

**THE EFFECTIVENESS OF JIGSAW COOPERATIVE LEARNING
MODEL IN ENHANCING STUDENTS' SPEAKING
PROFICIENCY AT SMPN 3 SENDANA**



A Thesis

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Sarjana Pendidikan (S.Pd) in English Education Study Program
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Skripsi yang berjudul “**THE EFFECTIVENESS OF JIGSAW COOPERATIVE LEARNING MODEL IN ENHANCING STUDENTS' SPEAKING PROFICIENCY AT SMPN 3 SENDANA**” yang disusun oleh **Cici Melindasari, NIM. 10256120017**, mahasiswi Program Studi Tadris Bahasa Inggris, Jurusan Tarbiyah dan Keguruan STAIN Mejene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Rabu, 14 Mei 2025, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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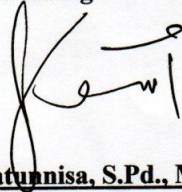
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Pembimbing penulisan skripsi saudara **CICI MELINDASARI, NIM : 10256120017**. Mahasiswa Program Studi Tadris Bahasa Inggris pada Tarbiyah dan Keguruan STAIN Majene, setelah meneliti dan mengoreksi secara seksama skripsi berjudul "THE EFFECTIVENESS OF JIGSAW COOPERATIVE LEARNING MODEL IN ENHANCING STUDENTS' SPEAKING PROFICIENCY AT SMPN 3 SENDANA " memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan. Dengan persetujuan ini diberikan untuk diproses lebih lanjut.


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ABSTRACT

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Title : **The Effectiveness of Jigsaw Cooperative Learning Model in
Enhancing Students' Speaking Proficiency at SMPN 3 Sendana**

Speaking skill is an important skill to master because it plays a vital role in the interaction process between individuals and involves the ability to express ideas, thoughts, and feelings clearly to others. However, researcher found that students at SMPN 3 Sendana still had difficulty mastering speaking skills and had difficulty in group discussions. Therefore, to overcome these problems, researcher implemented a cooperative learning method, namely the Jigsaw Cooperative Learning Model. This study aims to explore how the Jigsaw cooperative learning model can contribute to improving students' speaking skills at SMPN 3 Sendana. This study used a systematic quantitative research type, with a pre-experimental research design involving students of Class VII A. This study included a total of eight meetings: the first meeting for the pre-test, the second to seventh meetings for experiments using the Jigsaw Learning Model, and the last meeting for the post-test. This study showed that the average score obtained by students increased from 50.0 in the pre-test to 64.9 in the post-test. The pre-test results showed that 13 students received very poor grades, 7 students received poor grades, 3 students received fair grades, and no students received good or very good grades. In the post-test, the number of students receiving very poor grades decreased to 6, the number of students receiving poor grades decreased to 3, the number of students receiving fair grades decreased to 13, and there was 1 student who successfully obtained a good grade. These findings indicate that there was an increase in students' speaking abilities, although not significant. In addition, this study found that the results of the dependent t-test ($t = 3.2636 > t \text{ table} = 2.0796$) indicated that the Jigsaw model was effective in improving learning outcomes. Thus, overall, the Jigsaw cooperative learning model had a positive impact on students' speaking skills, participation, and group collaboration. This is consistent with the basics of Jigsaw cooperative learning theory, which is designed to encourage student collaboration. The Jigsaw cooperative learning mechanism requires each student to be fully responsible for mastering and presenting specific material segments to their peer groups.

Keywords: *Cooperative Learning, Educational Effectiveness, Jigsaw Model, Speaking Proficiency, Teaching Methods.*

ABSTRAK

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Keterampilan berbicara merupakan keterampilan penting untuk dikuasai karena memainkan peran vital dalam proses interaksi antar individu dan melibatkan kemampuan untuk mengungkapkan ide, pikiran, dan perasaan secara jelas kepada orang lain. Namun, peneliti menemukan bahwa siswa di SMPN 3 Sendana masih kesulitan untuk menguasai keterampilan berbicara dan mengalami kesulitan dalam berdiskusi kelompok. Oleh karena itu, untuk mengatasi permasalahan tersebut, peneliti menerapkan metode pembelajaran kooperatif, yaitu Model Pembelajaran Kooperatif Jigsaw. Penelitian ini bertujuan untuk mengeksplorasi bagaimana model pembelajaran kooperatif Jigsaw dapat berkontribusi dalam meningkatkan keterampilan berbicara siswa di SMPN 3 Sendana. Penelitian ini menggunakan jenis penelitian kuantitatif yang bersifat sistematis, dengan desain penelitian pra-eksperimental yang melibatkan siswa Kelas VII A. Penelitian ini mencakup total delapan pertemuan: pertemuan pertama untuk pra-tes, pertemuan kedua hingga ketujuh untuk eksperimen menggunakan Model Pembelajaran Jigsaw, dan pertemuan terakhir untuk pasca-tes. Penelitian ini menunjukkan bahwa skor rata-rata yang diperoleh oleh siswa mengalami peningkatan dari 50,0 pada pre-test menjadi 64,9 pada pasca-test. Hasil pra-tes menunjukkan bahwa terdapat 13 siswa memperoleh kategori nilai sangat buruk, 7 siswa memperoleh kategori nilai buruk, 3 siswa memperoleh kategori nilai cukup, dan tidak ada siswa yang memperoleh nilai baik dan sangat baik. Pada pasca-tes siswa yang memperoleh kategori nilai sangat buruk berkurang menjadi 6 orang, kategori buruk 3 orang, kategori cukup menjadi 13 orang, dan terdapat 1 siswa yang berhasil memperoleh kategori nilai baik. Hasil temuan tersebut menunjukkan bahwa terdapat peningkatan kemampuan berbicara siswa walaupun tidak signifikan. Selain itu, penelitian ini menemukan bahwa hasil uji-t dependen ($t = 3,2636 > t \text{ tabel} = 2,0796$) yang menunjukkan bahwa model Jigsaw efektif dalam meningkatkan hasil belajar. Jadi, Secara keseluruhan, model pembelajaran kooperatif Jigsaw memberikan dampak positif terhadap keterampilan berbicara, partisipasi, dan kolaborasi kelompok siswa. Hal ini berkesinambungan dengan dasar-dasar teori pembelajaran kooperatif Jigsaw, yang dirancang untuk mendorong kolaborasi peserta didik. Mekanisme pembelajaran kooperatif Jigsaw menuntut setiap siswa untuk bertanggung jawab secara penuh dalam menguasai dan menyajikan segmen materi spesifik kepada kelompok sebaya mereka.

Kata Kunci: Pembelajaran Kooperatif, Efektivitas Pendidikan, Model Jigsaw, Kemampuan Berbicara, Metode Pengajaran.

CHAPTER I

INTRODUCTION

A. Background

Education is a process aimed at developing knowledge, skills, and values in individuals. In this context, education occurs not only in formal settings like schools but also in non-formal and informal contexts. According to Reimers (2020), education is a vital tool for improving the quality of life for individuals and communities, as well as for reducing poverty and social injustice. Education helps individuals develop their potential and contribute to social development. Furthermore, education encompasses the development of critical and creative thinking skills, as well as the ability to adapt to rapid changes in society. The research by World Bank (2020) indicates that quality education can provide better opportunities for individuals, enhance social mobility, and contribute to sustainable economic growth. It is essential for schools to implement effective learning strategies that not only advance students' knowledge but also enhance their communication skills. One such method is the Jigsaw Cooperative learning model, which has earned recognition for its capacity to promote active learning and foster collaboration among students.

English is important for several reasons, especially in today's interconnected world. Mastery of the English language provides access to a vast amount of information, resources, and opportunities that are often not available in other languages. According to Neumann et al. (2019), proficiency in English significantly enhances students' academic performance and future career prospects,

as it is the primary language of international business, science, technology, and diplomacy. Additionally, learning English helps students develop cognitive skills, such as critical thinking and problem-solving, which are essential for success in a globalized society. Therefore, incorporating effective English language teaching methods in schools is crucial for preparing students to meet the demands of the modern world and to thrive in various professional and social contexts.

Speaking is one of English skills that requires mastery in conveying meaning or messages to interlocutors. It is crucial to have a good speaking skill since speaking skills are used in interactions between individuals and involve the ability to clearly express ideas, thoughts, and feelings to others (Ghafar & Raheem, 2023). In speaking, the context of the utterance is never left behind. Both the speaker and the listener are aware that there are rules governing their behavior, language use, and their interpretations of each other's actions and speech. Every speaker is responsible for their actions and any deviations from linguistic norms during the interaction (Tran, 2019). Speaking is a productive language activity used to convey ideas, opinions, feelings, and expressions verbally that are in the speaker's mind. It includes the process of expressing, explaining, and conveying opinions, thoughts, ideas, and inner feelings to others. The indicators of speaking skills in this study include vocal accuracy, intonation, pronunciation accuracy, proper word order, and fluency (Tarigan in Anida 2024). Based on the above definitions, it can be concluded that speaking is a listening skill that can articulate verbal activities by conveying ideas, thoughts, activities by conveying ideas, thoughts, and expressions in the speaker's mind.

Researcher conducted observations at seventh-grade students at SMPN 3 Sendana. These observation involved observing the classroom learning process, from student participation to student behavior during the lesson. Researcher then noted any prominent problems students experienced during the lesson. Researcher also conducted interviews with teachers and students to gather more information about the challenges they face in learning, particularly in English.

Based on observations, researcher found that the most prominent problem experienced by students was related to their low speaking ability. Students are aware that speaking is an important skill for them to master. However, they also feel that speaking is a difficult skill to master. Based on observations, several issues hinder students' ability to learn speaking, including uninteresting learning methods and difficulty engaging in group discussions..

Besides the difficulty in mastering speaking skills, another problem is that students feel that group assignments during class discussions don't meet their expectations. Students prefer to be in groups with their friends, or "circles." Teachers, on the other hand, often form groups based on attendance or by having students count off. As a result, students are less engaged in group discussions and merely copy assignments from their peers.

To address this issue, researcher implemented a cooperative learning method, where groups are formed heterogeneously. This model involves students working in small groups of 4 to 6 members with varying abilities, genders, and ethnic backgrounds (Cañabate et al., 2021). This approach aims to encourage better cooperation and communication among students from diverse backgrounds,

ensuring a more balanced and inclusive learning environment. Cooperative learning has been shown to be effective for various student characteristics and social backgrounds, as it can improve academic performance for gifted, average, and slow learners. Therefore, researcher hope that through cooperative learning, students can learn to work in groups with anyone regardless of their proximity inside and outside the classroom.

According to Millis (2023), cooperative learning encourages students to engage more deeply, reduces fears related to class participation, and fosters a sense of belonging and resilience. Furthermore, cooperative learning can encourage students' cognitive development because they are required to be more actively involved with each other, share ideas, and work together to find solutions. Johnson & Johnson (2020) also added that cooperative learning fosters a sense of responsibility and mutual support, making it an important strategy in improving not only academic outcomes but also social dynamics in the classroom. In the context of language learning, cooperative learning can help students improve their speaking skills because students are given more opportunities to communicate with their peers in a supportive and interactive environment. This is supported by Indriyani (2022), who stated that cooperative learning such as the Jigsaw model can help students become more proficient in speaking English.

Compared to conventional learning, cooperative learning offers benefits. For students at SMPN 3 Sendana, cooperative learning provides opportunities to express and discuss their views and experiences while working together to reach a consensus. The advantages of cooperative learning include: a) Students have the

opportunity to collaborate with others; b) Students can understand the lessons better; c) Students become experts in their groups; d) Students are actively engaged in learning activities; e) Students complement each other's strengths and weaknesses. It proves that speaking skills with other language skills are interrelated. In line with stated by Fahrudin, et al. (2021) those skills Speaking is a skill that develops in skill language begins with listening skills.

To support cooperative learning, researcher implemented the Jigsaw Cooperative Learning Model. Suriswo (2024) explains that in the Jigsaw learning model, teachers divide a general component of information into several more specific information units or topics. Next, the teacher divides students into several cooperative learning groups of 4-6 students, called home groups. Each student is responsible for mastering a subtopic of material assigned by the teacher as well as possible. Students who have the same subtopic responsibility form another group, called an expert group, to dig deeper into the knowledge being discussed.

Researcher chose this model because the jigsaw learning model allows each student to actively participate in the group, as each student has their own responsibilities. Akhiruddin et al. (2022) explain that in the jigsaw learning model, each group member is responsible for mastering a specific topic or material and then explaining it to the other group members. This can also help students practice their speaking skills.

Therefore, in this research, the jigsaw cooperative model is applied, where students work in two groups which are the original group and the expert group, where students work in two groups which are the original group and the expert

group. Each member explains the material they learned to the other group members and is then tested individually. This method allows students to learn from and teach each other, making each student responsible for a portion of the material to be conveyed to their peers.

This research aims to explore how cooperative learning, especially the Jigsaw cooperative learning model, can contribute significantly to improving students' speaking skills at SMPN 3 Sendana. Referring to Raharjo et al., (2017) explanation, which explains that the implementation of cooperative learning models can improve students' English speaking skills through brainstorming activities. The use of group-based activities also provides a supportive environment where students can practice their speaking skills in real-world contexts, ultimately increasing their confidence and fluency. This is in line with what was written by Susilowaati et al. (2024) who also explained that cooperative learning is not only able to improve students' speaking skills but can also improve their social interaction skills and active participation in the learning process.

Therefore, based on the background described above, it was important to conduct research under the title **The Effectiveness of Jigsaw Cooperative Learning Model in Enhancing Students' Speaking Proficiency at SMPN 3 Sendana.**

B. Research Problem

Based on the background, the following problem identification and problem formulation is obtained: Is the use of Jigsaw Cooperative learning model effective in enhancing students speaking' proficiency at SMPN 3 Sendana?

C. Research Objective

Based on research problem, the objective of this research is to find out the effectiveness of Jigsaw Cooperative learning model effective in enhancing students' speaking proficiency at SMPN 3 Sendana.

D. Research Significance

The benefits of this research are as follows:

1. Theoretical Benefits

The results of this research are expected to address the gap in understanding how Jigsaw Cooperative learning can effectively improve the english teaching of students at SMPN 3 Sendana. It can help bridge the understanding gap regarding cooperative teaching skills.

2. Practical Benefits

- a. To help in understanding the improvement of teaching methods and enhancing reading and communication achievements among students at SMPN 3 Sendana
- b. For other researcher, this reserach can serve as a reference and guideline for future research.

E. Research Scope

This research focus to explore the effectiveness of the jigsaw cooperative learning model in enhancing students' speaking skills at the junior high school level, specifically among seventh-grade students at SMPN 3 Sendana. The methodology employed is an experimental design with pre-test and post-test assessments, where students will be evaluated on their speaking skills before and after the

implementation of the jigsaw model. The independent variable in this study is the jigsaw learning model, while the dependent variable is students' speaking proficiency, measured by fluency, pronunciation, vocabulary, and grammar.

The research conduct over six days, involving several sessions that apply the jigsaw model. The instrument used is a scoring rubric specifically designed to assess students' speaking skills comprehensively. The collected data will be analyzed using descriptive statistics to determine the differences between pre-test and post-test results, with the aim of providing recommendations for more effective teaching practices in English language learning at the junior high school level (Slavin, 2014; Johnson & Johnson, 2019).

CHAPTER II

LITERATURE REVIEW

This chapter presents a comprehensive literature review. It consists of previous related research, explain some previous research that has similarities and differences with this research and the some pertinent ideas of the Jigsaw Cooperative Learning model in enhancing students' speaking proficiency.

A. Previous Studies

Several previous studies have been conducted that are related to this research. These studies also examined the Jigsaw learning model and speaking skills. However, these previous studies share similarities with this study, as well as differences. These studies can be seen in the following explanation, along with their similarities and differences.

1. The first study was conducted by Chopra et al. in 2023. The study was entitled "Jigsaw Classroom: Perceptions of Students and Teachers." The study examined student and teacher perceptions of the Jigsaw learning model in the classroom. The similarities and differences between the previous study and this study are as follows.

Similarity: One of the goals of the previous research was to introduce the jigsaw learning model to students. This is not dissimilar to the current research, as it also used the jigsaw learning model. Therefore, the students involved in the research were also exposed to this learning model for the first time.

Difference: The difference between the previous study and this one lies in the focus. In this research, the researcher focused on assessing the effectiveness of

Jigsaw Cooperative Learning on students' speaking skills. However, in the previous research, the focus was on introducing a jigsaw-based cooperative learning method and understanding the perceptions of the students and faculty.

2. The second study, titled "The Effect of Cooperative Learning Model with Think-Pair-Share Type on Speaking Skills," was conducted by Hidayati et al. in 2023. The similarities and differences between the previous study and the research in this thesis are as follows.

Similarity: The above research examined the positive influence of cooperative learning, Think Pair Share (TPS), on students' English speaking skills. The similarities between this and the previous research are that both used cooperative learning methods to improve speaking skills. Furthermore, both utilized experimental research.

Difference: Previous research used the Think Pair Share (TPS) method as a cooperative learning method. However, in this research, the researcher employed the jigsaw learning method. Furthermore, the characteristics of the research subjects are also different: the previous research involved university students, while this research involved high school students.

3. The third study was conducted in 2022. The study, entitled "The Effect of Using Whispering Technique and Jigsaw Technique in Teaching English Vocabulary in the Fourth Grade of the Elementary School," was conducted by Sihombing et al. The similarities and differences between the previous study and this study are as follows.

Similarity: The previous research examined the effects of using the

Whispering Technique and the Jigsaw Technique in teaching English vocabulary in fourth-grade elementary schools. In collecting data, that research used an experimental research design. This research, which also examines the jigsaw technique in English learning and uses an experimental design, is similar.

Difference: There are significant differences between previous research and this research. The previous research used three variables: Whispering Technique, Jigsaw Technique, and Vocabulary. However, in this research, the researcher only used two variables: Jigsaw and speaking skill.

4. The fourth study, titled "The Implementation of the Jigsaw Learning Model in Teaching Speaking for Senior High School Students," was conducted by Rahmawati and Haryanto in 2021. There are similarities and differences between this study and the previous one.

Similarity: The previous research examined the Jigsaw learning model in speaking skills. This is similar to this research, which also used these two variables as its research variables. Furthermore, that research also explained how the Jigsaw learning model can help improve students' speaking skills. This also serves as one of the objectives of this research: to determine the effectiveness of the Jigsaw learning method on speaking skills.

Difference: The research conducted by Rohmawati and Haryanto examined the advantages and disadvantages of the Jigsaw learning method in speaking lessons. In this research, the researcher examined the effectiveness of the Jigsaw Cooperative learning method in teaching speaking skills. Furthermore,

the learning methods used were also different. The previous research used library research to collect data, while this research employed experimental research.

5. The fifth study was conducted by Basuki in 2021. The study was entitled "Teachers' Perception on the Use of Jigsaw Technique for Teaching Speaking Skills." The similarities and differences between the previous study and the research in this thesis are as follows.

Similarity: The research variables between the previous research and this research are similar. That research used Jigsaw Cooperative Learning and speaking skills as its variables. This research also uses these two variables.

Difference: Previous research examined the role and challenges of the jigsaw technique in developing students' speaking skills as perceived by teachers. However, in this research, researchers examined the effectiveness of Jigsaw Cooperative Learning on students' speaking skills

B. Pertinent Ideas

1. Jigsaw Learning

a. Definition and Concept of Jigsaw Learning

Jigsaw Learning is a specific type of cooperative learning model designed to encourage collaboration and individual accountability within small groups. The fundamental idea behind Jigsaw Learning is that each student becomes an "expert" in a particular part of the lesson and must share their knowledge with their group members to achieve common learning goals. This method emphasizes interdependence and active participation, as

students rely on each other to understand the material fully. In a Jigsaw learning environment, students work in small, heterogeneous groups, learning different segments of the lesson and teaching these segments to their peers, which leads to improved engagement, communication, and knowledge retention (Aronson, 2020).

Jigsaw Learning was first introduced by Elliot Aronson in 1971 and has since become a popular method for enhancing student-centered learning activities in schools. The method is frequently used for problem-solving and content mastery, as it divides complex lessons into manageable sections that students can handle effectively. Fatimah (2022) highlights that Jigsaw Learning is an extension of small-group work, where collaboration and mutual support among students are at the core.

Jhonson (2019) identifies five critical components of Jigsaw Learning that contribute to its effectiveness in fostering cooperation and improving academic outcomes. The first element is positive interdependence, which means that the success of the group depends on the contribution of each group member. Students must rely on one another to learn the full content, which enhances teamwork and mutual respect. The second element is individual accountability, where each student's performance is assessed based on their ability to teach their portion of the lesson to the group. This ensures that each group member is responsible for their learning and the group's overall success.

The third element is promotive interaction, which occurs when student

face-to-face, supporting each other by sharing knowledge, encouraging one another, and offering help when needed. This interaction builds a cooperative atmosphere that fosters a sense of belonging and collective achievement. The fourth element, interpersonal and small-group skills, is crucial for effective Jigsaw Learning, as students must develop strong communication conflict resolution, and teamwork skills to ensure the groups success. The final element is group processing, where student reflect on their groups performance, discuss areas for improvement and make adjustments for future learning tasks.

According to Astuti (2022), Jigsaw Learning stimulates students' enthusiasm for learning by promoting collaboration and active involvement. This model encourages students to take ownership of their learning while helping their peers, making it a highly interactive and supportive learning environment. Johnson (2019) further elaborates that the Jigsaw method fosters broader interaction between students and teachers, as well as among students themselves, by creating a learning atmosphere that is both inclusive and communicative. The process of sharing knowledge and insights among group members leads to a deeper understanding of the material and strengthens the learning community as a whole.

By incorporating the Jigsaw Learning model into the classroom, teachers can address the diverse needs of students and ensure that all members actively contribute to and benefit from the learning process. This method not only improves academic performance but also develops social and

emotional skills, making it a comprehensive approach to education.

b. Cooperative Learning Models: Jigsaw

The jigsaw was introduced by Elliot Aronson in the early 1970s and was applied in learning by his students at the University of Texas and the University of California. Jigsaw technique has been described in depth through the book *Cooperation in the classroom the jigsaw method* (Aronson & Patnoe S, 1978). The Jigsaw cooperative learning type is a cooperative learning method consisting of several members within a group who are responsible for mastering a portion of the learning material and being able to teach that material to other group members (Sudrajat in Fauziah, 2023). The Jigsaw learning model can be an alternative problem-solving model compared to using conventional methods. Nurgiyantoro (2020) mentions that the Jigsaw learning method is an interesting strategy to use when the material to be learned can be divided into several parts and does not require sequential delivery. The advantage of this strategy is that it can involve all students in the learning pattern and simultaneously teach the material to others.

The essence of the Jigsaw method is that each student in a team becomes an expert on a specific chapter and is responsible for teaching their peers what they have learned (Kamaruddin, 2019). In Jigsaw learning, students are encouraged not only to learn the material for themselves but also to share their knowledge with others. This cooperative learning model involves two types of groups: the home group and the expert group. The home group

consists of students with diverse backgrounds and abilities, while the expert group is made up of representatives from each home group who collaborate to study and understand the topic.

According to Shakerian (2020), Cooperative learning is of particular importance as one of the most effective approaches to learning. There are advantages and disadvantages to the Jigsaw learning model in its implementation. The advantages are as follows: a) Students have the opportunity to collaborate with other students; b) Students can understand the lesson being taught; c) Students have the right to become experts in their group; d) Students are actively engaged in learning activities; e) Students complement each other's strengths and weaknesses. The disadvantages of implementing the Jigsaw cooperative learning type are as follows: a) It requires a longer duration of time; b) Students with weaker skills depend on students with stronger abilities; c) Group membership issues may arise, such as passive members who do not contribute to tasks and discussions.

Jigsaw cooperative learning model has been extensively researched and applied in various educational fields (Harahap (2019)). Based on the above definitions, it can be concluded that through effective learning interaction, students can be more motivated, confident, and able to use thinking strategies, as well as build interpersonal relationships. The Jigsaw cooperative learning model ensures that all students can master the material at an equal or relatively similar level.

2. Speaking Skills

a. Speaking

Skills or proficiency in speaking come from the word 'skilled,' which means adept at completing tasks, capable, and agile. Skills refer to the ability to complete tasks, while speaking means to talk, use language, converse, and express responses either verbally or in speaking. According to Djago Tarigan, speaking is a skill in conveying messages through spoken language. Tarigan in Fatimah (2022) states that speaking is one of the language skills with a productive nature. It is considered verbally productive because, in this activity, the speaker is required to deliver verbal presentations that reflect their ideas, feelings, and thoughts.

Fauziah (2023) states that speaking skills are the proficiency to express and convey ideas, thoughts, or feelings to others using language that can be understood by them. Learning to communicate in children can be facilitated by adults through conversation. By communicating or speaking, children will gain experiences, increase their knowledge, and develop their language skills (Fatimah et al., 2022). According to Tarigan in Fatimah (2022), as cited by Wuryaningtyas (2019), speaking skills are the ability to articulate sounds, words, or expressions to demonstrate expressions, convey thoughts, ideas, and feelings. The listener can receive information through various sequences such as tone, stress, or placement together. If the communication takes place face-to-face, it is aligned with the speaker's hand gestures and facial expressions.

Speaking activities naturally have specific purposes, with the intention that the listener understands what has been said and not just hears words that lack meaning or benefit. The primary purpose of speaking is to communicate, to convey ideas, thoughts, or opinions that leave an impression. The speaker must understand everything that will be communicated. Oktiaditta (2022) mentions that speaking generally has three main purposes: a) to inform; b) to entertain; and c) to persuade. Slamet in Rahmasari (2019), states that the main purpose of speaking is to build communication. It is so that someone can convey ideas, thoughts, opinions, feelings, and desires in understanding the meaning of what will be communicated.

Speaking skills essentially aim for students to establish effective and efficient communication, both verbally and in speaking, to appreciate and take pride in using Indonesian as the national language. Additionally, it is hoped that students can understand Indonesian correctly and creatively for various purposes (Ali, 2020). Learning speaking skills is an activity within Indonesian language learning that requires its own assessment. Nurgiyantoro (2020) states that the assessment of speaking skills is determined by two factors: linguistic factors and non-linguistic factors. Linguistic factors include 1) pronunciation; 2) grammar; 3) vocabulary., while non-linguistic factors include 1) composure; 2) volume; 3) fluency; 4) comprehension.

b. Speaking Proficiency

Speaking proficiency is the ability to use spoken language effectively and efficiently, it includes the ability to communicate ideas clearly as well proficiency in language, vocabulary and pronunciation (De Jong, (2023). Proficiency in speaking is closely tied to listening skills; during communication, speakers present ideas or opinions to listeners, whether in person or through various media. The message transfer process involves a medium that can influence both the speaker and the listener. Speaking proficiency is one of the key language skills interlinked with other language abilities. It typically follows learning through observation and vocabulary acquisition from reading and listening activities. Consequently, speaking skills development often precedes speaking skills.

One of the most complicated aspects of learning a new language is gaining speaking proficiency, which is commonly considered difficult (Ghafar, 2023). Many people learning a language encounter difficulties expressing their ideas and thoughts verbally. Individuals frequently need help with expressing themselves clearly in a foreign language. Language learning plays a crucial role in the intellectual, social, and emotional development of students, supporting their success across all subjects. It aims to help students recognize their own culture and others, express their ideas, thoughts, and feelings, and participate in society using the language. It also aids in developing analytical abilities and critical thinking.

Based on lesson plans prepared by teachers at SMPN 3 Sendana,

researcher found that the goal of English learning for students of the school, especially speaking, is to improve their ability to communicate effectively, both orally and verbally. This learning also aims to foster appreciation for the work of peers. Teaching focuses on honing listening, speaking, and oral skills, all of which are closely interrelated. Effective verbal communication helps in organizing and conveying ideas systematically and logically, clearly and fluently, and choosing appropriate language for various topics.

Recent research supports these aims by demonstrating the benefits of various learning strategies on speaking proficiency. For instance, a study on problem-based learning (PBL) showed that this method significantly impacts speaking proficiency, enhancing communicative success, pronunciation, grammatical accuracy, and lexical choice (Golkova & Hubackova, 2014; Montafej et al., 2021). Another study highlighted the relationship between language learning strategies, language achievement, and attitudes, emphasizing that strategic learning significantly predicts language achievement (Habók & Magyar, 2022). Additionally, a narrative review of speaking proficiency assessment underscored the complexity and dynamic nature of speaking as a skill, advocating for more nuanced understanding and assessment practices (Fan & Yan, 2020).

Cooperative learning using the Jigsaw method provides many opportunities for students to speak. This helps students practice speaking more effectively. Continuous speaking practice leads to improved speaking skills. Therefore, cooperative learning is expected to enhance the speaking

skills of students at SMPN 3 Sendana, the subject of this research.

Speaking skills training in secondary school is crucial, involving listening, reading, speaking, and speaking. Cooperative learning using the Jigsaw method encourages students to collaborate in groups. Each group member shares responsibility in achieving common goals. All students benefit from cooperative group activities when given the opportunity to develop various skills. Cooperative learning is expected to motivate students at SMPN 3 Sendana to actively participate in learning, thereby improving their speaking skills.

C. Hypothesis

The hypothesis of the research is formulated as follows:

1. Alternative Hypothesis (H1): Jigsaw Cooperative Learning Model is effective in enhancing students speaking proficiency of SMPN 3 Sendana.
2. Null Hypothesis (H0): Jigsaw Cooperative Learning Model is not effective in enhancing students speaking proficiency of SMPN 3 Sendana.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of research used in this research is quantitative research. Quantitative research is a method that uses numbers and statistics in the collection and analysis of measurable data. Unlike qualitative research, which is more investigative and yields data that cannot be obtained through statistical procedures, quantitative research emphasizes numerical data analysis, which is then analyzed using appropriate statistical methods. This research is systematic, utilizing a pre-experimental research design involving students Class VII A. The study includes a total of eight meetings: one for the pre-test, six for treatments using the Jigsaw Learning Model, and one for the post-test. Through this structured approach, the effectiveness of Jigsaw Cooperative learning model in enhancing speaking proficiency will be measured and analyzed.

This research design aims to investigate the effectiveness of the Jigsaw Cooperative learning model in enhancing students' speaking proficiency at SMPN 3 Sendana, involving eight meetings. The first meeting served as a pre-test to assess students' speaking abilities before the treatment, using a speaking test that includes short presentations or dialogues. Subsequently, six treatment sessions were conducted utilizing the jigsaw method, where students divided into small groups and assigned different parts of the material to study. Each group discussed and prepare a presentation on their assigned content, then present their findings to other

groups, accompanied by a reflection session to discuss the learning experiences. The final meeting held as a post-test to measure the improvement in students' speaking proficiency after the treatment, using a test similar to the pretest. The data collected analyzed using a t-test to determine whether there is a significant difference between pretest and posttest results, thereby providing valid conclusions regarding the effectiveness of the jigsaw learning model in this context. Through this research, it is expected to offer deeper insights into teaching methods that can enhance students' speaking skills and provide recommendations for future educational development. For further clarification, it can be found in the attachment in the form of a lesson plan (RPP).

Explanation:

$$O_1 \rightarrow X \rightarrow O_2$$

Pretest -> Treatment -> Posttest

Description:

1. O1 (Pretest): Initial assessment of students' speaking abilities.
2. X (Treatment): Implementation of the Jigsaw Cooperative Learning Model through instructional sessions.
3. O2 (Posttest): Second assessment to measure speaking abilities and compare with pretest results.

B. Variables of The Research

The variables in this research include the independent variable (X) namely Jigsaw Cooperative learning model, and dependent variable (Y) namely speaking proficiency.

The research focuses on two primary variables: the independent variable, which is the Jigsaw Cooperative Learning Model, and the dependent variable, which is students' speaking proficiency. The Jigsaw Cooperative Learning Model involves a structured approach where students are divided into small groups, each assigned different segments of the learning material. This model promotes collaborative learning, as each student is responsible for mastering their assigned segment and teaching it to their peers. The implementation of this model includes various components, such as group formation, material assignment, group discussions, presentations of findings, and reflection on the learning process. By employing this method over three treatment sessions, the research aims to create an interactive environment that fosters engagement and enhances the learning experience.

The dependent variable, students' speaking proficiency, was assessed through speaking tests administered before and after the treatment. This proficiency encompasses multiple aspects, including pronunciation, fluency, vocabulary, grammar, and interaction skills. The pre-test establishes a baseline measurement of students' speaking abilities, while the post-test evaluates any improvements achieved through the application of the jigsaw learning model. By analyzing the differences between pretest and posttest results, the research aims to determine the effectiveness of the Jigsaw Cooperative Learning Model in enhancing students' speaking proficiency at SMPN 3 Sendana. This comprehensive examination of both variables provide valuable insights into the impact of collaborative learning strategies on language acquisition.

C. Population and Sample

According to Sugiyono (2019), a population is a generalization area consisting of objects or subjects with certain qualities and characteristics defined by the researcher to be studied and then drawn conclusions from. The population in this research consisted of only one class, Class VII A, at SMPN 3 Sendana, which included 23 students and 2 English teachers.

The sample is part of the population used for research. According to Sugiyono (2019), a sample is part of the population's number and characteristics. The sample in this research used the purposive sampling technique, where the sample is selected based on specific criteria that align with the research objectives. In this case, Class VII A was chosen after conducting observations and interviews with the English teachers, who indicated that the students in this class faced challenges in improving their speaking proficiency, making them suitable for this study.

Additionally, due to the small class size and the focused nature of the study, the saturated sampling technique, also known as saturation, was used. This means that the entire population (Class VII A) was included in the research since the total number of students was manageable, and all were relevant to the research problem.

Interviews with the two English teachers helped provide insight into the specific difficulties students faced with speaking skills and supported the decision to implement the Jigsaw Learning Model in the study. This technique ensured that the selected sample would be representative and aligned with the research goals.

D. Research Instruments

Research instruments are tools used by researcher to collect data systematically to facilitate the research process and yield accurate and comprehensive results. In this research, the information gathered pertains to the effectiveness of cooperative learning models on the speaking proficiency of ninth-grade students at SMPN 3 Sendana.

1. Pre-Test

The pretest serves as a baseline measurement of students' speaking proficiency before the implementation of the Jigsaw Cooperative Learning Model. Conducted prior to the treatment sessions, the pretest consists of a structured speaking assessment that includes two main components: a short presentation followed by several questions. Each student is required to present on a predetermined topic, such as their hobbies, family, or personal experiences, lasting approximately 2-5 minutes. This format allows evaluators to assess the students' ability to organize their thoughts, articulate ideas clearly, and demonstrate coherence in their speech. This activity occurs for 80 minutes.

After the presentation, the researcher conducts an evaluation by use a detailed rubric that measures five key aspects: pronunciation, fluency, vocabulary, grammar, and interaction skills. Each aspect was rated on a scale from 1 to 6, providing a comprehensive overview of the students' initial speaking capabilities. The results from the pretest served as a benchmark for comparison with posttest results, allowing for an evaluation of any improvements in speaking proficiency following the treatment.

Table 3.1 Pretest

No	Pretest questions	Indicators
1.	What is your name, and how old are you?	Ability to introduce oneself with basic information.
2.	Where do you live, and what is your neighborhood like?	Ability to describe location and provide simple descriptions.
3.	What is your favorite color, and why do you like it?	Ability to express preferences with clear reasons
4.	What do you usually eat for breakfast?	Ability to explain daily habits using appropriate vocabulary.
5.	Can you name three of your favorite animals and describe them?	Ability to use basic vocabulary and provide brief descriptions of animals.

Table 3.1 explain that pretest questions consist of 5 open questions that ask students to tell or explain something orally. These questions and indicators are structured to help students gain confidence in their speaking abilities by using familiar topics. They encourage participation and interaction, which are essential for language acquisition.

2. Post-Test

Post-test is administered after the treatment to assess any changes in the students' speaking proficiency. The results of the post- test are compared with the pre-test results to measure the effectiveness of the cooperative learning method. This comparison helps determine whether the method significantly improves students' speaking skills.

The posttest is conducted after the implementation of the Jigsaw Cooperative Learning Model and serves to measure any improvements in students' speaking proficiency as a result of the treatment. Similar to the pretest, the posttest consists of a structured speaking assessment that includes both a short presentation and a dialogue component. Students were asked to present on the same topic as in the pretest, the posttest consists of a structured speaking assessment that includes two main components: a short presentation followed by several questions. Each student is required to present on a predetermined topic, such as their hobbies, family, or personal experiences, lasting approximately 2-5 minutes. Allowing for a direct comparison of their performance before and after the treatment. This consistency is crucial for accurately assessing the impact of the jigsaw learning model on their speaking abilities. This activity occurs for 80 minutes.

Table 3.2 Post-test

No	Post-test questions	Indicators
1.	What is your name, and how old are you?	Ability to introduce oneself with basic information.
2.	Where do you live, and what is your neighborhood like?	Ability to describe location and provide simple descriptions.
3.	What is your favorite color, and why do you like it?	Ability to express preferences with clear reasons
4.	What do you usually eat for breakfast?	Ability to explain daily habits using appropriate vocabulary.
5.	Can you name three of your favorite animals and describe them?	Ability to use basic vocabulary and provide brief descriptions of animals.

Table 3.2 explain that the posttest comprises five open-ended questions designed to prompt students to verbally express or explain various topics. These questions and their corresponding indicators are crafted to build students' confidence in their speaking skills by focusing on familiar subjects. They promote participation and interaction, which are crucial for effective language acquisition.

E. Technique of Data Collection

The technique of data collection for this research involves a systematic approach using both pretests and posttests to assess students' speaking skills. The data collection process will consist of structured speaking assessments conducted before and after the implementation of the jigsaw learning model. This approach is designed to provide a clear picture of any improvements in speaking proficiency resulting from the educational intervention.

In this research, the data collection techniques used were pre-test and post-test. The researchers conducted six meetings focused on enhancing students' speaking proficiency through the Jigsaw Cooperative learning model. The structure of the study is as follows:

Table 3.3 Schedule

Theme	Day 1 4/12/24	Day 2 5/12/24	Day 3 11/12/24	Day 4 12/12/24	Day 5 18/12/24	Day 6 19/12/24
Pre-Test	√					
Jigsaw 1 (Introducing)	√	√				
Jigsaw 2 (Greetings)			√	√		
Jigsaw 3 (Hobbies and Interests)					√	√
Post-Test						√

1. Pre-test

This stage was conducted during the first meeting, where the researcher administered a pre-test to assess students' speaking proficiency before implementing the Jigsaw Cooperative model. In this stage the researcher divided the students into four heterogeneous groups to create an inclusive and collaborative learning environment. Each group consisted of students with varying abilities and backgrounds, facilitating mutual support during discussions. The activity lasted 80 minutes and began with a brief explanation of its purpose and group divisions, taking five minutes. Students then engaged in a 30-minute discussion, sharing ideas and perspectives on the assigned topic while formulating answers to questions provided by the teacher. They also prepared questions for other groups, enhancing critical thinking and interaction.

Following the discussion, which lasted 40 minutes, the activity concluded with a five-minute reflection session where the teacher encouraged students to share

their experiences and challenges faced. This pretest not only served as an assessment but also provided an opportunity for collaboration and skill development. To ensure structured evaluation, a rubric assessed four key aspects of speaking proficiency: pronunciation, grammar, vocabulary, and fluency, rated on a scale from 1 to 6, allowing for detailed feedback on each student's strengths and areas for improvement.

2. Treatment

Following the pre-test, researcher implemented the treatment phase using the Jigsaw Cooperative learning model over two meetings. The treatment focused on specific learning objectives related to speaking skills. The process is outlined as follows:

Opening:

- a. The teacher led the students in a prayer before learning began.
- b. The teacher explained the learning objectives and the importance of speaking proficiency.
- c. The teacher introduced the material that was discussed, including greetings and self-introductions.

Learning Stage:

- a. Explanation of the Jigsaw Cooperative model:
 - 1) In the first meeting, students were divided into 5 groups and assigned different topics related to self-introductions and greetings.
 - 2) Each group studied their topic and prepares to teach it to their peers.

- b. Group presentations were conducted in which each group shares their findings with the class.
- c. The teacher facilitated discussions and encourages students to ask questions.
- d. The teacher ensured a supportive and engaging learning atmosphere to enhance participation.

Closing:

After the learning session is over, the teacher invites students to gather and leads them in a collective prayer to conclude the activity, fostering a reflective atmosphere.

3. Post-test

After the treatment, the researcher administered a post-test to assess the students' speaking proficiency. In the posttest activity, the researcher divided the students into four heterogeneous groups to create an inclusive and collaborative learning environment. Each group consisted of students with diverse abilities and backgrounds, allowing them to support one another during the discussion process. This activity lasted for 80 minutes and was divided into several stages. First, the researcher explained the purpose of the posttest and the group divisions, which took only five minutes.

During this stage, students were given 30 minutes to engage in discussions within their groups. Each group shared ideas and perspectives on the assigned topic while formulating answers to the questions provided by the teacher. Additionally, they prepared questions to pose to members of other groups, and vice versa, aimed

at enhancing critical thinking skills and fostering constructive interaction. This discussion phase lasted for 40 minutes.

After completing the discussions, the activity concluded with a five-minute reflection session, during which the teacher invited students to share their experiences and the challenges they faced during the activity. Through this approach, the post-test served not only as an assessment but also as an opportunity for students to collaborate, learn from each other, and develop speaking skills that will be beneficial in their future learning endeavors.

To ensure a structured evaluation, a rubric was utilized to assess four key aspects of speaking proficiency: pronunciation, grammar, vocabulary, and fluency. Each aspect was rated on a scale from 1 to 6, where 1 denoted very poor performance and 6 indicated excellent performance. This rubric allowed evaluators to provide nuanced feedback on each student's strengths and areas for improvement.

For instance, pronunciation was assessed based on clarity and accuracy, while fluency focused on the smoothness of speech without excessive pauses. Vocabulary was evaluated based on the range and appropriateness of words used, and grammar considered the correctness of sentence structures.

The data collection procedure began with the pretest, which was scheduled and communicated to students in advance. During the pretest, each student presented individually and then participated in the dialogue with their partner, all under the supervision of the researcher and trained evaluators. After the pretest, the Jigsaw Cooperative Learning Model was implemented over six treatment sessions,

allowing students to engage collaboratively in their learning process. Following the completion of these sessions, a post-test was administered using the same format as the pretest, ensuring consistency in topics and scenarios. The evaluators again utilized the same rubric, enabling a direct comparison of results.

In this research, students' speaking proficiency was assessed using a speaking score rubric that evaluated various aspects of speaking skills quoted from Hughes in Hasanah, dkk. (2022). The following criteria were used to assign scores:

Table 3.4 Speaking Score

No	Aspects	Score	Descriptions
1	Pronunciation	1	Pronunciation frequently unintelligible
		2	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
		3	“Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
		4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
		5	No conspicuous mispronunciations, but would not be taken for a native speaker
		6	Native pronunciation, with no trace of “foreign accent”
2	Grammar	1	Grammar almost entirely inaccurate except in stock phrases
		2	Constant errors showing control of very few major patterns and frequently preventing communication.
		3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
		4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
		5	Few errors, with no pattern of failure

No	Aspects	Score	Descriptions
		6	No more than two errors during the interview
3	Vocabulary	1	Vocabulary inadequate for even the simplest conversation
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family etc..)
		3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
		4	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions
		5	Professional Vocabulary broad and precise; general vocabulary adequate to cope with complex practical problem and varied social situations.
		6	Vocabulary apparently as accurate and extensive as that of an educated native speaker
4	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible
		2	Speech is very slow and uneven except for short or routine sentences
		3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
		4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
		5	Speech is effortless and smooth, but perceptively non-native in speed and evenness
		6	Speech on all professional and general topics as effortless and smooth as a native speakers

To assess students' speaking proficiency, a scoring scale is used that evaluates various key aspects of speaking, such as pronunciation, fluency, grammar, vocabulary, and content and coherence.

F. Technique of Data Analysis

1. Descriptive Statistical Techniques

In this research, the data analysis technique used is descriptive statistics, aimed at summarizing and describing the characteristics of the collected data. The research design include six meetings, consisting of one pre-test, two treatments using the jigsaw learning model, and one post-test. This approach allows the researcher to evaluate the effectiveness of the jigsaw model in improving students' speaking abilities at SMPN 3 Sendana.

The data collected in this study includes scores from speaking tests conducted in two phases: the pre-test and the post-test. The pre-test is administered before the implementation of the jigsaw model to assess students' initial speaking abilities, while the post-test is conducted after three treatment sessions to measure the improvement in speaking skills. These tests are designed to evaluate various aspects of speaking proficiency, such as pronunciation, vocabulary, intonation, and fluency. By collecting this data, the researcher can obtain a clear picture of the development in students' speaking abilities from the initial condition to after the intervention.

Table 3.5 Scoring Scale

No	Score	Classification
1	90-100	Very good
2	80-89	Good
3	65-78	Fair
4	55-64	Poor
5	≤54	Very poor

(Source: Student classification rating scale Departement Pendidikan in Rahayu,2018) .

Once the data is collected, the first step in the analysis is to perform descriptive statistical analysis, focusing on calculating the mean. The mean is computed by summing all pre-test and post-test scores and dividing by the number of students. This calculation provides an overall picture of student performance, enabling the researcher to quantify the average proficiency level before and after the intervention.

The results of the descriptive statistical analysis are then presented in the form of tables and graphs. A frequency distribution table can illustrate the number of students within each score range. Presenting data graphically assists in identifying patterns and trends, making it easier for readers to understand the differences in results before and after treatment. Thus, descriptive analysis not only provides quantitative information but also allows the researcher to draw meaningful conclusions regarding the effectiveness of the jigsaw learning model.

After presenting the analysis results, the researcher needs to interpret the obtained data. This involves analyzing whether there is a significant improvement in students' speaking abilities following the implementation of the jigsaw model. The researcher should also consider other factors that may influence the results, such as group dynamics and student motivation. By conducting a thorough analysis, the researcher can offer recommendations for developing more effective teaching methods in the future and contribute meaningfully to teaching practices at SMPN 3 Sendana.

2. t-Test

According to Algifari (2016), to determine whether independent variables

can positively influence the dependent variable, a t-test on the regression coefficient of each independent variable is required. The significance level used in this research is 5%. The decision-making basis is as follows:

- a. A probability value with a significance level ≤ 0.05 means the hypothesis is supported. This implies that the dependent variable is significantly influenced by the independent variables.
- b. A probability value with a significance level > 0.05 means the hypothesis is not supported. This indicates that the dependent variable is influenced by the independent variables, but not significantly.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

This chapter consisted of two sections. The findings of the research and discussion of the findings. The researcher analyzed the data consisting of the result of the pre-test and post-test in experiment class.

In this section would explain about the result findings of students analysis of pre-test and post-test. It consisted of pre-test and post-test analysis, the rate percentage of students pre-test and post-test, the analysis of students score in five components of speaking and the result of mean score and standard deviation in pre-test and post-test.

1 Pre-test Scores

The pre-test for this research was implemented in October 2024 and lasted for 80 minutes. The pre-test scores of the seventh-grade students at SMP Negeri 3 Sendana, comprising 23 students, were tabulated and calculated individually. The pre-test serves as a crucial evaluation tool conducted before the treatment to assess students' initial comprehension levels. It reflects students' vocabulary achievement prior to utilizing the Jigsaw Cooperative method as a learning medium. Consequently, the pre-test provides essential baseline data needed to evaluate the effectiveness of the Jigsaw Cooperative learning model in enhancing students' speaking abilities.

The pre-test serves as a crucial evaluation tool conducted before the treatment to assess students' initial comprehension levels. It reflects students'

vocabulary achievement prior to utilizing the Jigsaw Cooperative method as a learning medium. Consequently, the pre-test provides essential baseline data needed to evaluate the effectiveness of the Jigsaw Cooperative learning model in enhancing students' speaking abilities.

Table 4.1 Rate Percentage Score of Students Pre-test

No	Classification	Score	Experimental Class	
			F	%
1	Very good	90-100		
2	Good	80-89		
3	Fair	65-79	3	13,04%
4	Poor	55-64	7	30,44%
5	Very poor	≤54	13	56,52%
TOTAL			23	100%

(Source of the student's pre-test)

Table 4.1 showed the rate percentage of students score of speaking skill in experimental class with pre-test from 23 students. The table showed low score. None of the students got good and very good score. There were 4 students (17,39%) got fair score, 6 students (26,09%) got poor score, and 13 students (56,52%) got very poor score.

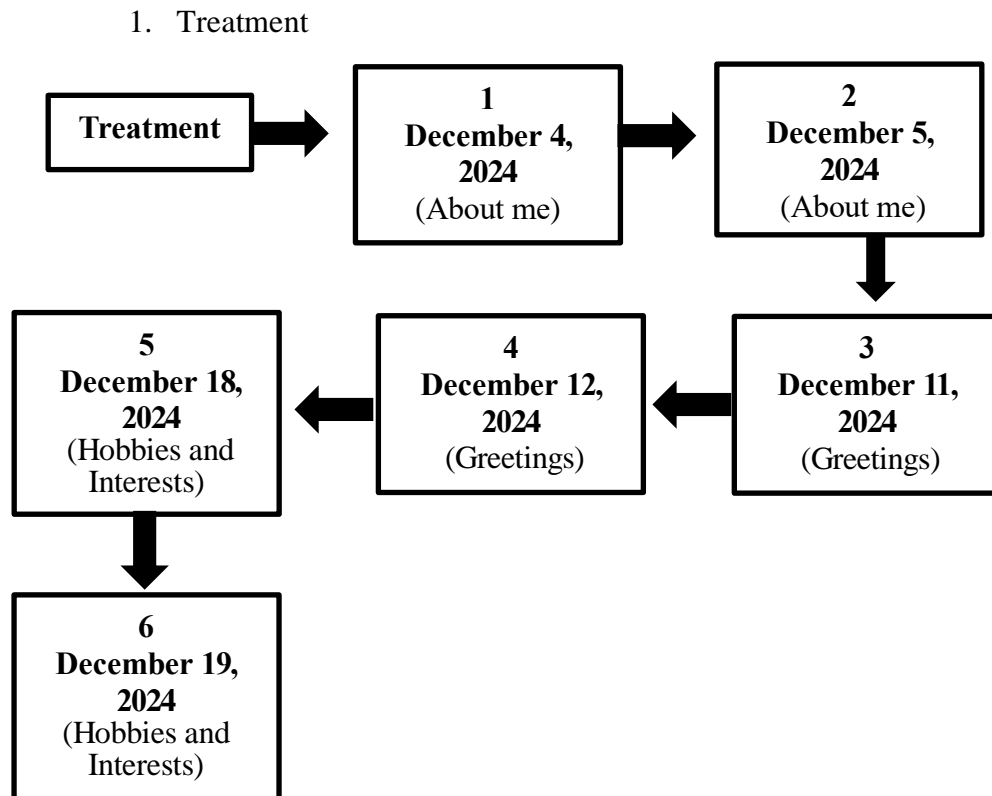


Figure. 4.1 Diagram Treatment

In this learning activity, students divided into 4 groups, with group members rotating whenever the material changes to ensure dynamic collaboration and fresh perspectives in each session. This approach allows students to engage with different peers while maintaining the structured teamwork essential for effective learning. The class schedule is as follows: Wednesday at 07:40 – 09:00 and Thursday at 11:40 – 13:00, conducted from December 4 to December 19.

On December 4, 2024, the teacher began the first meeting by creating a conducive classroom atmosphere to support the research objectives focused on developing students' speaking skills. The teacher warmly greeted the students, offered a salutation, and invited them to pray together. After the prayer, the teacher

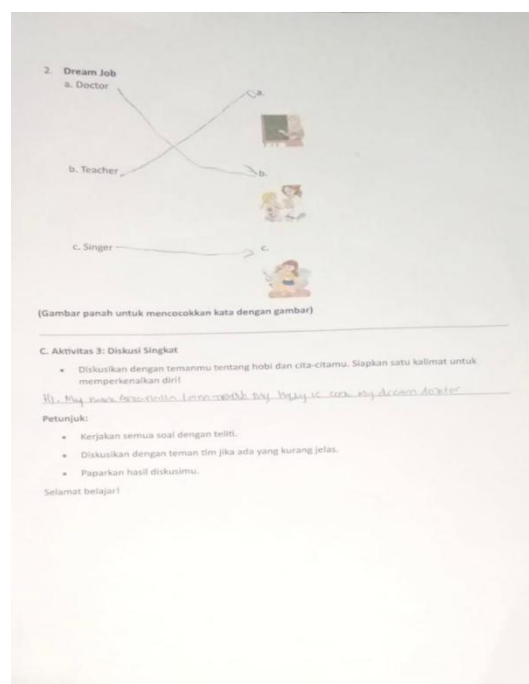
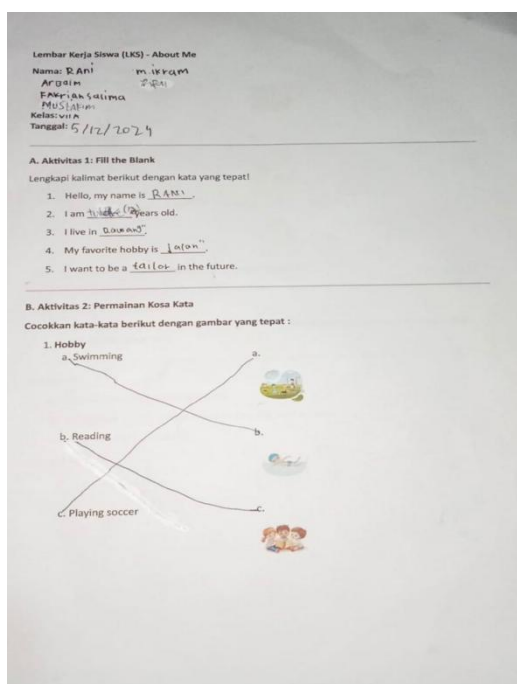
took attendance to ensure all students were present and ready to participate in the lesson, this activity occurs for 5 minutes. After the introductory activities, the teacher proceeded with a 60-minute pretest. The purpose of this pretest was to assess the students' initial understanding of English. To answer the questions, the teacher called students one by one to the front of the class. Each student takes 2-3 and was given the opportunity to answer the questions confidently. This process not only helped evaluate their speaking abilities but also created an interactive atmosphere in the classroom. The other students listened attentively, providing support to their peers as they spoke. Once all students completed the pretest, the teacher divided them into four heterogeneous small groups to discuss their answers. This activity provided them with the opportunity to share experiences and learn from one another.

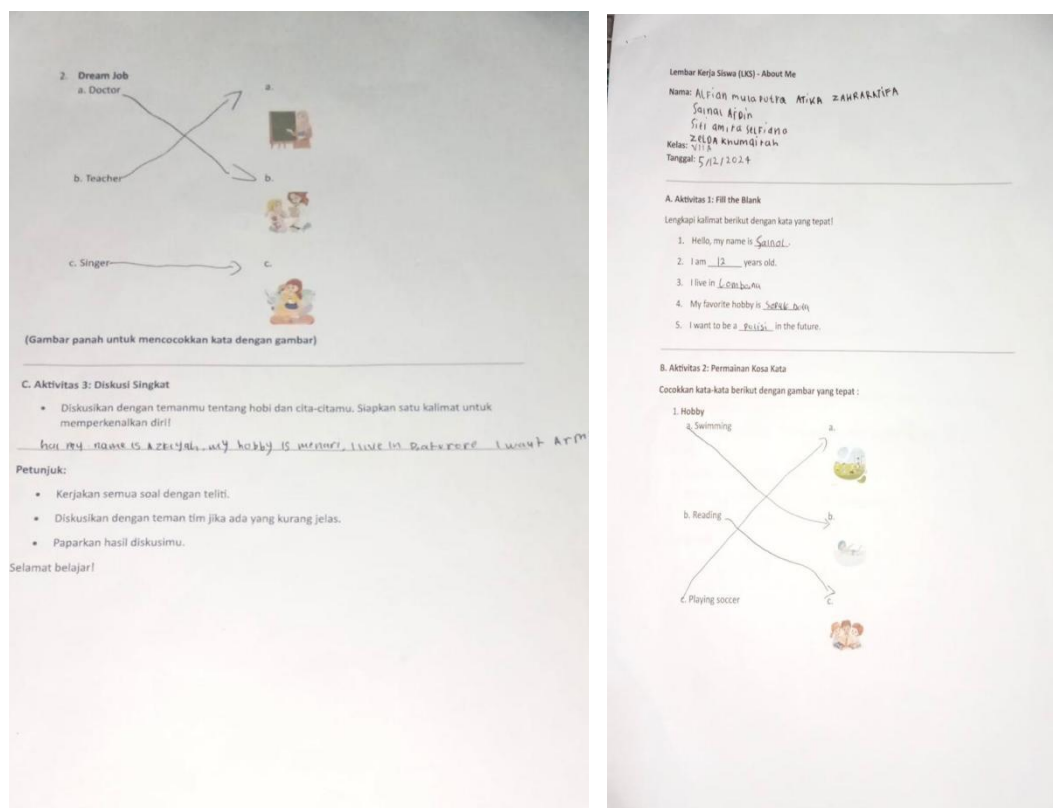
After the pretest, the teacher continued with the lesson that had been pending for 10 minutes. The teacher discussed the students' answers from the pretest, relating them to the material to be taught, and reviewed relevant vocabulary and sentence structures. After that, the teacher provided students with the opportunity to ask questions about anything they still found difficult or did not understand, and the teacher shared the material to be covered in the next meeting, closing the lesson with a greeting and a prayer, this activity occurs for 5 minutes.

During the second meeting held on December 5, 2024, the teacher focused on enhancing students' speaking skills, particularly in self-introduction in English. The session began with a warm greeting and a group prayer to create a supportive atmosphere, this activity takes 10 minutes. After taking attendance, the teacher

continued the lesson with the theme “About Me”. The teacher posed a question about the vocabulary previously learned to engage the students.

In the core activity lasting 60 minutes, the teacher explained that students would practice introducing themselves using both familiar and new vocabulary. The students were divided into four heterogeneous groups to encourage collaboration. Each group discussed their experiences, interests, and aspirations while preparing a brief presentation. After their preparations, each group introduced themselves in front of the class. The teacher provided constructive feedback on vocabulary use and delivery, while also encouraging students to give feedback to one another to foster a respectful environment. At the end of the session, students were invited to ask questions, and the teacher answered patiently. The meeting concluded with an overview of upcoming material and a motivational message, leaving students inspired to continue developing their speaking abilities, this activity takes 10 minute.





During the third meeting held on December 11, 2024, the teacher focused on enhancing students' speaking skills through greetings in English. The session began with a warm greeting and a group prayer to foster a supportive learning environment and it takes 10 minutes. After taking attendance, the teacher asked a stimulating question: "What is your favorite greeting?" to engage the students.

In the core activity lasting 60 minutes, the teacher explained that the focus would be on various greetings in English. Key vocabulary such as "hello," "hi," "good morning," and "good evening" was introduced, along with examples of their usage. Students were then divided into four groups heterogenous to facilitate discussion and practice.

Within their groups, students practiced greeting each other using the taught

vocabulary. They discussed when to use formal versus informal greetings and engaged in role-play scenarios, simulating real-life situations such as greeting friends at school or addressing strangers at formal events. The teacher circulated among the groups, providing feedback on the appropriate use of greetings. Students were encouraged to share their experiences using greetings and any challenges they encountered. This collaborative approach aimed to build their confidence in using English in social interactions. In the closing segment of the lesson, the teacher offered students the opportunity to ask questions about any difficulties they faced. The session concluded with a preview of the next meeting's material and a motivational message, followed by a closing prayer, this activity occurs 10 minutes.

Lembar Kerja Siswa (LKS) - Greetings
 Nama: MUSRA AHELIA, MURAHSA, SASAKHA KHAO, ISMAHYANTI, MUH ADHIRA

Kelas: VII
 Tanggal: 12/12/2024

A. Aktivitas 1: Diskusi Kelas
 Diskusikan dengan temanmu dalam kelompok kecil:

Diskusikan dengan temanmu dalam kelompok kecil:

- Sebutkan tiga sapaan yang sering kamu gunakan.
Hi, assalamualaikum good evening
- Dalam situasi apa kamu menggunakan sapaan tersebut?
In the evening, meet friends

B. Aktivitas 2: Perbandingan Sapaan
 Diskusikan situasi berikut dengan kelompokmu:

- Situasi Formal:
 Apa sapaan yang kamu gunakan saat bertemu guru atau orang dewasa?
assalamualaikum, Sir.
- Situasi Informal:
 Apa sapaan yang kamu gunakan saat bertemu teman dekat?
Hi Friends

C. Aktivitas 3: Role Play Kreatif
 Berdasarkan situasi berikut, buatlah skenario peragaan peran:

- Situasi 1: Kamu baru saja pindah ke sekolah baru dan bertemu teman baru.
 Sapaan yang tepat: Hi, welcome you here
- Situasi 2: Kamu bertemu dengan orang tua temanmu di acara ulang tahun.
 Sapaan yang tepat: Good morning Aunt
- Situasi 3: Kamu bertemu teman di taman setelah liburan panjang.
 Sapaan yang tepat: How are you

Diskusikan dalam kelompok dan buatlah skenario singkat untuk dipresentasikan di depan kelas.

Petunjuk:

- Kerjakan semua soal dengan teliti dan diskusikan dengan teman tim.
- Paparkan hasil diskusi di depan kelas.

Lembar Kerja Siswa (LKS) - Greetings
 Nama: MUSRI ASIL, MUR WAMBIA ISLAMI, KSEKAD, KHAUMARU, RANI, AEF BAHARI

Kelas: VII
 Tanggal: 12/12/2024

A. Aktivitas 1: Diskusi Kelas
 Diskusikan dengan temanmu dalam kelompok kecil:

- Sebutkan tiga sapaan yang sering kamu gunakan.
Hi good morning good night
- Dalam situasi apa kamu menggunakan sapaan tersebut?
Apakah saat bertemu keluarga

B. Aktivitas 2: Perbandingan Sapaan
 Diskusikan situasi berikut dengan kelompokmu:

- Situasi Formal:
 Apa sapaan yang kamu gunakan saat bertemu guru atau orang dewasa?
assalamualaikum, good morning Mr. Teacher
- Situasi Informal:
 Apa sapaan yang kamu gunakan saat bertemu teman dekat?
Hi Hello, hi

C. Aktivitas 3: Role Play Kreatif
 Berdasarkan situasi berikut, buatlah skenario peragaan peran:

- Situasi 1: Kamu baru saja pindah ke sekolah baru dan bertemu teman baru.
 Sapaan yang tepat: Hi, welcome to school
- Situasi 2: Kamu bertemu dengan orang tua temanmu di acara ulang tahun.
 Sapaan yang tepat: Hi, good morning
- Situasi 3: Kamu bertemu teman di taman setelah liburan panjang.
 Sapaan yang tepat: How are you

Diskusikan dalam kelompok dan buatlah skenario singkat untuk dipresentasikan di depan kelas.

Petunjuk:

- Kerjakan semua soal dengan teliti dan diskusikan dengan teman tim.
- Paparkan hasil diskusi di depan kelas.

Lembar Kerja Siswa (LKS) - Greetings

Nama: MUSTAKIM, Sriamirafeliana, Marrahismadani, Muladilla,

Kelas: VII
Tanggal: 17/12/2024

A. Aktivitas 1: Diskusi Kelas
Diskusikan dengan temanmu dalam kelompok kecil:

- Sebutkan tiga sapaan yang sering kamu gunakan.

- Dalam situasi apa kamu menggunakan sapaan tersebut?
Hi good afternoon

B. Aktivitas 2: Perbandingan Sapaan
Diskusikan situasi berikut dengan kelompokmu:

- Situasi Formal:
Apa sapaan yang kamu gunakan saat bertemu guru atau orang dewasa?
Hi duh! Haurayou
- Situasi Informal:
Apa sapaan yang kamu gunakan saat bertemu teman dekat?
Hi, wala ES, UP

C. Aktivitas 3: Role Play Kreatif
Berdasarkan situasi berikut, buatlah skenario peragaan peran:

- Situasi 1: Kamu baru saja pindah ke sekolah baru dan bertemu teman baru.
Sapaan yang tepat: Hi, wala you name
- Situasi 2: Kamu bertemu dengan orang tua temanmu di acara ulang tahun.
Sapaan yang tepat: Good morning Uncle
- Situasi 3: Kamu bertemu teman di taman setelah liburan panjang.
Sapaan yang tepat: How are you

Diskusikan dalam kelompok dan buatlah skenario singkat untuk dipresentasikan di depan kelas.

Petunjuk:

- Kerjakan semua soal dengan teliti dan diskusikan dengan teman tim.
- Paparkan hasil diskusi di depan kelas.

Lembar Kerja Siswa (LKS) - Greetings

Nama: Nurqila, Siti Amira Sefliana, Zeldahumaira Rizki Alfitri, dan Maq Ubadjilla

Kelas: VII
Tanggal: 17/12/2024

A. Aktivitas 1: Diskusi Kelas
Diskusikan dengan temanmu dalam kelompok kecil:

- Sebutkan tiga sapaan yang sering kamu gunakan.
Hi, Good morning, Hello
- Dalam situasi apa kamu menggunakan sapaan tersebut?
Hi, morning

B. Aktivitas 2: Perbandingan Sapaan
Diskusikan situasi berikut dengan kelompokmu:

- Situasi Formal:
Apa sapaan yang kamu gunakan saat bertemu guru atau orang dewasa?
Good morning, Hello
- Situasi Informal:
Apa sapaan yang kamu gunakan saat bertemu teman dekat?
Hi, wala ES, UP

C. Aktivitas 3: Role Play Kreatif
Berdasarkan situasi berikut, buatlah skenario peragaan peran:

- Situasi 1: Kamu baru saja pindah ke sekolah baru dan bertemu teman baru.
Sapaan yang tepat: Hi, wala you name
- Situasi 2: Kamu bertemu dengan orang tua temanmu di acara ulang tahun.
Sapaan yang tepat: Good morning Uncle
- Situasi 3: Kamu bertemu teman di taman setelah liburan panjang.
Sapaan yang tepat: How are you

Diskusikan dalam kelompok dan buatlah skenario singkat untuk dipresentasikan di depan kelas.

Petunjuk:

- Kerjakan semua soal dengan teliti dan diskusikan dengan teman tim.
- Paparkan hasil diskusi di depan kelas.

During the fourth meeting held on December 12, 2024, the teacher continued the lesson on greetings in English, aiming to strengthen students' understanding and speaking skills. The session began with a warm greeting and a group prayer to create a positive atmosphere. After taking attendance, the teacher repeated the previous question: "What is your favorite greeting?" to remind students and spark discussion. In the core activity lasting 60 minutes, the teacher revisited the vocabulary of greetings previously learned, such as "hello," "hi," "good morning," and "good evening."

The teacher then provided several examples of situations where these greetings could be used, both in formal and informal contexts. Students were then divided into the same small groups as before to continue their discussions and practice. Within their groups, students practiced greeting each other, trying to use

the variations of greetings that had been taught. Each group discussed situations where they felt the need to use different greetings and how to greet politely.

The teacher encouraged students to engage in role play again, with new and more complex scenarios, such as greeting friends outside of school. During this activity, the teacher provided continuous feedback and encouragement for students to speak up confidently. At the end of the session, students were given the opportunity to ask questions about anything they did not understand or challenges they faced while using greetings. To conclude, students reflected on their experiences, challenges, and insights gained from the lesson. The session ended with a 10-minute closing activity where students asked any remaining questions, and the teacher provided an overview of the next lesson. The class concluded with a closing greeting and prayer, reinforcing students' confidence in using English greetings naturally in daily interactions.

During the fifth meeting on December 18, 2024, the teacher introduced the topic of hobbies and interests to enhance students' ability to describe their hobbies using simple sentences. The session began with a warm greeting and a group prayer to create a positive learning environment it occurs for 10 minutes. After taking attendance, the teacher asked, "Do you have any hobbies? Can you name them?" to engage the students. In the core activity lasting 60 minutes, the teacher explained the concept of hobbies and introduced relevant vocabulary.

Students were divided into four heterogeneous groups to discuss their hobbies and prepare presentations. Within their groups, students practiced describing their hobbies using the structure: "My name is ..., My hobby is ..., I

have been doing this hobby since ..., I enjoy this hobby because” This exercise focused on clarity and confidence in speaking. After practice, each group presented their hobbies to the class. The teacher provided constructive feedback, highlighting effective vocabulary and sentence structure. Following the presentations, the class discussed the challenges they faced in describing their hobbies. At the end of the session, the teacher encouraged students to ask questions about any difficulties. The meeting takes 10 minutes concluded with an overview of the next lesson and a motivational message, ending with a closing prayer.

On December 19, 2024, the teacher began the last meeting by creating a conducive classroom atmosphere to support the research objectives focused on developing students' speaking skills. The teacher warmly greeted the students, offered a salutation, and invited them to pray together. After the prayer, the teacher took attendance to ensure all students were present and ready to participate in the lesson; this activity lasted for 5 minutes.

After the introductory activities, the teacher proceeded with the lesson on hobbies and interests, which lasted for 10 minutes. The teacher discussed relevant vocabulary and sentence structures, connecting the material to the students' experiences. Following the lesson, the teacher continued with a 60-minute post-test. The purpose of this pretest was to assess the students' initial understanding of English. To answer the questions, the teacher called students one by one to the front of the class. Each students takes 2-3 minutes and was given the opportunity to answer the questions confidently.

This process not only helped evaluate their speaking abilities but also

created an interactive atmosphere in the classroom. The other students listened attentively, providing support to their peers as they spoke. Once all students completed the post-test, the teacher provided students with the opportunity to ask questions about anything they still found difficult or did not understand, and the teacher shared the material to be covered in the next meeting. The lesson concluded with a greeting and a prayer; this activity lasted for 5 minutes.

Lembar Kerja Siswa (LKS) - Dialog: Hobbies and Interests
 Nama: Salsal Dila, Maira Amelia, Mustakim, Nuradila, M. Anrah

Kelas: VII A
 Tanggal: 19/12/2024

A. Aktivitas 1: Dialog
 Bacalah dialog berikut dan isilah bagian yang kosong!

A: Hello! My name is Salsal.
 B: Hi, Salsal. How are you?
 A: I'm good, thank you! What about you?
 B: I'm fine! Do you have any hobbies?
 A: Yes, I do! My hobby is drawing.
 B: That sounds interesting! How long have you been doing it?
 A: I have been doing this hobby since 5 years old.
 B: Why do you enjoy it?
 A: I enjoy it because it's relaxing.

B. Aktivitas 2: Diskusi Kelompok
 1. Dalam kelompok, diskusikan hobi masing-masing dengan menggunakan struktur berikut:
 "My name is ..., My hobby is..., I have been doing this hobby since..., I enjoy this hobby because ..."
Salsal, drawing, since 5 years old, I love drawing

C. Aktivitas 3: Tanya Jawab
 • Setelah presentasi, diskusikan tantangan yang kalian hadapi saat mendeskripsikan hobi. Tanyakan kepada temanmu jika ada yang sulit!
bagaimana kita bisa susah menjelaskan hobi yang inggris

Petunjuk:
 • Kerjakan semua soal dengan teliti.
 • Diskusikan dengan teman tim jika ada yang kurang jelas.

Selamat belajar!

Lembar Kerja Siswa (LKS) - Dialog: Hobbies and Interests
 Nama: M. Anrah, Nuradila, Maira Amelia, Mustakim, Nuradila, M. Anrah

Kelas: VII A
 Tanggal: 19/12/2024

A. Aktivitas 1: Dialog
 Bacalah dialog berikut dan isilah bagian yang kosong!

A: Hello! My name is Anrah.
 B: Hi, Anrah. How are you?
 A: I'm good, thank you! What about you?
 B: I'm fine! Do you have any hobbies?
 A: Yes, I do! My hobby is reading.
 B: That sounds interesting! How long have you been doing it?
 A: I have been doing this hobby since 10 years old.
 B: Why do you enjoy it?
 A: I enjoy it because it's relaxing.

B. Aktivitas 2: Diskusi Kelompok
 1. Dalam kelompok, diskusikan hobi masing-masing dengan menggunakan struktur berikut:
 "My name is ..., My hobby is..., I have been doing this hobby since..., I enjoy this hobby because ..."
Anrah, reading, since 10 years old, I love reading

C. Aktivitas 3: Tanya Jawab
 • Setelah presentasi, diskusikan tantangan yang kalian hadapi saat mendeskripsikan hobi. Tanyakan kepada temanmu jika ada yang sulit!
bagaimana kita bisa susah menjelaskan hobi yang inggris

Petunjuk:
 • Kerjakan semua soal dengan teliti.
 • Diskusikan dengan teman tim jika ada yang kurang jelas.

Selamat belajar!

Lembar Kerja Siswa (LKS) - Dialog: Hobbies and Interests
 Nama: Baiti Zahara Fitriani, Muliakhas, Alvin Alvin Putri, Nur Fadiah Al, Nur Alvin
 Kelas: N/A
 Tanggal: 19/11/2024

A. Aktivitas 1: Dialog
 Bacalah dialog berikut dan isilah bagian yang kosong!

A: Hello! My name is Alvin.
 B: Hi, Alvin. How are you?
 A: I'm good, thank you! What about you?
 B: I'm fine! Do you have any hobbies?
 A: Yes, I do! My hobby is listening music.
 B: That sounds interesting! How long have you been doing it?
 A: I have been doing this hobby since three years old.
 B: Why do you enjoy it?
 A: I enjoy it because it's nice.

B. Aktivitas 2: Diskusi Kelompok
 1. Dalam kelompok, diskusikan hobi masing-masing dengan menggunakan struktur berikut:
 "My name is ..., My hobby is ..., I have been doing this hobby since ..., I enjoy this hobby because ..."
Alvin, he is nice, listening music, he likes it, I love music

C. Aktivitas 3: Tanya Jawab
 • Setelah presentasi, diskusikan tantangan yang kalian hadapi saat mendeskripsikan hobi. Tanyakan kepada temanmu jika ada yang sulit!
penyusunan kata sulit, suatunya susah juga

Petunjuk:
 • Kerjakan semua soal dengan teliti.
 • Diskusikan dengan teman tim jika ada yang kurang jelas.

Selamat belajar!

Lembar Kerja Siswa (LKS) - Dialog: Hobbies and Interests
 Nama: Anggryyung, Utiyga, Fikriyah, Nurul Fikriyah, Nurul Fikriyah
 Kelas: N/A
 Tanggal: 19/11/2024

A. Aktivitas 1: Dialog
 Bacalah dialog berikut dan isilah bagian yang kosong!

A: Hello! My name is Utiyga.
 B: Hi, Utiyga. How are you?
 A: I'm good, thank you! What about you?
 B: I'm fine! Do you have any hobbies?
 A: Yes, I do! My hobby is reading.
 B: That sounds interesting! How long have you been doing it?
 A: I have been doing this hobby since 3 years.
 B: Why do you enjoy it?
 A: I enjoy it because it's fun.

B. Aktivitas 2: Diskusi Kelompok
 1. Dalam kelompok, diskusikan hobi masing-masing dengan menggunakan struktur berikut:
 "My name is ..., My hobby is ..., I have been doing this hobby since ..., I enjoy this hobby because ..."
Utiyga, he is nice, reading, he likes it, I love reading

C. Aktivitas 3: Tanya Jawab
 • Setelah presentasi, diskusikan tantangan yang kalian hadapi saat mendeskripsikan hobi. Tanyakan kepada temanmu jika ada yang sulit!

Petunjuk:
 • Kerjakan semua soal dengan teliti.
 • Diskusikan dengan teman tim jika ada yang kurang jelas.

Selamat belajar!

2. Post-test scores

The implementation of the post-test in this research began on October 23, 2024, and lasted for 80 minutes. The score data collected from the post-test of the eighth-grade students at SMP Negeri 3 Sendana, comprising 23 students, has been calculated for each individual's score.

The post-test is an evaluation conducted after the treatment to assess the level of improvement achieved. By comparing the post-test results with those of the pre-test, the effectiveness of the intervention in meeting the desired objectives can be evaluated. The data obtained from the post-test is used to measure the progress in students' understanding of the material taught.

Table 4.2 Rate Percentage Score of Students Post-test

No	Classification	Score	Experimental Class	
			F	%
1	Very good	90-100		
2	Good	80-89	1	4,35%
3	Fair	65-79	13	56,52%
4	Poor	55-64	3	13,04%
5	Very poor	≤54	6	26,09%
TOTAL			23	100%

(Source of the student's post-test)

Table 4.2 showed the rate percentage of students score of speaking skill in experimental class with post-test from 23 students. The table showed higher than pre- test score. None of the students got very good. But, 1 students (4,35%) got good score, 11 students (47,83%) got fair score, 4 students (17.39%) got fair score, and 7 students (30,43%) got very poor score.

Table 4.3 Mean Score and Standard Deviation of the Students' Pre-test

Class	Mean Score	Standard Deviation
Experiment	50.0	14.9

(Source: mean score and standard deviation of the student's pre-test)

The table 4.3 above showed that the mean score of the pre-test of experimental class was 50.72. By this analysis it seemed that the mean score obtained by the students of both classes through the test just had a small difference.

In order to see whether the mean score of both classes was statistically significant at the level of significance 0.05 with degree of freedom 44 ($N_1 + N_2 - 2$). Statistical t-Test for independent sample was employed. The result of the calculation is shown as follows :

Table 4.4 The Result of the t-Test of Students' Pre-test

Variable	t-Test Value	t-Table Value
Pre-test	3.2636	1.7207

(Source data: the result of t test of the student's pre-test)

The table showed that t test value (3.2636) was higher than the t test value (1.7207) based on the data analysis. It was found that there is significant difference between mean score of the pre-test scores of the both sample groups.

The next calculation is the mean score and standard deviation of the post-test of both classes as follows:

Table 4.5 Mean Score and Standard Deviation of the Students Post-test

Class	Mean score	Standard Deviation
Experiment	64,9	11,71

(Source: mean score and standard deviation of the student's in post- test)

The table 4.5 above showed that the mean score of the post-test of experimental class was 64,9. By this analysis it seemed that the mean score obtained by the students of both classes through the test was different about 13.34 points.

In order to see whether the mean score of class was statistically significant at the level of significance 0.05 with degree of freedom 44 ($N_1 + N_2 - 2$). statistical t-Test for independent sample was employed. The result of the calculation is shown as follows:

Table 4.6 The Result of the t-Test of Students' Post-test

Variable	t-Test Value	t-Table Value
Post-test	3.2636	1.7207

(Source data: the result of t test of the student's post-test)

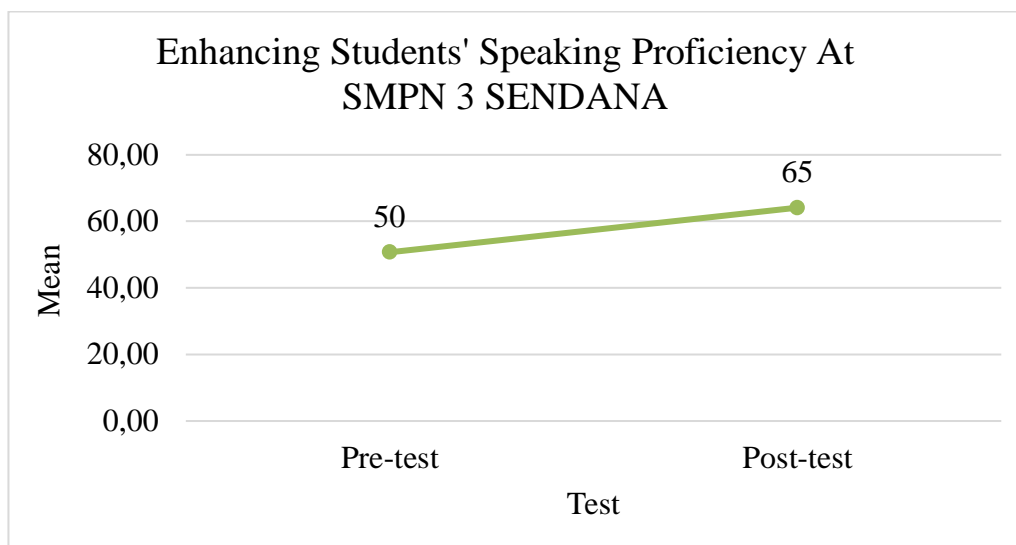
The table shows that t-Test value (3.2636) was greater than the t- Table value (1.7207) based on the data analysis. It was found that Alternative Hypothesis is accepted. By this result, it is concluded that there was a significance difference between the students speaking narrative text skill that were though through jigsaw model in enhancing and those who were not.

Table 4.7 t-Test: Paired Two Sample for Means

t-Test: Paired Two Sample for Means	
t-Test	t-Table
3.2636	2.0796

The table above shows that t-Test value is greater than t-Table (3.2636>2.0796) which implies that the Hypothesis (H0) rejected and the Hypothesis (H1) is accepted. Aligned with the p-value is smaller than the significances level (0,0037<0.05) which means that the hypothesis is supported.

Figure. 4.2 Diagram Enhancing Pre-Test and Post- Test Score



(source: the results of mean of student's pre-test and post-test)

The diagram above is the comparison of students' speaking proficiency at SMPN 3 Sendana before and after implementing the Jigsaw Learning model. In the pre-test, the average score of students was recorded at 50, indicating that their speaking abilities were still relatively low. After the implementation of the Jigsaw model in the learning process, the average score in the post-test increased to 64,9

B. Discussion

This research aims to evaluate the effectiveness of the Jigsaw learning model in improving students' speaking skills. The analysis results obtained from the pre-test and post-test data show an improvement in students' speaking skills after the implementation of the Jigsaw model. This is in line with the theories proposed by several previous researchers.

This research shows that the application of the Jigsaw learning model improves students' speaking skills at SMPN 3 Sendana. The average score of students in the pre-test increased in the post-test. The average score of students in

the pre-test was 50.72, while the average score of students in the post-test was 64.13. In addition, the improvement in students' speaking skills can be seen from the decrease in the number of students who had scores classified as very low. Previously, the number of students classified as "very bad" was 56.52% in the pre-test to only 4.35% in the post-test.

This aligns with the principles of cooperative learning theory. The Jigsaw model is designed to enhance collaboration among students, where each individual has the responsibility to understand and teach specific parts of the material to their peers, (Aronson in Rahayu, 2020). In this research, students who were previously less active in speaking became more engaged and confident after participating in Jigsaw group activities.

The important aspect of the Jigsaw theory is the individual responsibility within the group. Johnson and Johnson (2019) state that when students feel accountable for their own learning and that of their peers, their motivation to learn increases. In the context of this research, students who were assigned the responsibility of mastering specific parts of the material showed increased motivation and engagement during group discussions. This is evident from the changes in the classification of students' speaking abilities, with 47.83% moving from the "very poor" category to "fair," and 4.35% achieving the "good" category after the implementation of this model. This improvement demonstrates the effectiveness of the Jigsaw model in encouraging active participation in the learning process.

Additionally, the social interaction that occurs within Jigsaw groups

contributes to the development of students' communication skills. According to Slavin (2014), cooperative learning not only enhances academic outcomes but also important social skills. In this research, students reported feeling more comfortable speaking and communicating with their peers after engaging in Jigsaw activities. This increase in confidence is reflected in the post-test results, where students displayed better speaking abilities and greater assurance in expressing their opinions.

Overall, this research supports the Jigsaw theory proposed by Aronson and demonstrates that the application of cooperative learning models can significantly enhance students' speaking skills. Integrating principles of collaboration, individual responsibility, and social interaction, this model not only improves academic learning outcomes but also helps students develop essential social skills for their lives beyond the classroom. This study provides empirical evidence that cooperative learning strategies are effective in educational contexts and can serve as a beneficial alternative for improving students' speaking abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on initial observations conducted at SMPN 3 Sendana, researcher found two dominant problems experienced by students in learning English. The first is low speaking skills and the second is ineffective group learning due to a lack of student participation in the group. The researcher proposed a jigsaw learning model in which each student has the responsibility to learn a topic, thus potentially making students more active in the learning process.

This study used a quantitative research type. This study was systematic, utilizing a pre-experimental research design involving students of Class VII A. This study included a total of eight meetings: the first for the pre-test, the second to seventh meetings were experiments using the Jigsaw Learning Model, and the last was the post-test. Through this structured approach, the researcher measured and analyzed the effectiveness of the Jigsaw Cooperative Learning Model in improving speaking proficiency.

Based on the research that has been done, the researcher found that the dependent t-test results produced a calculated t value of 3.148, which significantly exceeded the t-table value of 2.015, providing evidence of the effectiveness of the jigsaw model in improving learning outcomes. In addition, the average score obtained by students in the pre-test increased in the post-test. The average score of students in the pre-test was 50.72 while the average score of students in the post-test was 64.13. This shows that students' abilities increased more after the

application of the Jigsaw method although it did not show a very significant value. However, this still shows that the Jigsaw Cooperative learning model has a positive influence on improving students' speaking skills. In addition, this finding shows that cooperative learning strategies implemented through the Jigsaw Cooperative learning model improve students' speaking skills and encourage greater involvement and collaboration in groups. This can be seen from student participation when working in groups.

B. Suggestion

1. For the Students

Students are encouraged to take a more active role in the learning process that utilizes the jigsaw technique. Active participation in group discussions is crucial for enhancing speaking skills. Students need to recognize that collaborating with peers not only helps them understand the material better but also provides opportunities to practice speaking in a more relaxed context. By taking the initiative to share ideas and opinions, students can refine their communication abilities and learn from one another.

Additionally, students are encouraged to read relevant materials and brainstorm questions or points they want to discuss to boost their confidence when participating. Students should also practice speaking in front of classmates, both in small groups and in front of the whole class. This practice will help them overcome nervousness and improve their overall speaking skills. In this way, students will not only learn English but also acquire communication skills essential for everyday life.

2. For the English Teacher

Teachers are encouraged to continually develop innovative teaching methods, including the implementation of the jigsaw technique in speaking lessons. It is essential for teachers to create a supportive learning environment where students feel comfortable speaking and discussing. By fostering a positive and open atmosphere, teachers can encourage students to participate actively without the fear of making mistakes. This will enhance students' confidence in using English.

Additionally, teachers should provide constructive feedback after each jigsaw session. This feedback is essential to help students understand their strengths and areas for improvement in their speaking skills. Conducting a reflection session after a jigsaw activity can give students an opportunity to evaluate their experience and provide input for future improvement. In this way, teachers act not only as instructors but also as facilitators, supporting students' growth and development in speaking..

3. Further Researchers

The researcher hopes that this study will serve as a valuable reference for future researchers interested in investigating the same topic. By providing a comprehensive analysis of the effectiveness of the Jigsaw Cooperative Learning Model, this research aims to offer insights that can help others design and implement similar studies. Furthermore, it is expected that future researchers will be able to tackle comparable challenges using the findings and discussions outlined in this study. This exploration can contribute to a deeper understanding of effective teaching methodologies, ultimately enhancing students' speaking proficiency in various educational settings.

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APPENDICES



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 500.16.7.2/929/IP/X/2024

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 072/582/X/2024 Tanggal 09 Oktober 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : CICI MELINDASARI
Pekerjaan : Mahasiswi
N I M : 10256120017
Program Study/Jurusan : S1 Tadris Bahasa Inggris
Universitas : STAIN Majene
Alamat : Dusun Tappa Bonde Desa Tubo Selatan
Kec. Tubo Sendana Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE EFFECTIVENESS OF COOPERATIVE JIGSAW LEARNING MODEL IN ENHANCING STUDENT'S SPEAKING PROFICIENCY AT SMPN 3 SENDANA"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 15-10-2024
Kepala Dinas



Hj. LIES HIRAWATI THAHIR, S.Sos. M.Adm. Pemb.
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

No	Pretest Questions	Indicators
1.	What is your name, and how old are you?	Ability to introduce oneself with basic information.
2.	Where do you live, and what is your neighborhood like?	Ability to describe location and provide simple descriptions.
3.	What is your favorite color, and why do you like it?	Ability to express preferences with clear reasons
4.	What do you usually eat for breakfast?	Ability to explain daily habits using appropriate vocabulary.
5.	Can you name three of your favorite animals and describe them?	Ability to use basic vocabulary and provide brief descriptions of animals.

List of The Sample Score Based on The Speaking Components

No	Post-Test Questions	Indicators
1.	What is your name, and how old are you?	Ability to introduce oneself with basic information.
2.	Where do you live, and what is your neighborhood like?	Ability to describe location and provide simple descriptions.
3.	What is your favorite color, and why do you like it?	Ability to express preferences with clear reasons
4.	What do you usually eat for breakfast?	Ability to explain daily habits using appropriate vocabulary.
5.	Can you name three of your favorite animals and describe them?	Ability to use basic vocabulary and provide brief descriptions of animals.

Students Pre-Test Score

No.	ASPECT				Score
	Pronunciation	Fluency	Grammar	Vocabullary	
AL	4	3	3	3	54.2
AMP	3	4	4	4	62.5
AL	2	3	3	3	45.8
AU	4	3	4	4	62.5
F	3	3	2	3	45.8
FS	4	5	4	4	70.8
MA	4	2	1	2	37.5
MAG	2	2	2	2	33.3
MAR	4	4	4	4	66.7
MH	1	1	1	2	20.8
MI	4	3	3	4	58.3
N	4	4	4	3	62.5
NA	3	3	2	4	50.0
NAQ	4	3	4	4	62.5
NAT	4	4	3	4	62.5
NS	4	4	4	4	66.7
RA	2	2	2	1	29.2
S	2	1	2	1	25.0
SAS	2	2	2	2	33.3
SD	4	3	5	3	62.5
AZ	3	3	3	4	54.2
S	3	3	3	4	54.2
ZK	2	2	2	1	29.2
Mean					50.0

Post-Test Score

No.	Eksperiment Class				Score
	Pronounciation	Fluency	Grammar	Vocabullary	
AL	4	4	4	4	66.7
AMP	4	3	3	5	62.5
AL	1	3	2	2	33.3
AU	3	4	4	4	62.5
F	5	4	4	5	75.0
FS	3	3	3	3	50.0
MA	4	5	4	5	75.0
MAG	4	4	4	5	70.8
MAR	3	4	3	3	54.2
MH	4	3	3	4	58.3
MI	3	3	3	4	54.2
N	4	5	4	3	66.7
NA	4	5	4	5	75.0
NAQ	5	5	5	4	79.2
NAT	4	4	4	4	66.7
NS	5	5	5	5	83.3
RA	5	4	5	5	79.2
SA	5	4	5	4	75.0
SAS	5	5	4	4	75.0
SD	3	3	4	3	54.2
AZ	4	4	4	4	66.7
S	4	3	3	3	54.2
ZK	3	3	3	4	54.2
Mean					65

RPP/MODUL AJAR SISWA

NO	KOMPONEN	DESKRIPSI
INFORMASI UMUM		
A.	Identitas Sekolah	
	Penyusun	CICI MELINDASARI
	Sekolah	SMP Negeri 3 Sendana
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	<p>Peserta didik dapat:</p> <ol style="list-style-type: none"> 1. Siswa dapat mengenal kosakata dasar yang digunakan dalam memperkenalkan diri, seperti nama, usia, asal, dan hobi. 2. Siswa mampu membaca kalimat sederhana tentang perkenalan dan menulis kalimat pendek yang mencakup informasi dasar tentang diri mereka.
C.	Profil Pelajar Pancasila	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia. <input checked="" type="checkbox"/> Berkebinekaan Global - English <input checked="" type="checkbox"/> Mandiri - individual task <input checked="" type="checkbox"/> Bergotong Royong - group work <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A <input checked="" type="checkbox"/> Kreatif – demonstration
D.	Sarana dan Prasarana	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ruang kelas <input checked="" type="checkbox"/> Papan tulis <input checked="" type="checkbox"/> Materi About Me <input checked="" type="checkbox"/> Kertas berwarna <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik regular
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Melalui metode ini, siswa bekerja secara kolaboratif dalam kelompok kecil untuk mempelajari dan mengajarkan materi tentang diri mereka, sehingga menciptakan suasana belajar yang interaktif dan mendukung. Peserta didik dapat memperkenalkan diri mereka dengan lebih percaya diri, menggunakan kosakata yang tepat dan struktur kalimat yang jelas. Selain itu, mereka akan mampu berinteraksi dalam situasi formal dan informal, serta mendiskusikan hobi, minat, dan pengalaman pribadi. Pemahaman mereka terhadap teks lisan akan semakin berkembang, dan keterampilan inferensi mulai terlihat saat mereka menginterpretasikan informasi tersirat dalam percakapan. Dengan memproduksi teks lisan yang terstruktur dan variatif, peserta didik akan memahami tujuan komunikasi dan audiens yang mereka hadapi, sehingga dapat berkomunikasi secara efektif dan meningkatkan kemampuan berbicara mereka secara keseluruhan.
B.	Elemen	<ul style="list-style-type: none"> • Membaca –Memirsa • Mengidentifikasi Berbicara dan mempresentasikan
C.	Elemen CP	Siswa diharapkan mampu berkolaborasi secara efektif dalam kelompok, saling mengajarkan materi yang telah dipelajari, dan membangun kepercayaan diri saat berbicara di depan umum. Keterampilan mendengarkan juga akan diperkuat, di mana siswa dapat memahami dan merespons pertanyaan serta masukan dari teman-teman mereka. Melalui refleksi dan umpan balik selama dan setelah proses pembelajaran, siswa akan menunjukkan kemampuan untuk menganalisis pengalaman berbicara mereka, serta mengidentifikasi kekuatan dan area yang perlu diperbaiki. Dengan demikian, peserta didik tidak hanya akan meningkatkan proficiency berbicara mereka, tetapi juga mengembangkan keterampilan sosial dan komunikasi yang lebih luas, menjadikan mereka lebih siap untuk berinteraksi dalam konteks yang lebih beragam.
D	Tujuan Pembelajaran	<p>1. Peserta didik dapat meningkatkan keterampilan berbicara dalam bahasa Inggris melalui interaksi aktif dan kolaborasi dalam kelompok.</p> <p>Peserta didik dapat menggunakan kosa kata baru dengan percaya diri dalam percakapan sehari-hari.</p>
E	Pemahaman Bermakna	<ul style="list-style-type: none"> • Siswa dapat menganalisis informasi, mengevaluasi argumen, dan membuat kesimpulan berdasarkan pemahaman mereka, sehingga siswa

		mampu menghasilkan ide, teks, atau solusi baru berdasarkan pemahaman yang mendalam tentang materi yang dipelajari.
F	Persiapan Pembelajaran	Alat bantu : Materi Introducing ,white board & marker
G	Pendahuluan (10 menit)	<p>Guru :</p> <ul style="list-style-type: none"> ● menyapa peserta didik dan memberi salam ● mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai ● mengecek kehadiran peserta didik <p>mengkondisikan suasana belajar yang menyenangkan</p>
		<p><i>Pertanyaan pemantik</i> <i>Coba sebutkan apa hobi kalian?</i></p>
H	Kegiatan Pembelajaran (60 menit)	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ● Guru menjelaskan bahwa hari ini siswa akan belajar cara memperkenalkan diri dalam bahasa Inggris. ● Guru memperkenalkan kosakata dasar seperti nama, usia, asal, hobi, dan sekolah, dengan contoh kalimat. ● Siswa dibagi menjadi kelompok kecil untuk mendiskusikan informasi tentang diri mereka dan menyiapkan presentasi singkat. ● Guru meminta siswa untuk bertanya jika ada kosakata atau kalimat yang belum dipahami. ● Siswa berlatih memperkenalkan diri dalam kelompok, menggunakan kosakata dan struktur kalimat yang telah diajarkan. ● Setiap kelompok secara bergiliran memperkenalkan diri mereka di depan kelas. ● Guru mengevaluasi pemahaman siswa dengan memberikan umpan balik selama presentasi dan diskusi. ● Guru mengajak siswa untuk mendiskusikan pengalaman mereka dalam memperkenalkan diri dan tantangan yang dihadapi.
	Penutup (10 menit)	<ul style="list-style-type: none"> ● Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami ● Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya <p>Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</p>

RPP/MODUL AJAR SISWA

NO	KOMPONEN	DESKRIPSI
INFORMASI UMUM		
A.	Identitas Sekolah	
	Penyusun	CICI MELINDASARI
	Sekolah	SMP Negeri 3 Sendana
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	<p>Peserta didik dapat:</p> <ol style="list-style-type: none"> 1. Siswa dapat mengenal kosakata dasar yang digunakan dalam menyapa, seperti "hello," "hi," "good morning," dan "good evening." 2. Siswa dapat mendengarkan dan memahami sapaan sederhana yang digunakan dalam percakapan sehari-hari.
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia. <input checked="" type="checkbox"/> Berkebinekaan Global - English <input checked="" type="checkbox"/> Mandiri - individual task <input checked="" type="checkbox"/> Bergotong Royong - group work <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A <input checked="" type="checkbox"/> Kreatif – demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas <input checked="" type="checkbox"/> Papan tulis <input checked="" type="checkbox"/> Materi greetings <input checked="" type="checkbox"/> Kertas berwarna <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik regular
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>
KOMPONEN INTI		
A.	Capaian Pembelajaran	Melalui metode ini, siswa bekerja secara kolaboratif dalam kelompok kecil untuk dapat menggunakan berbagai sapaan dalam bahasa Inggris dengan benar dalam situasi formal dan informal.

		<p>Siswa akan mampu mengenali dan menggunakan kosakata yang tepat, seperti "hello," "hi," "good morning," dan "good evening," serta memahami konteks penggunaannya. Selain itu, siswa diharapkan dapat melakukan percakapan sederhana dengan menggunakan sapaan yang sesuai, serta merespons dengan tepat terhadap sapaan yang diberikan oleh orang lain. Pemahaman mereka terhadap nuansa dalam menyapa dan menjawab sapaan akan meningkat, memungkinkan mereka untuk berinteraksi dengan lebih percaya diri. Melalui latihan dan diskusi, siswa akan mampu menerapkan sapaan dalam konteks sosial yang berbeda, sehingga meningkatkan kemampuan komunikasi mereka dalam bahasa Inggris.</p>
B.	Elemen	<ul style="list-style-type: none"> • Membaca –Memirsa • Mengidentifikasi • Berbicara dan mempresentasikan
C.	Elemen CP	<p>siswa diharapkan mencapai berbagai elemen capaian pembelajaran yang komprehensif, termasuk penguasaan kosakata sapaan dasar dalam bahasa Inggris seperti "hello," "hi," "good morning," dan "good evening," yang dapat digunakan dalam konteks formal maupun informal. Siswa akan mampu melakukan sapaan dengan percaya diri dan memperkenalkan diri dengan cara yang sesuai, sekaligus memahami nuansa situasional yang menentukan pemilihan sapaan yang tepat berdasarkan audiens dan konteks sosial. Selain itu, kemampuan mendengarkan siswa akan meningkat, memungkinkan mereka untuk memahami sapaan yang digunakan oleh orang lain dalam percakapan sehari-hari. Siswa juga diharapkan dapat merespons sapaan dengan tepat, menggunakan ungkapan yang sesuai berdasarkan situasi yang dihadapi. Melalui latihan interaktif dan diskusi, siswa akan mampu berinteraksi dengan teman sebaya dan orang dewasa secara efektif, sehingga meningkatkan keterampilan komunikasi mereka dalam bahasa Inggris dan membangun rasa percaya diri dalam berinteraksi sosial.</p>
D	Tujuan Pembelajaran	<ol style="list-style-type: none"> 1.Siswa dapat melakukan sapaan dengan percaya diri dalam situasi formal dan informal, serta memperkenalkan diri secara singkat. 2.Siswa dapat merespons sapaan dengan tepat dan menggunakan ungkapan yang sesuai berdasarkan konteks.
E	Pemahaman Bermakna	<ul style="list-style-type: none"> • Siswa dapat mengingat dan menerapkan kosakata dan ungkapan sapaan yang telah dipelajari, serta menyesuaikannya dengan konteks sosial yang berbeda. Dengan pemahaman ini, siswa tidak hanya dapat menyapa orang lain dengan benar, tetapi juga dapat merespons dengan tepat dan berinteraksi secara efektif dalam situasi formal

		maupun informal.
F	Persiapan Pembelajaran	Alat bantu : Materi Greetings ,white board & marker
G	Pendahuluan (10 menit)	<p>Guru :</p> <ul style="list-style-type: none"> ● menyapa peserta didik dan memberi salam ● mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai ● mengecek kehadiran peserta didik ● mengkondisikan suasana belajar yang menyenangkan
		<p><i>Pertanyaan pemantik</i> <i>Apa sapaan yang paling kamu suka?</i></p>
H	Kegiatan Pembelajaran (60 menit)	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ● Guru menjelaskan bahwa hari ini siswa akan belajar tentang berbagai sapaan dalam bahasa Inggris. ● Guru memperkenalkan kosakata seperti "hello," "hi," "good morning," dan "good evening," serta memberi contoh penggunaannya. ● Guru membagi siswa menjadi kelompok kecil (4-5 siswa) untuk memfasilitasi diskusi dan latihan. ● Dalam kelompok, siswa berlatih menyapa satu sama lain menggunakan kosakata yang telah diajarkan. ● Setiap kelompok mendiskusikan kapan sebaiknya menggunakan sapaan formal dan informal. ● Siswa melakukan role play dalam kelompok, mensimulasikan situasi nyata, seperti menyapa teman di sekolah atau menyapa orang asing di acara formal. ● Guru berkeliling untuk memberikan umpan balik kepada setiap kelompok mengenai penggunaan sapaan yang tepat. ● Guru mengajak siswa untuk berbagi pengalaman mereka dalam menggunakan sapaan dan tantangan yang dihadapi.
	Penutup (10 menit)	<ul style="list-style-type: none"> ● Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami ● Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya ● Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

RPP/MODUL AJAR SISWA

NO	KOMPONEN	DESKRIPSI
IN FORMASI UMUM		
A.	Identitas Sekolah	
	Penyusun	CICI MELINDASARI
	Sekolah	SMP Negeri 3 Sendana
	Alokasi Waktu	1 kali pertemuan (2x40 menit)
B.	Kompetensi Awal	Peserta didik dapat: 1. Mengidentifikasi kosakata hobi dan minat. 2. Menggunakan kalimat sederhana untuk mendeskripsikan hobi.
C.	Profil Pelajar Pancasila	<input checked="" type="checkbox"/> Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia. <input checked="" type="checkbox"/> Berkebinekaan Global - English <input checked="" type="checkbox"/> Mandiri - individual task <input checked="" type="checkbox"/> Bergotong Royong - group work <input checked="" type="checkbox"/> Bernalar Kritis - comprehension, Q&A <input checked="" type="checkbox"/> Kreatif – demonstration
D.	Sarana dan Prasarana	<input checked="" type="checkbox"/> Ruang kelas <input checked="" type="checkbox"/> Papan tulis <input checked="" type="checkbox"/> Materi hobbies and interests <input checked="" type="checkbox"/> Kertas <input checked="" type="checkbox"/> Spidol
E.	Target Peserta Didik	<input checked="" type="checkbox"/> Peserta didik regular
F.	Model Pembelajaran	<i>Game based learning</i> <i>Discussion n groupwork</i>

KOMPONEN INTI		
A.	Capaian Pembelajaran	Melalui metode ini, siswa bekerja secara kolaboratif dalam kelompok kecil untuk mempelajari dan mengajarkan materi tentang "Hobbies and Interests" mencakup pengembangan keterampilan berbicara, mendengarkan, membaca, menulis, kolaborasi, dan refleksi. Siswa diharapkan dapat mendeskripsikan hobi dan minat mereka dengan kalimat yang jelas, berinteraksi secara lisan, serta memahami informasi dari presentasi teman. Mereka juga harus dapat membaca dan menulis teks sederhana tentang hobi, bekerja sama dalam kelompok untuk mendiskusikan dan mempresentasikan ide-ide, serta merefleksikan pengalaman belajar mereka untuk mengidentifikasi kekuatan dan area yang perlu ditingkatkan. Indikator keberhasilan termasuk partisipasi aktif, penggunaan kosakata yang relevan, dan kemampuan untuk menyampaikan ide secara efektif.
B.	Elemen	<ul style="list-style-type: none"> • Membaca –Memirsa • Mengidentifikasi • Berbicara dan mempresentasikan
C.	Elemen CP	Siswa diharapkan mampu berkolaborasi secara efektif dalam kelompok, saling mengajarkan materi yang telah dipelajari, dan membangun kepercayaan diri saat berbicara di depan umum. Keterampilan mendengarkan juga akan diperkuat, di mana siswa dapat memahami dan merespons pertanyaan serta masukan dari teman-teman mereka. Melalui refleksi dan umpan balik selama dan setelah proses pembelajaran, siswa akan menunjukkan kemampuan untuk menganalisis pengalaman berbicara mereka, serta mengidentifikasi kekuatan dan area yang perlu diperbaiki. Dengan demikian, peserta didik tidak hanya akan meningkatkan proficiency berbicara mereka, tetapi juga mengembangkan keterampilan sosial dan komunikasi yang lebih luas, menjadikan mereka lebih siap untuk berinteraksi dalam konteks yang lebih beragam.
D	Tujuan Pembelajaran	<ol style="list-style-type: none"> 1. Peserta didik dapat mendeskripsikan hobi dan minat mereka. 2. Peserta didik dapat menggunakan kosakata baru dengan percaya diri.
E	Pemahaman Bermakna	<ul style="list-style-type: none"> • Siswa dapat menganalisis informasi, mengevaluasi argumen, dan membuat kesimpulan berdasarkan pemahaman mereka, sehingga siswa mampu menghasilkan ide, teks, atau solusi baru berdasarkan pemahaman yang mendalam tentang materi yang dipelajari.

F	Persiapan Pembelajaran	Alat bantu : Materi Introducing ,white board & marker
G	Pendahuluan (10 menit)	<p>Guru :</p> <ul style="list-style-type: none"> ● menyapa peserta didik dan memberi salam ● mempersilakan peserta didik untuk berdoa sebelum pelajaran dimulai ● mengecek kehadiran peserta didik mengkondisikan suasana belajar yang menyenangkan
		<p><i>Pertanyaan pemantik</i> <i>Apakah kalian memiliki hobi?</i> <i>Coba sebutkan apa hobi kalian?</i></p>
H	Kegiatan Pembelajaran (60 menit)	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ● Guru menjelaskan tentang hobi dan minat. ● Guru memperkenalkan kosakata terkait hobi. ● Siswa dibagi menjadi 4 kelompok kecil untuk mendiskusikan hobi mereka dan menyiapkan presentasi. ● Siswa berlatih mendeskripsikan hobi dalam kelompok. ● “My name is [Name]. My hobby is [Hobby]. I have been doing this hobby since [Time]. I enjoy this hobby because [Reason].” ● Setiap kelompok memperkenalkan hobi mereka di depan kelas. ● Guru memberikan umpan balik selama presentasi. ● Diskusikan tantangan dan pengalaman saat mendeskripsikan hobi.
H	Kegiatan Pembelajaran (60 menit)	<p>Kegiatan inti</p> <ul style="list-style-type: none"> ● Guru menjelaskan tentang hobi dan minat. ● Guru memperkenalkan kosakata terkait hobi. ● Siswa dibagi menjadi 4 kelompok kecil untuk mendiskusikan hobi mereka dan menyiapkan presentasi. ● Siswa berlatih mendeskripsikan hobi dalam kelompok. ● “My name is [Name]. My hobby is [Hobby]. I have been doing this hobby since [Time]. I enjoy this hobby because [Reason].” ● Setiap kelompok memperkenalkan hobi mereka di depan kelas. ● Guru memberikan umpan balik selama presentasi. ● Diskusikan tantangan dan pengalaman saat mendeskripsikan hobi.
	Penutup (10 menit)	<ul style="list-style-type: none"> ● Guru memberikan kesempatan peserta didik untuk menanyakan hal yang masih sulit/belum dipahami ● Guru menyampaikan materi yang akan dipelajari pada Pertemuan selanjutnya Menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

DOCUMENTATION

a. SMP Negeri 3 Sendana

Research Location



b. Pre-test

Pre-test conducted on Wednesday, 4/12/2024



c. Treatment

Treatment conducted on 4-19 December 2024







d. Post-test

Post-test conducted on Thursday 19/12/2024



CURRICULUM VITAE



Cici Melindasari was born in Purwokerto on Friday, May 3, 2002. She is the eldest of three siblings, the daughter of Uspar and Khodijah. Her educational journey began at SDN 16 Baturoro from 2008 - 2014. Following elementary school, she attended SMPN 3 Sendana from 2014 - 2017, then in 2017 - 2020 completed her education at MAN 1 Polman, during which she further explored her academic interests. She continued her studie at State Islamic College of Majene (STAIN Majene), she took the English Education study program, Departemen of Tarbiyah and Teacher Training and finished at 2025. During College she was actively involved in the Manarang English Club (MEC) participating in activities that enhance her leadership and language skills for the 2022 - 2023 period.