ABSTRACT


This thesis is written to identify the improvement of students' speaking ability. The method used in this research is collaborative action research between the senior high school English Teacher (Teacher S) and the researcher. The research was conducted in two cycles from November 13th until December 4th 2008 at the eleventh grade students of SMA Negeri 1 Mlati. The research data are collected using techniques of qualitative and quantitative data collection which include: observation, interview, research diary and the mean score of pre-test and post-test. Photographs, audio recording, and video recording are also recorded during the implementation of the research to provide data more accurate. The data are analyzed through re-reading the research diary, pre-research observation report, and field note.

The research findings show that jigsaw is an effective technique to improve the students' speaking ability. The research findings include: 1) Jigsaw is able to improve the students’ speaking ability especially in using grammar, using the appropriate vocabulary, and pronouncing the words correctly. Through jigsaw, students are provided with abundant opportunities to practice their pronunciation ability in using the correct grammar, pronouncing the correct pronunciation and using the appropriate vocabulary. Jigsaw stimulates the students to speak; 2) the response of the students when jigsaw is applied is they tend to be more active and jigsaw attracts them in joining speaking lesson. The students can be more involved in the teaching learning process since every student has to be responsible for their own learning.