

Introduction

In this globalization era, English has become one of the most important languages. No matter what the condition is or wherever we are, we are required to be able to communicate in English. We can see that English is taught from elementary to university, but sometimes we do not realize that there are some problems that we can find in teaching speaking in English. Actually, we have already known that most of the students are afraid to speak in English because they are afraid to make mistakes in their speaking. Besides, some teachers still use conventional techniques such as imitation and repetition. In this case, the teacher helps the students pronounce and produce English utterances from what they have heard but on the other side the teacher cannot make the students be brave to speak in English which is needed in this era. Finally, the students cannot apply their English maximally in their real life. Student`s speaking problem can be solved by giving them a lot chances to practice English either in the classroom or out of classroom.

There are four basics English language skills to master in the learning of English; they are listening, speaking, reading, and writing. To learn a foreign language, it is important for junior high school students to be able to speak English well. However, it is a bit difficult to encourage and motivate them to speak in English.

When the writer carried out her teaching practice at a Catholic junior high school in Surabaya, she found out that the motivation of the students in learning speaking was low. They never paid attention to the teacher when the teacher taught them. They never did the tasks or assignments seriously given by the teacher and also they felt so lazy when they were asked to speak in front of the class.

Another problem that was faced by the writer in teaching speaking was that the student did not want to speak or say anything. The students felt shy to speak in front of other students. They

tended to be silent because they did not want to show their weakness in speaking English. It became the problem for the writer to command the students to speak in the class. The other problem was in monitoring students' speech. In monitoring student's speech, the teacher faced three problems such as the teacher cannot get near enough to his or her students to hear them. One of the reason is because the situation of the class was so crowded and noisy. It makes the teacher cannot hear the student`s speech clearly. When the students worked in pair, it was impossible for the teacher to hear the entire student's speech because most of the students spoke one by one.

”Jigsaw learning makes it possible for the students to be introduced to the materials and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge. Jigsaw also makes it possible for the students to work together to complete the assignment on their own. Therefore, each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it” (Cooperative Learning, Online 2008).

The purpose of this paper is to describe the use of Jigsaw technique to teach speaking skills of students of junior high school. The choice of this technique is based on the problems she faced while conducting her teaching practice at a private junior high school in Surabaya. The writer thinks that Jigsaw helps the students to improve their speaking skill. Another reason is that the students tend to be more comfortable and secured working in groups rather than individually. They will learn and speak more if they are put in group works. Moreover, they will try to contribute their best for the success of their group performances.

