

Chapter One

Introduction

The introduction consisting of six sub-chapters is covered in this chapter. First, it talks about the background of the study. Then, accompanied by identifying the problems, delimitating the problems, research questions, and research objectives. The last item in this chapter is the significance of the research.

Background of the study

In learning English, speaking is a crucial skill that should be mastered by the students. Speaking is an activity always done by English foreign language students daily. A student can be successful in learning a language if they can speak fluently in the language. Nurlaila (2008) Stated that some students might have decent grammar and a high degree of ability. However, they still need to be more active because a lack of composure and confidence/composure would make the learner choose to speak English.

Some teaching techniques can be used in the EFL classroom to teach speaking. One of them is the use of jigsaw techniques. The teachers can do the jigsaw activity involving discussing in their group. The jigsaw strategy often allows students to become familiar with the target language they are studying and gives more vocabulary experience that will help students minimize their uncertainty and inability to speak or utter words or phrases while speaking (Ardianto et al., 2020). The jigsaw technique is a method that organizes the

classroom and makes it easier for the pupil to learn for himself without obtaining knowledge even more than that (Amalia et al., 2019).

Several researchers have studied the jigsaw technique. According to Wahyudi et al. (2014), students in a junior high school conducting field trip programs need some help telling their ideas in English. The students still feel confusing how to speak properly. Darmuki and Haryadi (2018) stated that some students in a private university in Bojonegoro are not interested in speaking classes because they think that it is not pleasant material. Based on this statement, the teacher should find the techniques effective as a speaking class technique so the students felt happy and interested in the class. Based on the previous study by Nahgiyah and Relmasira (2019), Jigsaw can allow the students to share their thoughts, exchange viewpoints and collaborate with others. It will enhance students' incentive to study and understand the subject matter so that learning outcomes can be enhanced later. According to Pratama et al. (2019), there is a correlation between the implementation between the jigsaw technique and students' speaking performance. It shows when the students' ability is increased because the jigsaw strategy requires students in situations in which the students must be involved and work together as a team to accomplish their mission.

Identification of The Problem

Not all the students at one of the universities in Yogyakarta have the same ability to speak English fluently and have high self-confidence. Some students cannot fluent to speak in front of many people because they feel embarrassed

about their regional accent. Not only about accent some students also feel embarrassed if they should speak in front of the class because they cannot understand what they will be talking about, and it makes the students feel afraid to make mistakes when they talk in front of many people in front of the class. It is in line with Tridinanti (2018), Students experience anxiety when developing speaking skills. Students may avoid using the target language because they fear of making mistakes.

The role of the teachers is needed. It is in line with the statement from Koran (2015), it is important for language teachers to used some natural strategies. The teacher should have a creative idea to make the students practice speaking together so they can participate equally and can improve their speaking skills. Based on the statement, the researcher wants to explore the impact of the jigsaw technique on students' speaking skills.

Based on the observation in a private university in Yogyakarta, the researcher found that some students did not participate in the activity maximally, the students did not know active speaking and discussing with their partner, and only several students did the activity well. The researcher wants to search how the jigsaw activity can influence students' speaking skills through their attitudes toward using jigsaw implementation in the speaking class.

Delimitation of the problems

The focus of this research is on the learning strategies using jigsaw techniques in Academic Reading and Writing classes that can influence students' speaking scores in a subject. The focus of this research is the undergraduate students.

Research Question

1. What is the ELED students' attitudes toward the implementation of jigsaw techniques in the EFL classroom?
2. How is the ELED students' speaking skills performance?
3. Is there any correlation between the attitude towards the implementation of jigsaw techniques and the students' speaking performance?

Objectives of The Research

1. Explore ELED students' attitudes towards the implementation of jigsaw techniques in the EFL classroom
2. Explore ELED students' speaking skills ability
3. Find out if there is a correlation between the attitudes toward the implementation of jigsaw techniques and the students' speaking performance ability.

Significance of The Research

The researcher expects this research to bring some benefits to Teachers, Educational Institutions, and Future researchers:

For Teachers. This research is expected to give information about the impact of students' attitude towards jigsaw technique in the EFL classroom, especially in teaching speaking towards speaking score. The researcher hopes that this research can be considered if the teacher uses Jigsaw to teach speaking in the class.

For Educational Institution. The researcher hopes that this research can give benefit the educational institution for a source about the jigsaw technique as a teaching-learning activity especially in speaking classes.

For Future Research. For future research, especially those who have the same topic as this research or want to research the use of the jigsaw technique towards another skill, the researcher hopes that this research can complete their literature or just for a reference.

Organization of the Chapters

This research consists of five chapter. Chapter one is about the topic of the research and reasons have the research. Chapter one consists of background of the study, identification of the problem, delimitation of the problem, research questions, objectives of the research, and significance of the research. Chapter two is about the literature review that discusses theories related to the topic of the

research and provides details aiming to present the situation of research in context. This chapter also provides information regarding previous research. Chapter three contains of the methodology and the design that used in this research, time and place the researcher was taken, the instrument of the data, how the researcher collected the data, and how the researcher analyzed the data. Chapter four consists of the results and discussions, the researcher shows the results of the research and discussed the findings and analyzed. Chapter five is about the conclusion of the research and recommendation for teachers, educational institution, and future research.