THE EFFECTIVENESS OF CO-OP JIGSAW TEAM PROJECTS TO TEACH SPEAKING VIEWED FROM STUDENTS' SPEAKING ANXIETY

(An Experimental Study at the Tenth Grade of SMA N 2 Lamongan in the Academic Year of 2014/2015)

A Thesis

Diaz Innova Citra Arum
S891302015

Submitted to Graduate Program of Sebelas Maret University as a Partial Fulfillment of the Requirements to Obtain the Graduate Degree of English Education

ENGLISH EDUCATION DEPARTMENT
GRADUATE PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY SEBELAS MARET UNIVERSITY SURAKARTA 2015
APPROVAL

THE EFFECTIVENESS OF CO-OP JIGSAW TEAM PROJECTS TO TEACH SPEAKING VIEWED FROM STUDENTS' LANGUAGE ANXIETY
(An Experimental Study at the Tenth Grade Students of SMA N 2 Lamongan in the Academic Year of 2014/2015)

Written by:
Diaz Innova Citra Arum
S891302015

This thesis proposal has been approved by the consultants of English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University

Consultant I
Dr. Ngadiso, M. Pd.
NIP. 19621231 198803 1 009

Consultant II
Dr. Sujoko, M. Pd.
NIP. 19510912 198003 1002

Approved by:
The Head of English Education Department of Graduate Program of Teacher Training and Education Faculty

Dr. Abdul Asib, M. Pd.
NIP. 19520307 198003 1 005
LEGGITIMATION

THE EFFECTIVENESS OF CO-OP JIGSAW TEAM PROJECTS TO TEACH SPEAKING VIEWED FROM STUDENTS' SPEAKING ANXIETY
(An Experimental Study at the Tenth Grade of SMA N 2 Lamongan in the Academic Year of 2014/2015)

Written by: Diaz Innova Citra Arum S891302015

This Thesis has been Examined by the Board of Thesis Examiners of English Education Department of Graduate Program of Teacher Training and English Faculty of Sebelas Maret University On February 2015

Board of Examiners
Chairman Dr. Abdul Asib, M.Pd.
Secretary Dra. Dewi Rochsantiningsih, M.Ed., Ph.D.
Examiners 1. Dr. Ngadiso, M.Pd.
2. Dr. Sujoko, M.A.

Legalized by

Prof. Dr. M Furqon Hidayatullah, M.Pd.
NIP. 196007271987021001

The Head of English Education
Department of Graduate School of Teacher training and Education Faculty
Sebelas Maret University

Dr. Abdul Asib, M.Pd.
NIP. 195203071980031005
PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Effectiveness of Co-op Jigsaw Team Projects to Teach Speaking viewed from Students' Speaking Anxiety (An Experimental Study at the Tenth Grade of SMA Negeri 2 Lamongan in the Academic Year of 2014/2015).” It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on the references.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancelation of my academic degree.

Surakarta, January 2015

Diaz Innova Citra Arum
ABSTRACT

Diaz Innova Citra Arum, S891302015. 2015. The Effectiveness of Co-op Jigsaw Team Projects to Teach Speaking viewed from Students' Speaking Anxiety (An Experimental Study at the Tenth Grade of SMA N 2 Lamongan in the Academic Year of 2014/2015). First Consultant: Dr. Ngadiso, M.Pd. second Consultant: Dr. Sujoko, M.A. Thesis Surakarta. English Education Department. Graduate School. Sebelas Maret University.

This research is intended to reveal: (1) whether Coop Jigsaw team Projects is more effective than Direct Instruction method to teach speaking; (2) whether the tenth grade students having low speaking anxiety have better speaking skill than those having high speaking anxiety; and (3) whether there is an interaction between the teaching methods and students’ speaking anxiety in teaching speaking.

This research was conducted in SMA Negeri 2 Lamongan in the academic year of 2014/2015. The method used in this research was experimental study. The population of this research was the tenth grade students which were grouped into twelve classes; eight classes of exact students, three classes of social students, and a class of language students. Since the population of this research was grouped into classes, the sampling applied was cluster random sampling. Then, the research sample was two classes which were taken randomly from exact students. They were X MIA 1 and X MIA 2 which acted as experimental and control class. To obtain the data of students’ speaking score, a speaking test was conducted and a close questionnaire was used to obtain the data of students’ speaking anxiety. Then, those data were analyzed through descriptive and inferential analysis using ANOVA and Tukey test.

The research findings are as follows: (1) Coop jigsaw Team projects is more effective that Direct instruction method to teach speaking for the tenth grade students; (2) both students with low and high speaking anxiety have similar speaking skill; and (3) there is an interaction between teaching methods and students’ speaking anxiety in teaching speaking for the tenth grade students.

Based on the research findings, it can be concluded that Coop Jigsaw team Projects is more effective than Direct Instruction to teach speaking. Thus, it is recomended to the teacher to implement CJTP in speaking class since this teaching method is able to enhance the students speaking performance and able to encourage them to be more active in the class. However, for the next researchers who want to conduct the similar research, they can use this research as a reference.

Keywords: speaking, Coop Jigsaw Team Projects, Direct Instruction, students’ speaking anxiety, experimental study
MOTTO

How big is your fault, your failure
Then you regret it and want to be a good man
You may, you will..
Wake up and be awesome!!

(Arum Ramadhani)
DEDICATION

Dedicated to

My mom.. My dad..
My sister, My niece & nephew
My friends of Graduate Program 2013
.....

and I myself.

vii
ACKNOWLEDGEMENT

Alhamdulillahirabbil’alamin. Praise to ALLAH SWT for His blessing that the researcher can accomplish this thesis. In addition, this thesis can never be completed without the help of others. Therefore, she would like to express her deepest gratitude and appreciation to:

1. Dean of Teacher Training and Education Faculty of Sebelas Maret University.

2. Head of the English Education Department of Graduate Program.

3. Dr. Ngadiso, M.Pd., the first consultant, for all his guidance, advice, patience and encouragement during completion of this thesis.

4. Dr. Sujoko, M.A., the second consultant, for his guidance and encouragement during the writing process of this thesis.

5. Headmaster of SMA Negeri 2 Lamongan.

6. All teachers, especially English teachers of tenth grade of SMA Negeri 2 Lamongan.

7. Tenth grade students of SMA Negeri 2 Lamongan.

8. All friends and everyone who helped the writer in accomplishing the thesis.

The researcher hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, January 2015.

Diaz Innova Citra Arum
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE ...........................................</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL ......................................</td>
<td>ii</td>
</tr>
<tr>
<td>LEGITIMATION ..................................</td>
<td>iii</td>
</tr>
<tr>
<td>PRONOUNCEMENT ..................................</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT .......................................</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO ...........................................</td>
<td>vi</td>
</tr>
<tr>
<td>DEDICATION ....................................</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT ................................</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT ................................</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLE ..................................</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF FIGURES .................................</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF APPENDICES ................................</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER 1. INTRODUCTION

A. Background of the Study ............................................. 1  
B. Identification of the problems ................................... 6  
C. Limitation of the Problems ....................................... 7  
D. Statements of the Research problems ............................. 7  
E. Objectives of the Research ....................................... 8  
F. Significance of the Study ........................................ 8  

## CHAPTER II. LITERATURE REVIEW

A. Speaking ......................................................... 11  
   1. The Nature of Speaking ...................................... 11  
   2. Micro and Macro Skills of Speaking ......................... 12  
   3. Teaching Speaking .......................................... 14  
   4. Activities to promote Speaking .............................. 19  
   5. The Aspects of Speaking ..................................... 23  
   6. Assessing Speaking .......................................... 24  
B. Cooperative Learning ........................................... 29
1. The Definition and of Cooperative Learning ................. 29
C. Coop Jigsaw Team Projects ........................................ 32
   1. The Definition and of Coop Jigsaw Team projects .... 32
   2. The Steps of Conducting Coop Jigsaw Team projects ... 34
   3. The Role of Teacher and Students ......................... 42
   4. The Strengths and Weaknesses of Coop Jigsaw Team projects ........................................... 43
D. Direct Instructional Method ........................................ 46
   1. The Definition and of Direct Instructional Method .... 46
   2. The Steps of Conducting of Direct Instructional Method ............................................... 47
   3. The Role of Teacher and Students ......................... 50
   4. The Strengths and Weaknesses of Direct Instructional Method ........................................... 51
E. Comparison in Teaching Speaking using Coop Jigsaw Team projects and Direct Instruction method ...................................................... 52
F. Speaking Anxiety...................................................... 53
   1. The Definition of Anxiety ...................................... 53
   2. The Cause of Anxiety ........................................... 54
   3. The Effect of Anxiety ........................................... 59
   4. The Aspects for Measuring Anxiety ......................... 60
   5. Students’ Speaking Anxiety ................................. 62
G. Review of Relevant Research ....................................... 64
H. Ratinonale ............................................................ 69
   1. The Difference between Coop Jigsaw Team projects and Direct Instruction Method ....................... 69
   2. The Difference between the Students having High Speaking Anxiety and those having Low Speaking Anxiety .................................................................. 70
   3. The Interaction between the Teaching Methods and the Students’ Speaking Anxiety ...................... 70
I. Hypothesis .............................................................. 72

CHAPTER III. RESEARCH METHODOLOGY

A. Setting of the Research ............................................ 74
B. Research Design ..................................................... 75
C. Population, Sample, and Sampling ............................... 77
   1. Population ........................................................ 77
   2. Sample ............................................................ 78
CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. Research Implementation ........................................... 91
B. Data Description ......................................................... 93
C. Data Analysis ............................................................... 106
   1. Normality .............................................................. 106
   2. Homogenity ............................................................. 109
D. Hypothesis testing ......................................................... 111
   1. ANOVA ................................................................. 111
   2. Tukey test ............................................................... 116
E. Findings Discussion ....................................................... 118

CHAPTER V. CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion ................................................................. 128
B. Implication and Suggestion ........................................... 129

REFERENCES ................................................................... 134

APPENDICES .................................................................. 139

LIST OF TABLES

xi
Table 2.1  The Aspects of Speaking ............................................................... 24
Table 2.2  The Scoring catagories by Brown .................................................. 25
Table 2.3  The Scoring Rubric by Haris .......................................................... 27
Table 2.4  The Content Scoring Rubric ........................................................... 28
Table 2.5  The Calculation of Speaking Score ................................................ 29
Table 2.6  The Example of the Implementation of CJTP ................................. 38
Table 2.7  The Steps of CJTP ........................................................................ 42
Table 2.8  The Difference of CJTP and DI ........................................................ 53
Table 3.1  Research Activities ...................................................................... 74
Table 3.2  Research Design ........................................................................... 76
Table 3.3  ANOVA .......................................................................................... 87
Table 3.4  The Summary of 2x2 ANOVA ........................................................ 88
Table 4.1  The Summary of the Research Implementation ............................... 91
Table 4.1  Frequency Distribution A1 ............................................................. 94
Table 4.2  Frequency Distribution A2 ............................................................. 96
Table 4.3  Frequency Distribution B1 ............................................................. 97
Table 4.4  Frequency Distribution B2 ............................................................. 99
Table 4.5  Frequency Distribution A1B1 ........................................................ 100
Table 4.6  Frequency Distribution A1B2 ........................................................ 102
Table 4.7  Frequency Distribution A2B1 ........................................................ 103
Table 4.8  Frequency Distribution A2B2 ........................................................ 105
Table 4.9  Summary of Normality Test .......................................................... 109
Table 4.10 Summary of Homogeneity Test .................................................... 110
Table 4.11 Summary of Mean Scores ............................................................ 112
Table 4.12 Summary of Multifactor Analysis of Variance (ANOVA) 2 x 2 .. 114
Table 4.13 Summary of Tukey Test ............................................................... 117
LIST OF FIGURES

Figure 4.1  The Histogram and Polygon of the Students’ Speaking Score Taught Using CJTP (A₁) ................................................................. 95
Figure 4.2  The Histogram and Polygon of the Students’ Speaking Score Taught Using DI (A₂) ................................................................. 96
Figure 4.3  The Histogram and Polygon of the Students’ Speaking Score with Low Speaking anxiety (B₁) ......................................................... 98
Figure 4.4  The Histogram and Polygon of the Students’ Speaking Score with High Speaking anxiety (B₂) ......................................................... 99
Figure 4.5  The Histogram and Polygon of the Students’ Speaking Score with Low Speaking Anxiety Taught by Using CJTP (A₁B₁) ........ 101
Figure 4.6  The Histogram and Polygon of the Students’ Speaking Score with High Speaking Anxiety Taught by Using CJTP (A₁B₂) .... 102
Figure 4.7  The Histogram and Polygon of the Students’ Speaking Score with Low Speaking Anxiety Taught by Using DI (A₂B₁) .......... 104
Figure 4.8  The Histogram and Polygon of the Students’ Speaking Score with High Speaking Anxiety Taught by Using DI (A₂B₂) .......... 105
LIST OF APPENDICES

Appendix 1.1 Syllabus ........................................................................................................... 141
Appendix 1.2 Lesson Plan of Experimental Class ......................................................... 165
Appendix 1.3 Lesson Plan of Control Class ................................................................. 206
Appendix 2.1 Blueprint of Speaking Test ................................................................. 243
Appendix 2.2 Scoring Rubric of speaking Test ......................................................... 244
Appendix 2.3 Speaking Test ............................................................................................. 246
Appendix 2.4 Readability Questionnaire of Speaking Test ........................................ 247
Appendix 2.5 Result of Speaking Test Readability ..................................................... 248
Appendix 3.1 Blueprint Speaking Anxiety Questionnaire ........................................ 250
Appendix 3.2 Speaking Anxiety Questionnaire ............................................................ 251
Appendix 3.3 Tryout of Speaking Anxiety Questionnaire .......................................... 254
Appendix 3.4 Validity and Reliability of Speaking Anxiety Questionnaire .......... 257
Appendix 3.5 Speaking Anxiety Questionnaire after Validation ............................. 264
Appendix 4.1 Speaking Test Score .................................................................................. 268
Appendix 4.2 Speaking Test Score based on Speaking Anxiety Questionnaire ...... 274
Appendix 5.1 Normality Test ......................................................................................... 279
Appendix 5.2 Data Homogeneity .................................................................................. 289
Appendix 6 ANOVA and Tukey Test ............................................................................. 291
Appendix 7 Research Permission Letter ....................................................................... 294