score in post-test

No.	Students	Post-test of the students (X_2)			
		Students' Score	Score (X_2)	$X_2{}^2$	Classification
1	Adn	26	2.6	6.76	Good
2	Agg	19	1.9	3.61	Enough
3	Ri	18	1.8	3.24	Enough
4	Apr	19	1.9	3.61	Enough

5	Bban	20	2	4	Enough
6	Fit	20	2	4	Enough
7	Hry	20	2	4	Enough
8	Hil	17	1.7	2.89	Enough
9	Hu	22	2.2	4.84	Enough
10	Ime	19	1.9	3.61	Enough
11	nto	17	1.7	2.89	Enough
12	La	22	2.2	4.84	Enough
13	M.h	18	1.8	3.24	Enough
14	Ma	20	2	4	Enough
15	Mf	20	2	4	Enough
16	Muhf	20	2	4	Enough
17	Muhd	17	1.7	2.89	Enough
18	Maan	18	1.8	3.24	Enough
19	Mar	17	1.7	2.89	Enough
20	Mil	19	1.9	3.61	Enough
21	Mudi	21	2.1	4.41	Enough
22	Syni	22	2.2	4.84	Enough
23	Sr	27	2.7	7.29	Good
			$\sum X_1$ =45.5	$\sum X_1{}^2=$ 92.7	

Data Source: Students' score of pretest

Mean score of the post-test

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

$$x = \frac{45.5}{23} \qquad x = 1.97$$

Thus, the mean score (X_2) of post-test is 1.97

The standard deviation of the post-test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{92.7 - \frac{(45.5)^2}{23}}{23-1}}$$

$$SD = \sqrt{\frac{92.7 - \frac{2070.25}{23}}{22}}$$

$$SD = \sqrt{\frac{92.7 - 90.01}{22}}$$

$$SD = \sqrt{\frac{2.69}{22}}$$

$$SD = \sqrt{0.12}$$

$$SD = 0.34$$

Thus, the SD of the post-test is 0.234.

Table 4.5 The mean score and standard deviation of the pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	1.49	0.27
Post-test	1.97	0.34

Table 4.6 The rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Excellent	3.51 – 4.00	0	0	0%	0%
2.	Good	2.51 – 3.50	0	2	0%	5,7%
3.	Enough	1.51 – 2.50	9	21	39,1%	91,3%
4.	Poor	1.00 – 1.50	14	0	60,8%	0%
	Total		23	23	100 %	100 %

Table 4.7 The worksheet of the calculation of the score on pre-test and post-test on

the students' speaking in speaking paragraph.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2 – X_1)$	$D(X_2-X_1)^2$
1	2	2.6	4	6.76	0.6	2.76
2	1.3	1.9	1.69	3.61	0.6	1.92
3	1.1	1.8	1.21	3.24	0.7	2.03
4	1.6	1.9	2.56	3.61	0.4	1.05
5	1.5	2	2.25	4	0.4	1.75
6	1.5	2	2.25	4	0.5	1.75
7	1.6	2	2.56	4	0.4	1.74
8	1.1	1.7	1.21	2.89	0.6	1.68
9	1.6	2.2	2.56	4.84	0.6	2.28

10	1.4	1.9	1.96	3.61	0.5	1.65
11	1.1	1.7	1.21	2.89	0.6	1.68
12	1.6	2.2	2.56	4.84	0.6	2.28
13	1.2	1.8	1.44	3.24	0.6	1.8
14	1.6	2	2.56	4	0.4	1.44
15	1.6	2	2.56	4	0.4	1.44
16	1.5	2	2.25	4	0.5	1.75
17	1.3	1.7	1.69	2.89	0.4	1.2
18	1.4	1.8	1.96	3.24	0.4	1.28
19	1.3	1.7	1.69	2.89	0.4	1.2
20	1.5	1.9	2.25	3.61	0.4	1.36
21	1.5	2.1	2.25	4.41	0.6	2.16
22	1.8	2.2	3.24	4.84	0.4	1.6
23	2.2	2.7	4.84	7.29	0.5	2.45
Total	34.3	45.5	52.75	92.7	11.5	40.25

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\Sigma D}{N} = \frac{11.5}{23} = 0.5$$

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{0.5}{\sqrt{\frac{40.25 - \frac{(11.5)^2}{23}}{23(23-1)}}}$$

$$t = \frac{0.5}{\sqrt{\frac{40.25 - \frac{132.25}{23}}{23(22)}}}$$

$$t = \frac{0.5}{\sqrt{\frac{40.25 - 5.75}{506}}}$$

$$t = \frac{0.5}{\sqrt{\frac{34.5}{506}}}$$

$$t = \frac{0.5}{\sqrt{0.068}}$$

$$t = \frac{0.5}{0.26}$$

$$t = \mathbf{1.92}$$

Thus, the t-test value is 1.92.

Table 4.8 The test of significance

Variable	T-test	T-table value
Pre-test – post-test	1.92	1.717

Appendix 2. Research Instrument

Pre-Test, Treatment and Questionnaire

A. Pre-Test

1 Introduce your self .

a. What is your name?

b. What is your nickname?

c. Where do you live?

d. How old are you?

e. Where was you born?

f. When was you born?

g. What is your hobby (s)?

h. How many brother (s) or sister (s) do you have?

i. Could you tell me about your dayli activities?

j. What is your father and mother name ?

k. What is your father and mother job?

l. Who is your best friend ?

B. **Treatment**

VISITING MARY

Saya mengunjungi marry di rumahnya,mary tinggal dengan pamannya ,Robert. Saya datang dengan saudara lakilaki saya .Mary menyambut kami dengan baik .Dia berkata kepada kami "Jangan malu-malu saya tinggal sendiri sekarang".Paman saya pergi ke amerika selama 2 minggu.Dia menjemput istrinya disana .kami duduk di ruang tamu .kami membicarakan mengenai kegemaran kami. Mary menjelaskan kegemarannya .Saya menjelaskan kegemaran saya. Saudara lakilaki saya mendenganrkan penjelasan kami.Setelah kami makan bersama .kami berpamitan kepada marry dan kami pulang.

Key words

Mngunjungi : Visit (V)	Menjemput : Fetch (V)
Membicarakan : Talk	Ruang tamu : The sitting room
Dengan baik :Well Tinggal : Live (V)	Menyambut : Welcome (V) Sendirian : Alone
Disana : There	Pulang : Go home
Duduk : Sit (V)	Jangan malu malu : Make yourself comfortable
Paman : Uncle (Kb)	Mendengar : Listen to

1. Where do you visit Mary ? Dimana kamu mengunjungi mary ?	7. Where do you sit ? Dimana kamu duduk ?
2. With whom does mary live ? Dengan siapa mary tinggal ?	8. What do you talk about ? Apa yang kalian bicarakan ?
3. With whom do you come ? Dengan siapa kamu datang ?	9. What does mary explain ? Apa yang mery jelaskan ?
4. How does mary welcome you ? Bagaimna mary menyambutmu ?	10. What do you explain ? Apa yang kamu jelaskan ?
5. What does she say to you ? Apa yang dia katakan kepada kalian ?	11. Who listens to you explanation ? Siapa yg mendengar penjelasan kalian ?
6. What does her uncle do there? Apa yang pamannya lakukan disana ?	12. What do you do after eat together ? Apa yang kalian lakukan setelah makan bersama?

FINDING THE PURSE

Alex berjalan sendiri di sebuah tepi jalan,tiba-tiba, Dia melihat sebuah dompet wanita di tanah . Dia memungut dompet tersebut .dia melihat uang di dalam dompet itu. Alex ingin membawa dompet tersebut ke kantor polisi. Seorang lelaki melihat dia ketika alex membawa dompet itu. Lelaki tersebut berteriak "pencuri"Alex berlari dan lelaki itu mengejar dia . ketika Alex tiba di kantor polisi .Dia melihat seorang perempuan tua. Wanita tua terebut kehilangan dompetnya. Alex memberikan dompet tersebut kepada wanita itu. Karena ompet itu milik wanita tua tersebut.lelaki tersebut merasa malu. Dia meminta maaf kepada Alex atas kesalahannya. Alex memaafkan dia.

Key Words

Berjalan : walk(v)	Memaafkan : forgive (v)
Dompet prp : purse (kb)	Kesalahan : mistake (kb)
Di tanah : on the ground	Jalan sepi : empty street
Wanita tua : old woman (kb)	Memungut : pick up (v)
Milik : belong to	Kantor polisi : The police station (kb)
Berteriak : shout (v)	Pencuri : thief (kb)
Minta maaf : apologize (v)	Mengejar : chase (v)

1. Where does alex alone?
   Dimana alex berjalan sendirian?
	7. Why does alex run ?
	   Mengapa alex berlari ?

2. What does suddenly alex see on the ground?
   Apa yang tiba-tiba alex lihat di tanah?
	8. Whom does alex see when he arrives in the police station?
	   Siapa yang alex lihat ketika berada di kantor polisi?

3. What does alex pick up?
   Apa yang alex pungut?
	9. Why does alex give the purse to the old women ?
	   Mengapa alex memberikan dompet ke wanita tua itu?

4. What does he see in the purse ?
   Apa yang di lihat di dlm dompet it?
	10. Who feels shy?
	   Siapa yang merasa malu?

5. Where does alex want to take the purse?
   Kmn alex ingin membawa dompet tersebut?
	11. To whom does the man apologize ?
	   Kepada siapa lelaki itu minta maaf?

6. Who see alex when he take the purse?
   Siapa yang melihat alex ketika membawa dompet itu ?
	12. Whom does alex forgive ?
	   Siapa yang alex maafkan?

DONNY'S BAD DREAM

Donny tinggal di sebuah desa terpencil. Ayahnya bekerja sebagai seorang petani. Mereka mempunyai sebidang sawah yang luas dan seekor kerbau yang gemuk. Setiap pagi, donny berangkat ke sekolah pada jam 6.30 pagi, dia pergi ke sekolah berjalan kaki.donny pulang ke sekolah pada jam 2.00 siang . setelah dia makan siang,dia membantu ayahnya di sawah .donny membantu ayahnya selama 3 jam,dia merasa sangat lelah. Donny beristirahat di bawah sebuah pohon yang rindang. Akhirnya dia ketiduran. Di dalam tidurnya dia bermimpi, seekor ular yang besar mengigit kaki kananya, donny menjerit"Tolong saya", bunuh ular besar itu" ayahnya berlari menolong donny. Dia menemukan donny di bawah sebuah pohon ,dia membangunkan donny kemudian mereka pulan. Ayahnya berkata, lain kali,jangan tidur kalau kau membantu saya.

Key words

Desa : village (kb)	Membunuh : kill(v)
Luas : wide (ks)	Lain kali : some other time
Terpencil : isolated (ks)	Pulang sekolah : go home after school
Membantu : help (v)	AM: Ante meridiem 12 mlm-12 siang
Beristirahat : take a break (v)	PM : Post meridiem 12 siang – 12 mlm
Pohon : tree	Rindang (leafy (ks)
Akhirnya : finally	Ketiduran : fall a sleep
Menjerit : scream (v)	Kemudian : then

1. Where does donny live ?
    Dimana donny tinggal?
	8.How does he feel ?
	    Bagaimna perasaan donny?

2. What does they have?
    Apa yang mereka punya?
	9. Where does donny take a break?
	    Dimana donny beristirahat ?

3. When does donny leave for school? Kapan donny meninggalkan sekolah?	10. Why does donny scream ? Mengapa donny menjerit ?

4. How does he go to school?
   Bagaimana dia pergi ke sekolah ?
	11. Who runs to help donny ?
	    Siapa yang berlari membantu donny ?

5. What time does donny go home after school ? Jam berapa donny pulang sklh ?	12. Where does he find donny ? Dimana dia menemukan donny ?

6. When does he help his father ?
   Kapan dia membantu ayahnya?
	13.What does his father say ?
	   Apa yang ayahnya katakan ?

7. How long does donny help his father ? Berapa lama donny membantu ayahnya?	

MEETING A FOREIGNER

Alex pulang sekolah dengan teman-temannya.mereka membicarakan tentang pelajaran pelajaran mereka hari ini. Tiba-tiba alex berhenti karena dia melihat seorang lelaki yang tinggi. Lelaki tersebut mendekati alex dan teman-temannya. Dia berkata " saya berasal dari Amerika dan saya tidak berbahasa indonesia".saya ingin pergi ke terminal bus tetapi saya tidak tahu arah ke terminal bus .Teman-teman alex tdk berbicara karena mereka tidak mengerti bahasa inggris.alex mengerti bahasa inggris , dia menunjukkkan arah ke terminal bus .lelaki tersebut mengungkapkan terimakasihnya. Dia memberikan 50 Dollar kepada Alex . alex menolak uang tersebut.alex merasa sangat bangga karena dia berbahasa inggris dengan orang asing. Teman-teman alex mengagumi alex . mereka ingin belajar bahsa inggris dengan baik supaya mereka bisa berbahasa inggris.

Key words

Pulang sekolah : go home after school	Rasa terimakasih : gratitude (kb)
Membicarakan : talk(v)	Menolak : refuse (v)
Pelajaran : lesson	Merasa : feel
Arah : the way	Bangga : proud
Tiba-tiba : suddenly (adv)	Mengagumi : admire (v)
Menunjukkan : show (v)	Orang aisng : foreigner(kb)
Mendekati : approach	Belajar : learn (v)
Mengungkapkan : express(v)	Berasal : come from

1. With whom does alex go home after school? Dengan siapa alex pulang sekolah?	7. Does alex understand english ? Apakah alex mengerti bhs inggris ?
2. What do they talk about? Apa yang mereka bicarakan ?	8. How does the man express his gratitude? Bagamana lelaki Tersebut mengungkapkan terimkasih ?
3. Why does alex suddenly stop ? Mengapa alex tiba-tiba berhenti ?	9. Does alex refuse the money ? Apakah alex menolak uang tersebut ?
4. Does the man approach alex and his friends ? Apakah lelaki tersebut mendekati alex dan teman-temannya?	10. Why does alex feel very proud? Mengapa alex merasa sangat bangga?
5. What does he say to alex and his friends? Apa yg dia katakan kepada alex dan teman-temannya?	11. Whom do alex's friends admire ? Siapa yang teman-teman alex kagumi?
6. Do alex's friend speak ? why? Apa yg teman-teman alex katakan,mengapa?	12. Why do they want to learn english? Mengapa merek ingin belajar bahasa inggris?

REPAIRING THE HOUSE

Pak brown dan istrinya tinggal di sebuah rumah yang sederhana.mereka menonton TV pagi itu.tiba-tiba angin bertiiup dengan keras selama 15 menit . angin itu merusak rumah pak brown . pak brown keluar untuk memperbaiki atao rumahnya. Michaeltinggal di sebelah rumah pak brown . michael memanggil nak-anaknya,henddry dan dick. Dia menyuruh untuk membantu pak brown,anak-anak micheal mengambil tanggaitu. Dia memperbaiki atap rumahnya sementara anak-anak pak micheal bermain bulutangkis. Setelah pak brown memperbaiki atap rumahnya. Dia mengembalikan tangga tersebut kepada anak-anak pak micheal . pak micheal mengucapkan terimakasih kepada mereka. Henddry dan dick tersenyum dan berpamitan kepada pak brown.

Tinggal : live (v)	Menonton : watch (v)
Bertiup : blow (v)	Pagi itu : the morning
Merusak : break (v)	Angin : the wind
Memperbaiki : repair (v)	Dengan keras : hard
Disebelah : next door to	Atap : roof
Memanjat : climb onto	Sementra : while
Tangga : ladder	Menyuruh : order
Mengembalikan : carry back	Sederhana : simple

1. Where do Mr. Brown and wife live? Dimana pak brown dan istrinya tinggal ?	7. Whom does Mr. Micheal call? Siapa yang pak micheal panggil ?
2. What do dhey do that morning? Apa yang merak lakukan pagi itu ?	8. What does Mr. Micheal order them to do ? Apa yang pak micheal suruh untuk mereka lakukan?
3. How long does the wind blown hard? Berapa lama angin bertiup sangat keras?	9. What do Mr. Micheal's children take ? Apa yang anak pak micheal ambil?
4. Whose house does the wind break? Rumah siapa yang angin rusak?	10. How does Mr. Brown climb up onto the roof of his house? Bagaimna pak brown memanjat atap rumahnya?
5. Why does Mr. Brown go out? Mengapa pak brown keluar?	11. What do Mr. Micheal's children do when Mr. Brown repair the roof of his house? Apa yang anak pak micheal lakukakan ketika pak brown memperbaiki atap rumahnya?
6. Who lives next door to Mr. Brown's house? Siapa yang tinggal di sebelah rumah pak brown?	12. Towhom does Mr. Brown carry back the ladder? Kepada siapa pak brown mengembalikan tangga itu ?

TWO BOYS AND A TRAMP

Billy dan andi pergi piknik di sebuah pulau. Mereka mendayung perahu mereka ke pulau tersebut. Ketika mereka mencapai pulau tersebut.mereka lelah. Mereka mengikat perahu mereka. Kemudia dia menggelar tikar di dibawah sebuah pohon.seorang gelandangan meminta makanan mereka.mereka tidak peduli pada gelandangan tersebut. Mereka tidak ramah pada dia. Bahkan billy dan andi memperlakukan gelandangan tesebut dengan kasar,mereka mengusir gelandangan tersebut, gelandangan tersebut jengkel . gelandangan tersebut membalas dendam kepada mereka ,dia melepas tali perahu mereka,perahu mereka hanyut., billy dan andi marah. Mereka tidak menemukan gelandangan itu. Mereka berusaha mengejar perahu mereka,mereka berenang untuk mencapainya. Akhirnya mereka menyadari sikapmereka salah . mereka ingin meminta maaf kepada gelandangan itu.tetapi,gelandangan itu tidak berada di pulau itu lagi.

Key words

Pergi piknik : go on picnic	Hanyut : adrift
Mendayung : row (v)	Berusaha : make effort
Mencapai : reach	Perahu : boat
Mengikat : tie	Tikar : the mat
Gelandangan : tramp	M. lakukan : treat
Bahkan : even	Tali : rope
Dengan kasar : rudely	Mengejar : chase
Melepas: untie	Menyadari : realize

1. Where do billy and andi go ? dimana bili dan andi pergi?	2. How do they treat the tramp? Bgmn mereka memperlakukan gelandangan tersebut?
3. Where do they row their boat? Kemana mereka mendayung perahu mereka ?	4. Whom do they send away ? siapa yang mereka usir?
5. How do theyu feel when they arrive in the island ?	6. Is the tramp annoyed? Apakah gelandangan tersebut jengkel?

Bagaman perasaan merak ketika tiba di pulau tersebut?	
7. What do they tie ? Apa yang mereka ikat?	8. With whom does the tramp get revenge? Kepada siapa gelandangan membalas dendam?
9. Where do they unfold a mat? Dimana mereka menggelar sebuah tikar?	10. What does the tramp do with their boat ? Apa yg di lakukan pd perahu mereka?
11. Who asks fortheir food? Siapa yang meminta makanan mereka?	12. Why are billy and andi angry? Mengapa billy dan andi marah?
13. Do they not care about the tramp ? Apakah merak peduli kepada gelandangan trsbt?	14. What do they chase? Apa yang mereka kejar?
15. Why do they swim ? Mengapa mereka berenang?	

C. Questionnaire

NAMA :
NIS :

NO	PERTANYAAN	JAWABAN	
		YA	TIDAK
1.	Apakah anda menyukai pelajaran bahasa inggris dalam aspek berbicara?		
2.	Apakah anda mengalami kesulitan pada aspek berbicara dalam bahasa inggris karna anda jarang berlatih berbicara dalam bahasa inggris?		
3.	Apakah anda menyukai mata pelajaran bahasa inggris?		
4.	Apakah anda mengalami kesulitan belajar bahsa inggris dalam aspek berbicara?		

5.	Apakah anda pernah menggunakan tehnik tertentu untuk mempermudah anda berbicara dalam bahasa inggris?		
6.	Apakah guru Anda sebelumnya pernah menerapkan suatu teknik tertentu untuk melatih kemampuan berbicara Anda dalam Bahasa Inggris?		
7.	Apakah Anda pernah menggunakan strategi jigsaw sebelumnya untuk membantu Anda menguasai aspek berbicara dalam Bahasa Inggris?		
8.	Menurut Anda, apakah cara guru dalam mengajarkan aspek berbicara strategi jigsaw membantu Anda berbicara dalam Bahasa Inggris?		
9.	Menurut Anda, apakah cara guru dalam mengajarkan aspek berbicara strategi jigsaw menarik?		
10.	Apakah cara guru dalam mengajarkan aspek berbicara menggunakan strategi jigsaw meningkatkan kemampuan berbicara Anda dalam Bahasa Inggris?		

Appendix 3.Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan : SMP

Mata pelajaran : BHS.INGGRIS

Kelas / semester : VIII.5

Materi pokok : Narative text

Tema : How to make Narative text

Alokasi waktu : 12 x 45 Menit (6 Pertemuan)

A. **Kompetensi Inti (KI)**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar (KD)**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.1   Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

2.2   Menunjukkan perilaku bertanggung jawab, peduli, kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.

3.1 menyusun Teks lisan dan tulisan untuk menyatakan dan menanyakan tentang maksud dan tujuan melaksanakan suatu tindakan/kegiatan,dengan memperhatikan fungsi sosial,struktur teks dan unsur kebahasaan yang benar dan sesuai dengan konteks tersebut.

C. Indikator

1.   Mengungkapkan rasa syukur atas kesempatan mempelajari bahasa Inggris dan manfaatnya.

1.   Menyelesaikan tugas tepat waktu, dan datang tepat pada saat mengerjakan tugas kelompok diluar jam pelajaran.

2.   Menyelesaikan   tugas yang menjadi bagiannya dalam kerja kelompok.

3.   Peserta didik mampu memahami text dan memaparkannya.

D. Tujuan Pembelajaran

1.   Siswa mampu mengartikan text.

2.   Siswa mampu memaparkan/mengungkapkan materi yang telah di pahami .

3.   Siswa   mampu   aktif   di   dalam   kelas   dengan   saling bertanya/mewawancarai berdasarkan dengan materi

E. Materi Pembelajaran

Topic:

Pertemuan 1   : Visiting Mary

Pertemuan 2   : Finding a purse

Pertemuan 3   : Donny's bad drem

Pertemuan 4   : Meeting a foreigner

Pertemuan5   : Repairing the house

Pertemuan 6   : Two Boys and tramp

F. Metode Pembejaran

1.   Pendekatan : Scientific

2.   Metode   : Interview.

G. Alat dan sumber pembelajaran

1.   Alat   : Pulpen,buku.

2.   Sumber belajar: Buku bahasa inggris

H. Langkah-langkah Pembelajaran

Pertemuan pertama :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Mengucap salam dan berdo'a. - Mengecek kehadiran siswa. - Siswa memperkenalkan diri	10 Menit

	• Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	
Kegiatan Inti	• Pengajar memberikan penjelasan singkat • Pengajar membagi kelompok dan setiap kelompok terdiri dari 4-5 Siswa • Pengajar memberi nama untuk membedakan setiap kelompok • Pengajar memberikan sebuah teks cerita bahasa inggris,beserta soalnya. • Pengajar menyuruh setiap individu untuk mengartikan teks,menjawab soal.serta memahami teks. • Pengajar menyuruh siswa berpasangan saling menginterview mengenai materi. • Pengajar menyuruh perwakilan dari setiap kelompok ke kelompok lain untuk memaparkan pemahamannya mengenai materi • Pengajar menyuruh 1 siswa untuk menjelaskan materi yang telah di pahami di depan semua teman-temannya.	70 Menit

| Penutup | • Dengan sikap tanggung jawab dan peduli pengajar meluruskan kesalahan-kesalahan pada kegiatan yang sudah berlangsung
• Salam | 10 Menit |

Pertemuan ke-2 :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	10 Menit
Kegiatan Inti	• Pengajar memberikan penjelasan singkat • Pengajar membagi kelompok dan setiap kelompok terdiri dari 4-5 Siswa • Pengajar memberi nama untuk membedakan setiap kelompok • Pengajar memberikan sebuah teks cerita bahasa inggris. • Pengajar menyuruh setiap individu untuk mengartikan teks,menjawab soal.serta memahami teks.	70 Menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	• Pengajar menyuruh siswa berpasangan saling menginterview mengenai materi. • Pengajar menyuruh perwakilan dari setiap kelompok ke kelompok lain untuk memaparkan pemahamannya mengenai materi • Pengajar menyuruh 1 siswa untuk menjelaskan materi yang telah di pahami di depan semua teman-temannya	
Penutup	• Dengan sikap tanggung jawab dan peduli pengajar meluruskan kesalahan-kesalahan pada kegiatan yang sudah berlangsung • Salam	10 Menit

Pertemuan Ke-3 :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	10 Menit

Kegiatan Inti	• Pengajar memberikan penjelasan singkat • Pengajar membagi kelompok dan setiap kelompok terdiri dari 4-5 Siswa • Pengajar memberi nama untuk membedakan setiap kelompok • Pengajar memberikan sebuah teks cerita bahasa inggris. • Pengajar menyuruh setiap individu untuk mengartikan teks,menjawab soal.serta memahami teks. • Pengajar menyuruh siswa berpasangan saling menginterview mengenai materi. • Pengajar menyuruh perwakilan dari setiap kelompok ke kelompok lain untuk memaparkan pemahamannya mengenai materi • Pengajar menyuruh 1 siswa untuk menjelaskan materi yang telah di pahami di depan semua teman-temannya	70 Menit
Penutup	• Dengan sikap tanggung jawab dan peduli pengajar meluruskan kesalahan-kesalahan pada kegiatan yang sudah berlangsung • Salam	10 Menit

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	10 Menit
Kegiatan Inti	• Pengajar memberikan penjelasan singkat • Pengajar membagi kelompok dan setiap kelompok terdiri dari 4-5 Siswa • Pengajar memberi nama untuk membedakan setiap kelompok • Pengajar memberikan sebuah teks cerita bahasa inggris. • Pengajar menyuruh setiap individu untuk mengartikan teks,menjawab soal.serta memahami teks. • Pengajar menyuruh siswa berpasangan saling menginterview mengenai materi. • Pengajar menyuruh perwakilan dari setiap kelompok ke kelompok lain untuk memaparkan pemahamannya mengenai materi	70 Menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	• Pengajar menyuruh 1 siswa untuk menjelaskan materi yang telah di pahami di depan semua teman-temannya	
Penutup	• Dengan sikap tanggung jawab dan peduli pengajar meluruskan kesalahan-kesalahan pada kegiatan yang sudah berlangsung • Salam	10 Menit

Pertemuan ke-5 :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut. • Menyampaikan kegiatan belajar yang akan dilakukan. • Menjelaskan tujuan pembelajaran	10 Menit
Kegiatan Inti	• Pengajar memberikan penjelasan singkat • Pengajar membagi kelompok dan setiap kelompok terdiri dari 4-5 Siswa • Pengajar memberi nama untuk membedakan setiap kelompok • Pengajar memberikan sebuah teks cerita bahasa inggris.	70 Menit

Kegiatan	Deskripsi Kegiatan	
	• Pengajar menyuruh setiap individu untuk mengartikan teks,menjawab soal.serta memahami teks. • Pengajar menyuruh siswa berpasangan saling menginterview mengenai materi. • Pengajar menyuruh perwakilan dari setiap kelompok ke kelompok lain untuk memaparkan pemahamannya mengenai materi • Pengajar menyuruh 1 siswa untuk menjelaskan materi yang telah di pahami di depan semua teman-temannya	
Penutup	• Dengan sikap tanggung jawab dan peduli pengajar meluruskan kesalahan-kesalahan pada kegiatan yang sudah berlangsung • Salam	10 Menit

Pertemuan ke-6 :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Mengucap salam dan berdo'a. • Mengecek kehadiran siswa. • Menggali pengetahuan awal siswa mengenai materi yang akan diberikan pada pertemuan tersebut.	10 Menit

	• Menyampaikan kegiatan belajar yang akan dilakukan.	
	• Menjelaskan tujuan pembelajaran	
Kegiatan Inti	• Pengajar memberikan penjelasan singkat	70 Menit
	• Pengajar membagi kelompok dan setiap kelompok terdiri dari 4-5 Siswa	
	• Pengajar memberi nama untuk membedakan setiap kelompok	
	• Pengajar memberikan sebuah teks cerita bahasa inggris.	
	• Pengajar menyuruh setiap individu untuk mengartikan teks,menjawab soal.serta memahami teks.	
	• Pengajar menyuruh siswa berpasangan saling menginterview mengenai materi.	
	• Pengajar menyuruh perwakilan dari setiap kelompok ke kelompok lain untuk memaparkan pemahamannya mengenai materi	
	• Pengajar menyuruh 1 siswa untuk menjelaskan materi yang telah di pahami di depan semua teman-temannya	
Penutup	• Dengan sikap tanggung jawab dan peduli pengajar meluruskan kesalahan-kesalahan pada kegiatan yang sudah berlangsung	10 Menit
	• Salam	

I. Penilaian Hasil Belajar

Lisan

Consultant	Co-Consultant

Drs. Abd Rauf Ibrahim, M.Si.

Dr. Abd. Haris Sunubi, S S., M.Pd

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Appendix 4. Documentation
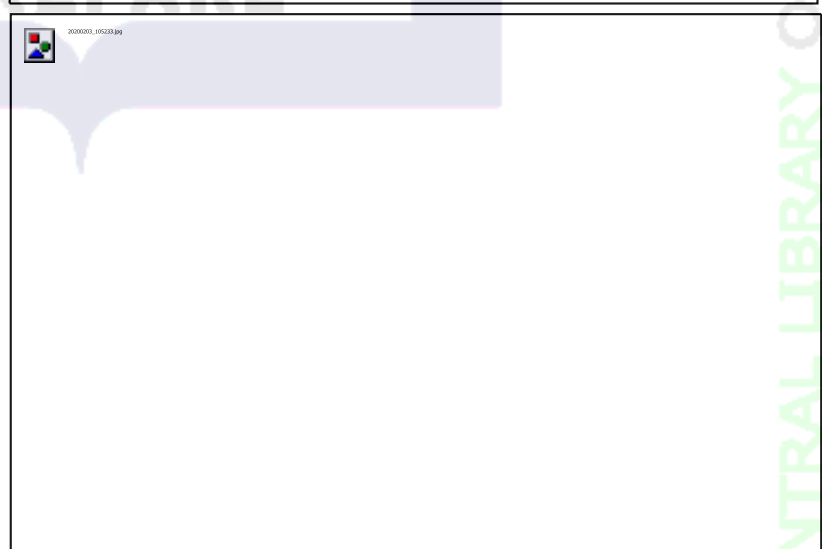
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
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Nomor   : B. 050 /In.39.5.1/PP.00.9/01/2020
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
Di.-

KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama	:	Suryam
Tempat/Tgl. Lahir	:	Parepare, 31 Oktober 1998
NIM	:	15.1300.047
Fakultas / Program Studi	:	Tarbiyah / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	Jl. Mesjid Jabal Nur Kel. Tirosompe Kec. Bacukiki Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul:

"The Implementation Of Jigsaw Strategy To Improve Students' Self Confidence In Speaking At The Eight Grade Of SMPN 5 Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Pebruari Tahun 2020.

Demikian permohonan ini disampaikan atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 Januari 2020
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :
1. Rektor IAIN Parepare

PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 5 PAREPARE

Alamat Jl. Bau Massepe No. 24 Telp. (0421) 26443 Fax 0812 21926 Parepare 91123
Email : smp5pare@yahoo.co.id   Website : www.smp5parepare.sch.id

SURAT KETERANGAN SELESAI PENELITIAN
NOMOR 422 / 279 / SMP 05 / B / 2020

Yang bertanda tangan dibawah ini, Kepala UPTD SMP Negeri 5 Parepare, menerangkan bahwa

N a m a	S U R Y A N I
Tempat / Tgl Lahir	PAREPARE, 31 OKTOBER 1998
NIM	15 1300 047
Jurusan	PENDIDIKAN BAHASA INGGGRIS
Alamat	JL. MESJID JABAL NUR PAREPARE

Nama tersebut diatas benar telah menyelesaikan Penelitian di SMP Negeri 5 Parepare selama 1 bulan yg tanggal 20 JANUARI 2020 S.D 15 FEBRUARI 2020 dengan Judul Penelitian

" *THE IMPLEMENTATION OF JIGSAW STRATEGY TO IMPROVE STUDENTS' SELF CONFIDENCE IN SPEAKING AT THE EIGHT GRADE OF SMP NEGERI 5 PAREPARE* "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 7 Februari 2020

UPTD SMPN 5 Parepare,

S.Pd., M.Pd
19631230 198501 1 003

SRIV : IP0000656

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

REKOMENDASI PENELITIAN
Nomor : 46/IP/DPM-PTSP/1/2020

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi;

2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;

3. Peraturan Walikota Parepare No. 2 Tahun 2015 tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA : SURYANI
UNIVERSITAS/LEMBAGA : INSTITUT AGAMA ISLAM NEGERI PAREPARE
Jurusan : PENDIDIKAN BAHASA INGGRIS
ALAMAT : JL. MESJID JABAL NUR PAREPARE
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : THE IMPLEMENTATION OF JIGSAW STRATEGY TO IMPROVE STUDENTS' SELF CONFIDENCE IN SPEAKING AT THE EIGHT GRADE OF SMPN 5 PAREPARE

LOKASI PENELITIAN : DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE

LAMA PENELITIAN : 20 Januari 2020 s.d 15 Februari 2020

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung;
b. Rekomendasi ini dapat dicabut apabila tidak melakukan penyimpangan sesuai ketentuan perundang-undangan.

Dikeluarkan di : Parepare
Pada Tanggal : 22 Januari 2020

KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP : 19620915 198101 2 001

Biaya : Rp. 0,00

Appendix 5 : Curriculum vitae

CURICULLUM VITAE

SURYANI,The researcher was born 31th October 1998 in Batra,Parepare regency of south Sulawesi. She is the first child from two children in her family. Her father is Rudi, Her Mother is Hj. Sumarti .Her grandmother is Marauleng and she has one sister name is Asriani,she is married to a man named Firman and has a sweet baby name Syafiah humairah Azzahrah.

She began her study in Elementry School at SDN 67Parepare on 2003 and Gradueted on 2009. In the same year, she continue her study to Junior high school of SMPN 3 Parepareand graduated on 2012. Then, she continued her study to senior high school of SMAN 2 Parepare and graduated on 2015. After finish her study, she subscribed and accepted studying in S1 English program of Tarbiyah Faculty state Islamic Institute (IAIN) Parepare. On 2020 she completed her skripsi in title " The implementation of jigsaw model to improve students' speaking skill at the eigh grade of SMPN 5 Parepare.