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**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER**

TITLE

**THE JIGSAW AS A COOPERATIVE LEARNING STRATEGY TO
IMPROVE SPEAKING SKILL AMONG STUDENTS OF 2ND
YEAR OF BACHILLERATO INTERNACIONAL, AT
“BERNARDO VALDIVIESO” HIGH SCHOOL OF LOJA CITY,
DURING THE ACADEMIC PERIOD 2014 –2015.**

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English Language Specialization.

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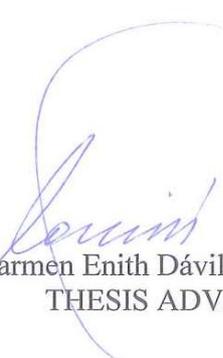
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The present research work entitled **THE JIGSAW AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 2ND YEAR OF BACHILLERATO INTERNACIONAL, AT “BERNARDO VALDIVIESO” HIGH SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015**, under the responsibility of the undergraduate student: PAULA MICHELLE ARMIJOS ÑIGUEZ has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, February 2nd, 2016



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THE AUTHOR

DEDICATION

I am highly grateful to God for his blessings and for always being there for me.

I would like to express my special thanks to my dear mother, Marcia, who is my source of motivation and strength during moments of despair and discouragement, for helping me reach the stars and chase my dreams, and for her endless love and support throughout my life.

I dedicate this work to my brother Adrian, because he has always been by my side with his unconditional love and moral support.

PAULA MICHELLE

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a. TITLE

THE JIGSAW AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 2ND YEAR OF BACHILLERATO INTERNACIONAL, AT “BERNARDO VALDIVIESO” HIGH SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

b. RESUMEN

El objetivo general de este trabajo de investigación fue mejorar la habilidad del habla mediante Jigsaw como estrategia de aprendizaje cooperativo. Los métodos científico, descriptivo, analítico-sintético y estadístico sirvieron para realizar el análisis y procesar la información obtenida. Se aplicaron pruebas y cuestionarios a veinte y seis estudiantes de 2do año de Bachillerato Internacional antes y después del plan de intervención para determinar el nivel de habla de inglés. Los resultados mostraron que los estudiantes mejoraron notablemente su habilidad de habla utilizando correctamente estructuras gramaticales, vocabulario apropiado, correcta pronunciación y fluidez. En conclusión, el uso de la estrategia Jigsaw incrementó el nivel de comunicación, su deseo de interactuar y participar activamente en el proceso de enseñanza-aprendizaje.

ABSTRACT

The general objective of this research work was to improve students' speaking skills through the Jigsaw as a Cooperative Learning Strategy. The scientific, the descriptive, the analytic-synthetic and the statistical methods helped to make the analysis and process the information obtained. Tests and questionnaires were applied to twenty-six students of 2nd year of Bachillerato Internacional at the beginning and at the end of the intervention plan. The results showed that students improved considerable their speaking level using adequately grammatical structures, appropriate vocabulary, correct pronunciation and fluency. In conclusion using Jigsaw strategy increased the level of communication, their desire to interact and participate actively in the teaching-learning process.

c. INTRODUCTION

Speaking is a way to communicate, expressing ideas, information and feelings to others; it is the most essential manner in which speakers can express themselves through language. However, there are many problems in speaking related to the condition of the students in an English class such as: lack of vocabulary, difficulties in using the right grammar, confidence to speak in English, and also the pronunciation of words, factors that will make them unable to produce orally during classes. A diverse range of teaching strategies will help learners to be more motivated to learn English especially in terms of speaking. One effective strategy in teaching speaking is Jigsaw. The Jigsaw Strategy gives students the opportunity to interact with each other and also builds the students' communication ability. Aronson, E. (2000-2008).

For the reasons mentioned above, it was necessary to determine how the use of Jigsaw as a cooperative learning strategy improves speaking skills among students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period September 2014- July 2015.

Therefore this work was chosen in order to encourage students to speak in English because those learners faced serious problems in grammar, pronunciation, vocabulary and fluency, which are important speaking aspects. Moreover, according to Clark and Clark (2007), it is really good for students to have a real contact with the language and material and the Jigsaw Strategy accomplishes that objective.

In order to fulfill with the main objective of this research, the following specific objectives were stated: to investigate the theoretical references, to diagnose the issues that limit the student's speaking skill; to design an intervention plan based on the application of jigsaw tasks inside the classroom; to apply opinion and information Jigsaw tasks as a strategy to solve the limitations on English of students and finally to value the effectiveness that the jigsaw strategy had on students through the application of a post-test.

The main methods used in this action research work were: the descriptive method, which was suitable to describe the different phases of this research and the authentic materials applied. The scientific method, helped to make a basis of the theory about the two variables. The analytic-synthetic method was employed to analyze and interpret the obtained results of the tests and questionnaires. It also helped to draw up the conclusions. Finally, the statistical method permitted to make possible the quantitative statistical analysis of the data acquired from the tests and the qualitative data from the questionnaires, observations and the teacher's diary.

The present research work is organized in the following way: at the beginning, the abstract, in this part it is written a summary of the research, with its main objective, the methods used and the main results and conclusions. Then, the introduction, which contains the contextualization of the problem, the central problem and the reasons why the theme was chosen, the specific objectives of the study, the methodology used and finally the content of the thesis. After that, the literature review, which contains detailed information about the two variables that

are object of this research. In materials and methods, it is included the design of the research, methods used, techniques and instruments, procedures, the population and the resources that were used for the research. The results contain the data gathered from the instruments, presented qualitatively and quantitatively in tables, graphics and with a logical analysis. The discussion includes the collected data during the intervention plan in the high school. At the end, the conclusions reported the main improvements of the intervention plan and the recommendations contain some suggestions for future similar studies.

d. LITERATURE REVIEW

SPEAKING

Definition

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001), cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2004), define that speaking consists of producing systematic verbal utterances to convey meaning. To know deeper what speaking is, Nunan differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception.

However Chaney (2011) considers that speaking as process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts.

Also Burns & Joyce (2002) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Andryani (2012) delineates speaking skill as the ability to speak the target language to communicate with others and it consists of accuracy, fluency, grammar, vocabulary, pronunciation and comprehensibility.

Importance

Murad (2009) adds that speaking skills have been found to be a fundamental skill necessary in real communication to express any message and information.

We communicate with others, to express our ideas, and to know others' ideas as well. Without speech we cannot communicate with one another. Murad says the importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community.

He states that we use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

He also says that the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, its development results in the

development of the others. One of the primary benefits of increased communicative competency is the resulting job, education and travel opportunities; it is always an asset to be able to communicate with other people.

Speaking Aspects

According to Nurhadi and Heaton (2006) there are some important aspects in speaking skill, essential in language that must be mastered by people.

Pronunciation:

Pronunciation is one of the important thing in order that message is acceptable. in speaking process such as discussion, briefing, argumentation, chatting, interview, asking and answering, speech have to be pronounce clearly in order the expression of thought delivered to audience can be understood easily.

Vocabulary:

Vocabulary cannot separate with the words; it can be a message, an idea, and etc. This idea (message) must to convey through speaking. Speaking is an expression of words orally and clearly. In this case, vocabulary should be mastered a lot in order that communication is developed.

Fluency:

Fluency is a goal at this level but only within limited utterance lengths, fluency does not have to apply only to long utterance.

Grammar:

Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence.

Content and Meaning:

Content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about. In the other hand, speaking ability is reflected frequently of speaking what is used to speak about. In this case, completeness of idea, thought or sense either it is talked simple or not. The content of speaking must be systematic, logical and attractive.

Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities:

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common

with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Communicative Output Activities:

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions. Grace Stovall Burkart (2004).

How to teach Speaking?

According to Jeremy Harmer (2011) there are three main reasons why it is important to encourage students to speak as fluently as possible. In the first place, speaking activities give them a chance for rehearsal - practicing the real skill of speaking as a preparation for using it outside the classroom. Secondly, when students speak using all and any language they know, it provides valuable feedback about their language knowledge, for both them and their teachers. How well can they perform in spontaneous conversational situations? What do they seem to know? What are they finding difficult to achieve? Lastly, good speaking activities provoke genuine student engagement where they really get involved with the process of language learning in class.

What is good speaking material?

He states that a good speaking activity should have a number of characteristics: they should engage the students by making them want to take part. They should

have some purpose which is not purely linguistic - such as solving a problem or reaching a decision. They should be designed to maximize the range of language they will use, so they should not restrict students, for example, to specific grammar patterns.

What kinds of speaking activity can we use?

He explains that a popular kind of speaking activity involves an information gap. Students have different information and they have to solve a problem by swapping facts to bridge the information gap between them. Typical examples include situations where four students have each seen separate pictures: by telling each other what they have seen, they are able to work out the story that the pictures tell. In another type, one student has a picture that another student has to draw only by listening to a description of it.

Another kind of activity which provokes the kind of speaking we are considering, involves the students in conducting surveys. These can be on any subject: they can question each other about their daily lives (habits, family,) or preferences (food, films, books). Questionnaires and surveys can fit into a longer teaching sequence so that planning the questionnaire and collating the results afterwards can be valuable language-learning activities in themselves.

Discussions provide ideal opportunities for speaking. Subjects with scope for controversy are best for discussion: roles of men and women, censorship, animal rights, patriotism, for example. Many people have plenty to say on such topics. Some of the most enjoyable classes of all are ones when unplanned discussions suddenly arise on issues that matter to the students.

But most teachers will also be able to remember discussions that simply did not work, despite a seemingly good topic. This may be because it is unrealistic to expect someone to discourse fluently in a foreign language without any warning, formulating deeply-held opinions quickly in front of fifteen, twenty-five or more fellow students. It is not enough, in other words, to ask students, 'What do you think of X?' Instead, teachers should plan the discussion sequence giving students material to react to, and time to plan what they are going to say.

A popular way of emphasizing the rehearsal aspect of speaking activities is to use simulations and role plays. This is where students pretend that they are in a different situation, either as themselves or playing the role of someone quite different. We could ask them to be guests at some party and go there as different characters. We might clear the classroom so there is an open space for them to party in. They could, as themselves, pretend to be at an airport trying to check in luggage, or either as themselves or another character take part in a television programme. In all these cases the students are using language in order to participate in the activity rather than the other way round! Some students find it very comforting to use language in a simulated environment, playing the role of someone else - it allows them to experiment more freely than they ordinarily would.

When should students speak?

He says that many people have thought that speaking activities should come at the end of a teaching sequence; you have taught the present continuous for future, for example, and now you ask students to role-play situations in which they make

arrangements and invite each other: (What are you doing this evening? How about coming to a movie? etc.). There is nothing wrong with this of course, but it should not be thought that there has to be that kind of linear relationship between a speaking activity and non-speaking material that went before it. Indeed, students probably need quite some time for new language to sink in before they can produce it spontaneously in conversation.

Speaking activities can be used at any stage. Indeed, a direct opposite of what we have just described is a kind of 'boomerang' procedure, where students are involved in a speaking activity and it is their performance in this activity that helps the teacher to decide what to teach next. Speaking activities are often part of longer sequences (as discussed above). Teachers may use speaking activities as welcome relief from more concentrated study, or as a way of seeing how well students have been learning over the last few days or weeks.

What do teachers have to do?

Harmer mentions that it is vitally important to be sure beforehand what students need to know for the activity to be successful and to make sure that they are given suitable information or provided with key language. Tell them the purpose of the task, how they should carry it out, how long they have got. If this is the first time they have used an information gap activity, for example, they must be told not to look at each other's material.

Many teachers prefer to demonstrate an activity before getting students to do it. Such demonstration clarifies the procedures in a way that instructions sometimes do not.

How should teachers correct speaking?

He indicates when teachers are conducting drills or checking written homework they often correct all the mistakes they hear or see immediately they hear or see them. But if they do the same when a student is trying to speak fluently, they may throw the student off balance and make fluency impossible. It will also suggest that the teacher is more concerned with the 'how' than with the 'what' of what is said.

Of course there are times during speaking activities when teachers may intervene gently to help out a communication problem (though he or she should consider how important this is and whether or not it might disrupt the activity), but in general it is better for the teacher to listen to what the students are saying, intervene as little as possible, and then give feedback when the activity is finished. First they should tell students what they liked about the activity and comment on the ideas conveyed and then go on to point out mistakes, and do some work to correct them.

Principles for teaching speaking

According to Nunan (2003), there are some principles for teaching speaking. Some of which are described below:

1. Give students practice with both fluency and accuracy:

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking.

Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work:

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. Nunan (2003) declares that pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson. In this way, the students will get chance to interact and practice the language with other students.

Teacher roles in speaking

According to Hill College (2012), the role of the teacher during the speaking class is to act as an/a:

Organizer: Get students engaged and set the activity.

Prompter: using learner centered activity, focus on the learner talk time and constant change in the mode of interaction.

Observer: Analyze what causes communication breakdowns.

Participant: Do not initiate the conversation.

Feedback provider: Tell students how proficient their performance was, but always choosing the right time to correct students and choosing the right way to correct.

Resource person: Provide students with tools to improve their oral performance.

Friendly: Establishes a good rapport with students.

Testing students' speaking skills

According to Brown (2015), a test is a procedure for measuring ability, knowledge or performance. The speaking test is used to test students' speaking proficiency. When we give a speaking test to the students, five components are generally recognized in analyses of the speech process which are:

1. Pronunciation, including segmental features, vowels and consonants, and the stress and intonation patterns
2. Grammar
3. Vocabulary
4. Fluency
5. Comprehension

Types of speaking test

Nakamura & Valens (2001) suggest three different types of speaking test as a form of assessment:

Monologue speaking test the students are asked to perform some tasks such as; show and give some information by answering questions about any topic chosen by the teacher or by the students. This gives the students a chance to make a mini presentation.

Dialogue speaking test: which is also known as the interview. It is an open-ended test where the students lead a discussion with the teacher, and students in that kind of test are required to use conversation skills that they have learned before.

Multilogue speaking test: that is also called the discussion and debating. Here, the discussions are student-generated, and students are put into groups where as a group, they decide on a topic they feel would be of interest for the rest of the classroom.

Speaking skill can be assessed through different tests, such as, mini dialogues, small presentations, interviews, classroom interaction, discussion, and debating. It has been suggested that the teacher needs to keep his/her record of student's performance over a long period of time.

Speaking rubrics

Definition of rubric

Arter (2000) says that rubrics are a guideline for rating students' performance. The guideline of performances specifies what a performance is like at various levels such as, excellent, great, good, regular and poor. The key elements of a rubric are the descriptors for what a performance is like within the full range of possible performance levels. A rubric commonly is used to see the strengths and weaknesses of the students' performance in order give more detailed feedback to the students' performance along several class sessions.

Types of rubrics

Arter (2000) declares that there are four types of rubrics in scoring students' performance and the teacher can choose what rubrics they need to score his/her students.

Holistic rubrics: provide a single score based on overall impression of a student's performance on a task. This type of rubrics is quick scoring. So, the

teacher is able to use this type when he/she wants a quick snapshot of achievement. However, it does not provide detailed information, may be difficult to provide one overall score.

Analytic rubrics: provide the teacher to get more detailed feedback to the students' performance. The scoring will be more consistent across students and grades. The drawback of this type is that the teacher needs more time to score. In short words, this type of rubrics is able to be used if the teacher wants himself and his students to see the strengths and weaknesses of the students' performance.

General rubrics: contain criteria that are general across tasks. If the teacher wants to use the same rubrics across different tasks, this type of rubrics is really recommended. However, the rubrics cannot provide specific feedback.

Task specific rubrics: are unique to a specific task. The advantage of this type is more reliable assessment of performance on the task. Then, the disadvantage of task specific rubrics is difficult to construct rubrics for all specific tasks. In other words, this type of rubrics is the best preference if the teacher wants to assess knowledge when consistency of scoring is extremely important.

THE JIGSAW STRATEGY

Definition

Richards and Schmidt (2012) say that Jigsaw is as a type of information gap strategy, in which group of learners have different information that is needed to put together to reconstruct the whole through class discussion or group interaction.

Also, Roger and Johnson (2000) define jigsaw as "separate teams of students learn various concepts and then teams are reassembled so that each one of the member can be an expert at a different concept".

Mcdonough& Shaw, (2003) say that jigsaw is "one of cooperation strategies". It is problem-solving activity in wich students have share with other the information has acquired in order to build up a complete task of that particular situation.

Slavin in Anonymous, (2010) states that the Jigsaw strategy is one of cooperative learning strategy which suggests students more active and responsible for each other in comprehending the material to get the achievement maximally. The unique characteristic of jigsaw is that students are given portion of the total learning task master and then teach that segment to the other members of their team.

Hedden, (2010) explains that the application of the jigsaw strategy was first used by Eliot Aronson in 1978 to improve the collaboration of students that includes two different actions of small groups. It is strategy of the learning

method which demands the students on group with 4-6 member students who have heterogeneous ability.

Simsek in Sahin, (2010) cities that in the application of the Jigsaw strategy , the students separate from their own groups and form new groups with the other students who are responsible for preparing the same subjects. These groups, called “groups of experts” try to make other students understand the subject; they make plans about how they can teach the subject to their friends, and prepare a report. Afterwards, they turn to their own groups and teach their subjects to them with the help of the reports they have prepared. In the last stage, stage of completing, teachers can perform some activities with individuals, small groups or the whole class in order to unify students’ learning. For instance, she/he can make one of the home groups or individual students make presentations in the classroom on their subjects. In the evaluation stage, the study is completed by making the evaluation proposed by the cooperative learning method.

Principles of the Jigsaw Strategy

Johnson and Holubec in Mengduo and Xiaoling (2014) put forward five principles for the jigsaw strategy as follows:

1. Positive Interdependence

Each group member’s efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.

2. Individual and Group Accountability.

The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to

give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain the rationale underlying the group answers, and monitor students to teach what they've learned to the others.

3. Interpersonal Skills

Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on.

4. Group Processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change. Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on their own. Finally, since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student's own understanding of a concept as well as reveals any misunderstandings.

5. Face-to-face Promotive Interaction

Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.

Importance of the Jigsaw Strategy

According to Hänze and Berger (2007) the Jigsaw Strategy is important because students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding. They state that students gain practice in self-teaching, which is one of the most valuable skills we can help them learn. Also students understand the material at a deeper level than students typically do when simply asked to produce on an exam.

During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology. Each student develops an expertise and has something important to contribute to the group. Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion. The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.

Steps of the jigsaw strategy in the classroom

According to Slavin, Mengduo, Xiaoling and Hersulastuti, (2010) the steps of Jigsaw are:

First, teacher divides the students into small groups. Each group consists of three to five students. These groups are called jigsaw group. Teacher gives a passage consists of some segments of the material to all students in jigsaw group.

Second, each student in Jigsaw groups is assigned to choose a section or portion of the material. After that, students who choose the same section gather and make a new group called expert group. In this step, the researcher gives time to these “Expert Group” to discuss the main point of their segment. They may share ideas, opinions, and comprehension about the material and try to solve their problem. After that, they return to their jigsaw groups and explain the material to each other, until all of them in jigsaw groups comprehend the material.

Finally, give a quiz based on the material to find out students’ achievement . After analyzing the information it could be said that in order to implement the strategy is mandatory to follow the Jigsaw steps, diving them into new groups to become expert on a topic, discussing the material, identifying the most important learning points, and returning to their "home groups" to instruct the others about information in which they have become an "expert".

Advantages of the Jigsaw Strategy

According to Mengduo and Xiaoling (2012) the Jigsaw strategy has some advantages as follows:

- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.

- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.
- Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion.
- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to using the jigsaw technique during class can be comparable to lecturing about a topic.

Jigsaw Tasks

Pica, T., Kanagy, R., and Faloudin, J. said (2006) that Jigsaw tasks are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture.

They said that there are two types of jigsaw tasks:

Information gap tasks: it involves an exchange of information also the information provided is split, i.e. the learners do not all have the same information. The information is required to complete the task.

In this task the flow of information is likely to be one way, unless the interviewer and interviewee exchange roles. However, participation of both learners is required. There may be less checking and feedback than in jigsaw tasks because the tasks are not convergent – there is no one correct answers.

Opinion gap tasks: learners are going beyond the information given by supplying their own ideas. The information is shared and it is optional. Opinion Gap Task does not require every learner to participate, and they do not necessarily require feedback and checking. These tasks work best for negotiation if the problem is one that really interests the students and one where they all have plenty of knowledge and understanding about the problem.

With the information above it can be conclude that in a jigsaw task, students work in pairs or small groups. They each have different material and they need to exchange their information. There are two-way tasks, both partners must give and receive information. Information gap tasks: In these tasks one learner has the information and the other member of the pair or members of the group must find out about that information. Opinion gap tasks: These tasks ask students to work in groups to devise possible solutions to problems through their own opinion.

Teacher's Role in the Jigsaw

According to Johnson & Johnson, (2008) in a jigsaw classroom, the teacher organizes practice and communicative activities, but this does not mean leaving the students to learn all by themselves. They said that the teacher should try to help the students take greater control over their learning by becoming actively involved. The teacher needs to float from group to group in order to observe the

process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.

e. MATERIALS AND METHODS

Materials

In the present research work three kinds of resources were used to carry out this work: the human resources were twenty-six students of second year of Bachillerato Internacional, the researcher who applied the intervention plan, and the teacher who helped to monitor students' work, the thesis advisor was who supported by giving suggestions about the application of the intervention plan. The technical resources used were the computer, which was helpful to type the information, the printer to reproduce the worksheets and the Internet to research the information.

Design of the research

The Action Research Model proposed by Kemmis and McTaggart (2000) was the basis of this research work and was employed in order to understand, to evaluate and then to change a situation.

The model mentioned above implicated a self-reflective cycle of identifying a problem, planning a change, acting and observing the processes and consequences. This study was an educational research that permitted the practitioner to study and practice a variety of aspects making use of authentic materials with the purpose to improve the speaking skills in the foreign language.

Methods

The data collected resulting from the application of the intervention plan was analyzed through the following methods:

The scientific method was effective to provide information about the two variables: speaking and the jigsaw strategy. The data gathered was useful to design the data collection instruments, the plans and in order to interpret the results.

The descriptive method was suitable to describe the different phases of the study and the kind of resources used by the researcher. It assisted to explain and analyze how the jigsaw as a cooperative strategy improved the speaking skill.

The Analytic-synthetic method was employed to analyze and obtain results of the tests and questionnaires. It also helped to draw up the conclusions.

The statistical method permitted to make possible the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and the teacher's diary. It also helped to tabulate the information into tables and figures and applying the formula to obtained the mean $x = \frac{\sum x}{n}$.

Techniques and instruments

With the aim to collect worthy information for the intervention plan it was necessary to design a pre and a post test, a pre and post questionnaire, observation checklists and a field diary, which were applied at the beginning, during and after the intervention.

Tests

Two kinds of tests were applied to the learners. At the beginning, a pre-test, which contained some questions guided to determine students' speaking level of comprehension in the foreign language. The same test was used as a post-test at

the end of the intervention plan to determine if students have improved the speaking skills with the implementation of Jigsaw strategy.

Observation

Through the observation sheet, the researcher observed the students' performance during the lesson. It was also used to keep a record of what happened in class. Then, it helped to analyze the findings when the plan ended.

Questionnaires

A questionnaire with five questions was applied at the beginning of the intervention plan to obtain information from students about the development of speaking inside the classroom. The post questionnaire was used to collect students' progress about the speaking skills developed during the intervention.

Field diary and notes

The researcher used a diary to record what happened in each lesson. It helped to note down the findings during the intervention, significant events along the observation or particular situations that occurred in the intervention.

Population

The students of second year of Bachillerato Internacional were who participated in the development of this research. The participants of the study were 26 students between boys and girls; they were between sixteen and seventeen years old.

f. RESULTS

This section details how the objectives of the present research were accomplished.

Objective one: was accomplished with the investigation of appropriate theoretical references that supported the two variables of this research, which were speaking skills and the jigsaw strategy taking into account the most valuable information some authors provide.

Objective two was fulfilled with the pre test results that are shown below in Table 1 and permitted to diagnose the students' limitations in speaking skills.

Objective three was accomplished with the design of the intervention plan, which included eight lessons that were developed during two months with second year students of Bachillerato Internacional. Each lesson contained different information and opinion jigsaw tasks like: brainstorming, simulation, storytelling, picture narrating, debates, discussions, interviews and picture describing.

The fourth objective was proved with the findings obtained from the pre and post questionnaires, presented in tables and figures 2,3,4,5 and 6.

The fifth objective was verified with the post-test results that are presented below in table 7.

Pre-Test Results

Objective two

To diagnose the issues that limit the speaking skill among students of 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.

a. Table 1

Pre-Test Scores of 2nd Year Students of Bachillerato in Speaking Skill.

Students' Code	G	P	V	F	/10
	/2,5	/2,5	/2,5	/2,5	
CBV001	1,5	1,5	0,5	1	4,5
CBV002	0,5	0,5	0,5	2,5	4
CBV003	1,5	2,5	0,5	0,5	5
CBV004	0,5	1	1	1	3,5
CBV005	1	1	1,5	1	4,5
CBV006	1	1	1	1	4
CBV007	0,5	0,5	1,5	0,5	2,5
CBV008	0,5	2	0,5	0,5	3,5
CBV009	2,5	1	1	2,5	7
CBV010	1	1	2	1,5	5,5
CBV011	1,5	0	1,5	1,5	5
CBV012	0,5	0,5	0,5	1	2,5
CBV013	0,5	0,5	1,5	0,5	4
CBV014	0,5	1,5	1,5	1	4,5
CBV015	0,5	1	1	2,5	4
CBV016	1	2	1,5	1	5,5
CBV017	0,5	1	2,5	1,5	5,5
CBV018	0,5	1	1	1	3,5
CBV019	0,5	1	1	1	3,5
CBV020	2,5	0,5	1,5	0,5	5
CBV021	1,5	2	1,5	1	6
CBV022	1	1	0,5	2	4,5
CBV023	1,5	1	1	1	4,5
CBV024	0,5	2	1	1	4,5
CBV025	2	1	2	1	6
CBV026	1	2,5	1	2	6,5
MEAN	1,01	1,23	1,17	1,21	4,57

Note: CBV= Colegio Bernardo Valdivieso 001= Students' code G= gramar
P= pronunciation V:=vocabulary F:= fluency

b. Interpretation and Analysis

As it can be seen in table 1, the total score mean in speaking students achieved was 4.57/10, which reveals that students had a score below the expected level 8/10. The aspect where students obtained the highest score was in pronunciation which is corroborated with the mean 1.23/2.5. It reveals that students are in an average level (see grading scale p. 92). On the other hand, the lowest scores were for grammar, vocabulary and fluency that showed the considerable level students have in this aspect. Student's limitations in speaking are in relation to grammar, fluency, vocabulary and pronunciation. Students did not demonstrate good control of basic and complex grammatical structures that allow a coherent and efficient expression of ideas, he also had not been exposed to speak in class constantly, they were reluctant to express their ideas in English, they had lack of vocabulary, they did not speak with appropriate grammatical structures and students had many mistakes in pronunciation of words when they communicate with others.

Based on what has been said above, Nurhadi and Heaton (2006) mention that there are four important aspects in speaking skill: pronunciation, grammar, fluency and vocabulary, essential in language that must be mastered by students in order to solve their difficulties to speak English.

Comparison of the Pre and Post Questionnaires Results

Objective four

To apply jigsaw tasks to minimize students limitations in grammar, pronunciation, vocabulary and fluency among 2nd year of Bachillerato Internacional students at Bernardo Valdivieso high school.

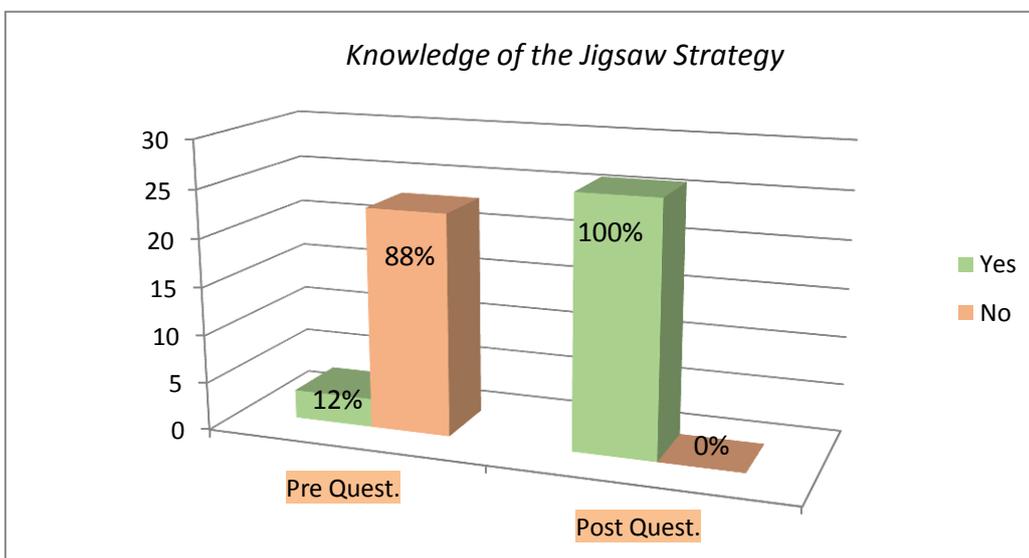
Question 1: Do you know what the Jigsaw strategy is?

a. Table 2

Knowledge about the Jigsaw Strategy

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	3	12	26	100
No	23	88	0	0
Total	26	100	26	100

b. Figure 1



c. Interpretation and Analysis

The data collected from this question states that most of students (88%) did not know what the jigsaw strategy is, this indicates they are not aware of the

benefits of Jigsaw tasks provides. Once the intervention plan was applied the outcomes were fully invested, with the application of the jigsaw strategy students were motivated and involved in speaking tasks that allowed them to increase their interest in practicing it. In addition to that Mcdonough and Shaw, (2003) define jigsaw as "a cooperative strategy" in wich students have share with others the information has acquired in order to build up a complete task of that particular situation.

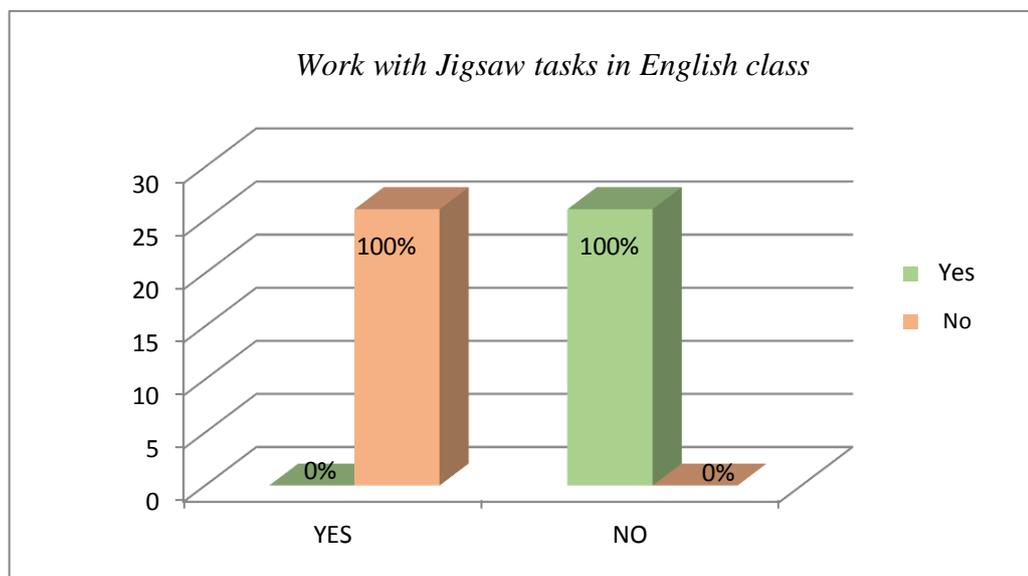
Question 2: Have you ever worked with Jigsaw tasks to work in the English class?

a. Table 3

Work with Jigsaw Task in English class.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	0	0	26	100
No	26	100	0	0
Total	26	100	26	100

b. Figure 2



c. Interpretation and Analysis

Based on the data given in the table above, it is evident that all students (100%) did not work with Jigsaw tasks in class before the intervention plan. It indicates that the English class only was focused on speaking activities that the book provide and students were not involved in other kind of tasks that help them in the improvement of their speaking performance. However, after applying the Jigsaw strategy all the students claimed that these tasks helped them a lot in the enhancement of the skill, with jigsaw students had the chance to contribute meaningfully in discussions, because each student's part of the activity is essential for the completion and full understanding of the final product. Aronson and Goody (2000) say that Jigsaw is a well-established strategy for encourage group sharing and learning of specific contents ,arousing students attention, promoting learners' participation and enthusiasm to focus on the language use to accomplish opinion and information speaking tasks in the EFL classroom.

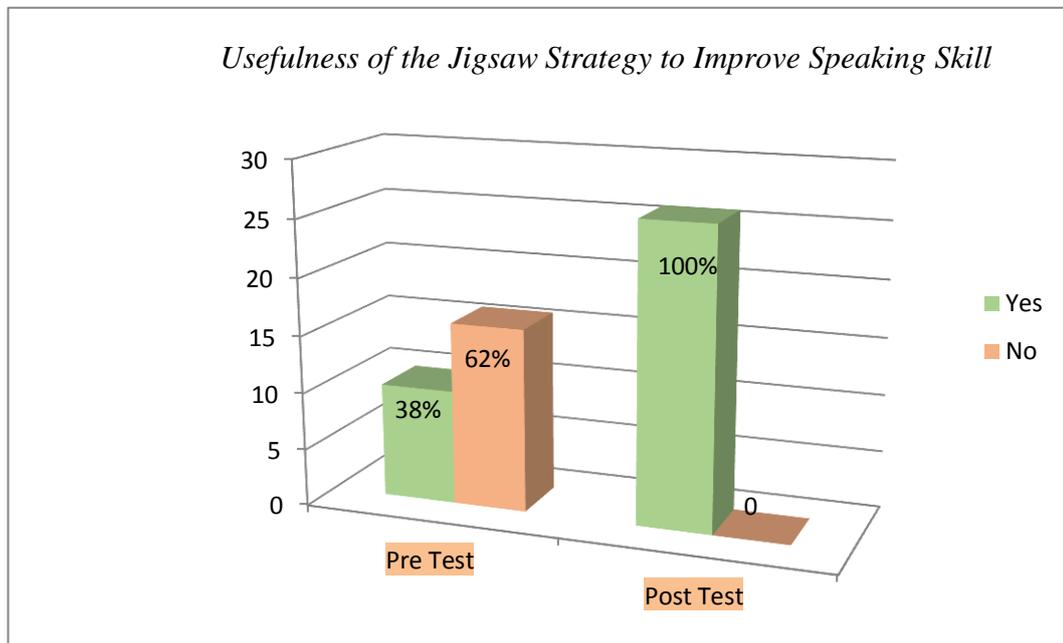
Question 3: Do you think that Jigsaw strategy help you to improve speaking skill?

a. Table 4

Usefulness of the Jigsaw Strategy to Improve Speaking skill.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Yes	10	38	26	100
No	16	62	0	0
Total	26	100	26	100

b. Figure 3



c. Interpretation and Analysis

The information gathered from question 3 is helpful to determine that more than half of students (62%) did not think that Jigsaw strategy could help them in the improvement of speaking skills, it seems that students are not conscious that jigsaw are worthy to improve this skill. However after implementing the strategy among them, those perceptions increased significantly, all students considered that Jigsaw is a good strategy to improve speaking because they participated actively into the learning process, they were directly engaged with the material and felt comfortable working in groups than individually, and jigsaw tasks allowed students be responsible for each other in comprehending the material to get the achievement maximally. Lucas in Sahin, 2010 says that this strategy allows students to participate in learning process; they felt more comfortable about their roles.

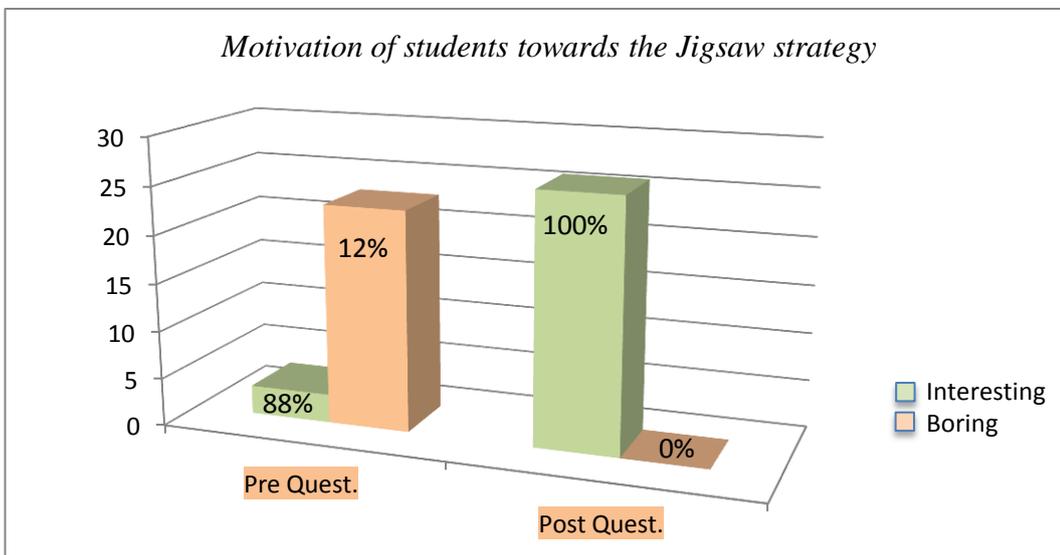
Question 4: Do you think the Jigsaw strategy is?

a. Table 5

Motivation of students towards the Jigsaw strategy.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Interesting	3	12	26	100
Boring	23	88	0	0
Total	26	100	26	100

b. Figure 4



c. Interpretation and Analysis

The data collected from this question stated that the majority of students (88%) considered that Jigsaw is boring for them, which evidence they had never worked and used this interactive strategy to develop speaking skills. But after applying the intervention plan all students (100%), agreed that Jigsaw is an innovative strategy that motivates them at the time to speak, because they have more chance to appreciate differences and share experiences through participation and cooperation. As Hersulastuti (2010) says Jigsaw is a cooperative learning strategy

in which students work with their groups to accomplish and shared common goals, a student can not succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

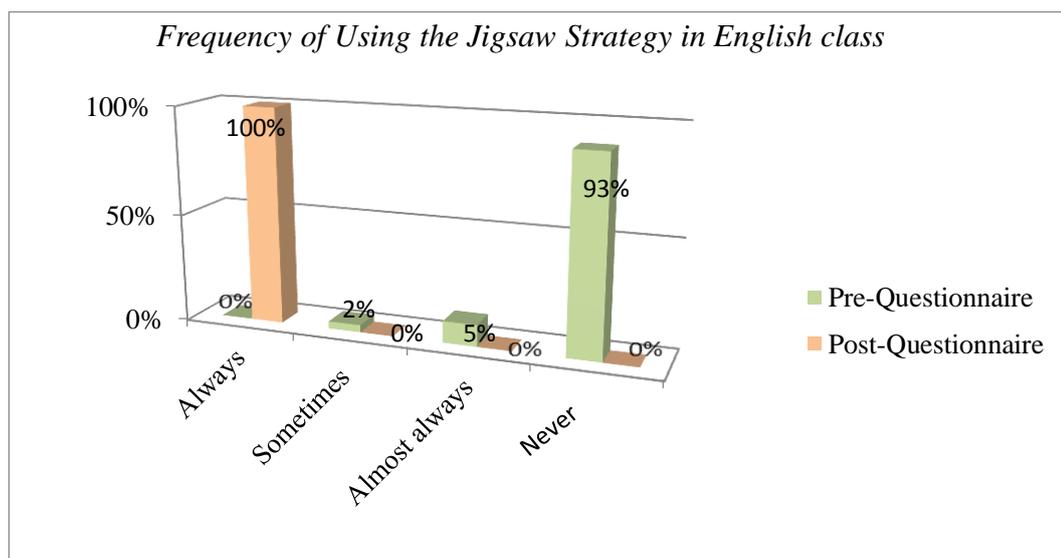
Question 5: How often do you like to use the Jigsaw strategy in English classes?

o **Table 6**

Frequency of Using the Jigsaw Strategy in English classes.

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Always	0	0	26	100
Sometimes	1	2	0	0
Almost always	2	5	0	0
Never	23	93	0	0
Total	26	100	26	100

b. Figure 5



Interpretation and Analysis

The data collected from this question states that almost all students (93%), said that they never used Jigsaw strategy before the intervention plan. It indicates that they were not involved in this original strategy that could help them in order to communicate with others in the English class. However after the intervention plan all students (100%) agreed that they always use Jigsaw during the English classes, because Jigsaw is a funny and interesting way to learn speaking, the strategy helps in the development of teamwork and cooperative learning skills, it also promotes interdependence and provides a simple method to ensure individual accountability. As Chastain (2000) explains, Jigsaw gave students more opportunities to practice speaking as well as solve problems. This opportunity was hard to achieve when teachers dominate the teaching and learning process. Students were able to interact more intensely in English with less pressure because they work together with their friends to solve the task.

Post Tests Results

Objective five

To value the effectiveness that jigsaw Strategy had on students through the application of a Post-test in 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.

Table 7

Post-Test Scores of 2nd Year Students of Bachillerato in Speaking Skill.

Students' Code	G	P	V	F	/10
	/2.5	/2.5	/2.5	/2.5	
CBV001	1,5	1,5	0,5	1	4,5
CBV002	0,5	0,5	0,5	2,5	4
CBV003	1,5	2,5	0,5	0,5	5
CBV004	0,5	1	1	1	3,5
CBV005	1	1	1,5	1	4,5
CBV006	1	1	1	1	4
CBV007	0,5	0,5	1,5	0,5	2,5
CBV008	0,5	2	0,5	0,5	3,5
CBV009	2,5	1	1	2,5	7
CBV010	1	1	2	1,5	5,5
CBV011	1,5	0	1,5	1,5	5
CBV012	0,5	0,5	0,5	1	2,5
CBV013	0,5	0,5	1,5	0,5	4
CBV014	0,5	1,5	1,5	1	4,5
CBV015	0,5	1	1	2,5	4
CBV016	1	2	1,5	1	5,5
CBV017	0,5	1	2,5	1,5	5,5
CBV018	0,5	1	1	1	3,5
CBV019	0,5	1	1	1	3,5
CBV020	2,5	0,5	1,5	0,5	5
CBV021	1,5	2	1,5	1	6
CBV022	1	1	0,5	2	4,5
CBV023	1,5	1	1	1	4,5
CBV024	0,5	2	1	1	4,5
CBV025	2	1	2	1	6
CBV026	1	2,5	1	2	6,5
MEAN	1,96	2,09	2,11	2,11	8,27

Note: CBV: Colegio Bernardo Valdivieso 001: Students' code G: grammar
P: pronunciation V: vocabulary F: fluency

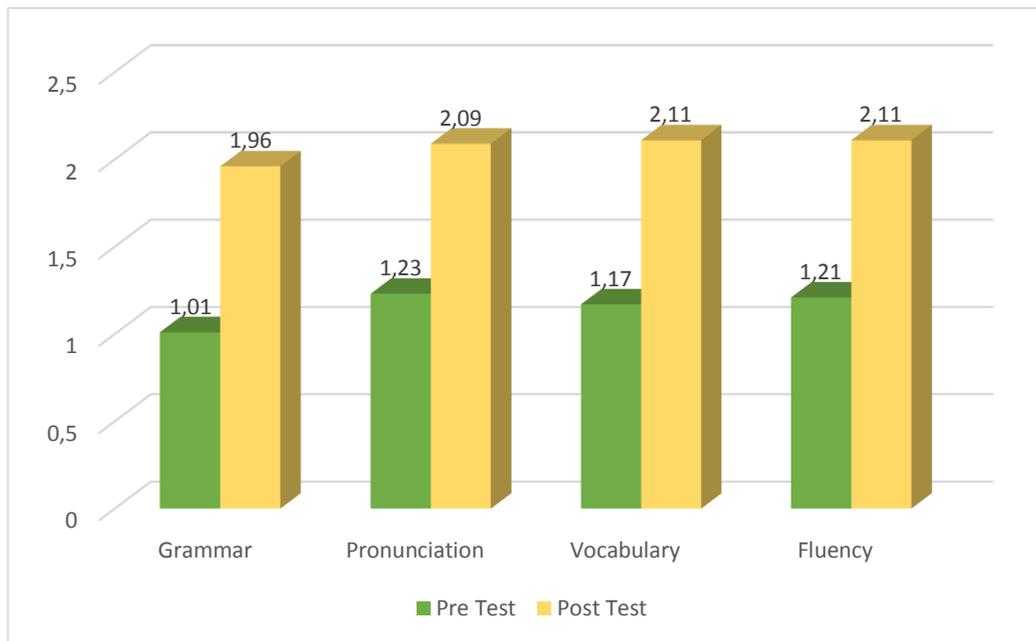
Interpretation and Analysis

As it is observed in table 7, the total score mean students gathered was 8,27/10, which is over the expected level 8/10, it is evident that all students reached a good level in all aspects of speaking. The highest score means were for vocabulary and fluency 2.11/2.5 which indicates that students are in an excellent level (see grading scale, p.92) they were able to communicate clearly with no difficulty, they could complete missing information, consider and analyze the perspective of the others, communicate each other spontaneously and also they had an adequate and accurate use of vocabulary with words learned in and beyond of class. In pronunciation students showed an excellent level too, which is corroborated with the mean 2.09/2.5 (see grading scale, pag 92), they used a variety of target functional expressions with fluency and accuracy to fit the situation and accomplish the task, students' pronunciation was very clear and easy to understand, and for grammar they got 1.96/2.5 that placed them in an average level (see grading scale pag 92), student were able to express their ideas and responses early in proper sentence structure and tenses. Consequently, it is obvious that students increased their level in those speaking aspects, they not improve in a 100% but their progress was worthy.

Comparison of the Pre and Post-Test Means of 2nd Year Students of Bachillerato Internacional in Speaking Skill

Aspects	Pre-Test	Post-Test
Grammar	1,01	1,96
Pronunciation	1,23	2,09
Vocabulary	1,17	2,11
Fluency	1,21	2,11
TOTAL	4,57	8,27

b. Figure 7



c. Interpretation and Analysis

After the application of the intervention plan, it can be stated that the strategy applied during the development of this work had an important impact in the four aspects on the students' speaking skills; they increased their speaking level from considerable to an excellent level (See grading scale, page 92). In pronunciation students improved from 1.23/2.5 to 2.09/2.5, in grammar students improved from 1.01/2.5 to 1.96/2.5, in vocabulary students improved from 1.17/ 2.5 to 2.11/2.5 and in fluency students improved from 1.21/2.5 to 2.11/2.5. It demonstrates that Jigsaw strategy helped students to reach an acceptable level in speaking skills

g. DISCUSSION

Based on the findings of the research, results show that the implementation of Jigsaw as a cooperative learning strategy had a meaningful impact on improving student's speaking skill. This improvement is showed in the findings of the pre and post test which were applied to students of 2nd year of Bachillerato Internacional at "Bernardo Valdivieso" high school, those results demonstrated that there was a significant change on students' performance while speaking the foreign language. This change can be observed in the considerable increment of the student's mean from the pre-test that was 4,57 and in the post test which was 8,27. The findings expressed before in the pre and post questionnaire, the researcher field diary and the observation sheet, showed the positive impact that this resource caused on students' speaking skill. The results were related with the literature, which according to Johnson and Holubec (2003), Jigsaw can build students' ability to communicate and share their opinions in groups in order to solve a problem, they can feel more comfortable speaking in a large class than in a smaller group. Group member can complete each other's strengths and weaknesses when using the English language. Each student has a different background and ability in English, which he or she can bring to the group.

The aspects considered to evaluate students speaking skills were fluency, grammar, pronunciation and vocabulary. The pre test indicates that students had problems in pronouncing correctly the words, using appropriate grammatical structures, identifying new vocabulary and speaking fluently .In the post test after

the intervention, the results showed that students improved their performance in the speaking skill in all its aspects in a considerable way, being able to speak by pronouncing the words correctly, recognizing grammatical structures, identifying new words and their meaning and speaking without hesitation. In this way, the results were excellent and even overcame the expected level (8/10).

While the intervention was accomplished, the learner's attitude toward the application of the Jigsaw strategy was measured, taking into account the problems that students faced at the beginning in some speaking aspects. The learners' improvement was slow in the first stages, but then, students progressively showed an improvement due to they were able to have an effective communication and exchanged their ideas with whole class. At the end, all learners felt pleased and enthusiastic about the application of the Jigsaw strategy in the classroom.

Furthermore, during the development of the intervention of this research there were some strengths and limitations that enriched and affected the development of the speaking skills. Some of the seen strengths in the application were that learners felt motivated when working with jigsaw tasks as brainstorming, simulation, storytelling, picture narrating, debates, discussions interviews simulations and picture describing; also they felt really engaged in speaking classes with the strategy. Jigsaw is a way of breaking down learning into chunks, making understanding and retention more manageable and effective.

The application of the Jigsaw strategy contributed to improve the speaking skill among the learners. Students felt really engaged and motivated, they worked actively in groups with the tasks proposed, students were eager participants in the

learning process; they also had more chance to appreciate differences and share experiences and opinions through participation and instruction; the jigsaw classroom stimulates students' motivation and increases enjoyment of the learning experience; reduces students' reluctance and anxiety in the classroom increasing self-esteem and self-confidence at the time to speak.

h. CONCLUSIONS

- The issues that limited the speaking skills of second year of Bachillerato Internacional were in relation to grammar, pronunciation vocabulary and fluency. In grammar students could not distinguish the appropriate grammatical structure that allows a coherent and efficient expression of ideas. In pronunciation they constantly mispronounce a range of phonemes and also had many mistakes in pronunciation of words. In vocabulary, students were not able to identify words, label pictures or say some meanings of words, and in fluency they hesitated the words when pronouncing. Furthermore the activities that their books provide were not enough to develop speaking skills and the lack of application of suitable strategies did not allow the students' improvement in this skill.
- The implementation of the jigsaw as a cooperative learning strategy in the classroom reduced the students' limitations in the speaking skills meaningfully. Jigsaw helped students to increase their speaking level in English and their motivation to speak, also they are directly engaged with the material, and have the chance to contribute meaningfully to a discussion showing improvement in fluency, vocabulary, pronunciation, grammar.
- The use of the Jigsaw strategy was effective, students were more comfortable while speaking in the english language and also they increased their collaboration and participated actively while the activities were carried out.

i. RECOMMENDATIONS

- Teachers should identify the weaknesses that students have in the English language learning and specifically in the speaking skill, assessing their knowledge through the application of tests and questionnaires in order to plan activities based on students' needs. In addition to that teachers should monitor students' to determine if they are improving in speaking aspects and look for a suitable strategy in order to achieve successful results.
- Teachers should apply interesting tasks using Jigsaw as a part of lesson plans, with the use of this strategy students will be able to promote interactive and collaborative group work, covers all the material quickly, maximizes interaction in the teaching and learning process and have a clear and effective communication.
- Teachers should try to work most of the time with the Jigsaw strategy because it gives students more opportunities to practice speaking as well as solve problems. Students were able to cooperate more intensely in English with less pressure because they work together to solve the task.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER**

THEME

THE JIGSAW AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 2ND YEAR OF BACHILLERATO INTERNACIONAL, AT “BERNARDO VALDIVIESO” HIGH SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 –2015.

Thesis project as a previous requirement to obtain the Bachelor’s Degree in Sciences of Education, English Language Specialization

AUTHOR

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2016

a. THEME

THE JIGSAW AS A COOPERATIVE LEARNING STRATEGY TO IMPROVE SPEAKING SKILL AMONG STUDENTS OF 2ND YEAR OF BACHILLERATO INTERNACIONAL, AT “BERNARDO VALDIVIESO” HIGH SCHOOL OF LOJA CITY, DURING THE ACADEMIC PERIOD 2014 – 2015.

b. PROBLEM STATEMENT

Background

The present research work will be developed at “Bernardo Valdiviezo” High School. This high school was founded in 1721 by José Fausto de la Cueva and Dr. Francisco Rodriguez. Later in 1805 Mr. Bernardo Valdivieso continued with the educational work.

This high school started to work with the name of “San Bernardo”; it was located at Bernardo Valdivieso and Rocafuerte streets, just with 45 teachers, 125 students and 12 people in the administrative staff. On April 24, 1996 “Bernardo Valdivieso” high school got the category of Experimental Education Unit.

Nowadays, the principal of the institution is Dr. Frankiln Orellana Bravo, the Vice rector is Dr. Raul Sandoya and the general inspector is Lic. Vicente Jaramillo. It’s teaching staff is conformed by 209 teachers and 41 people working in the administrative offices.

The Educative Unit “Bernardo Valdivieso” has three sections: the morning section is working with 2.170 students (1.567 men and 617 women), the evening section with 1.133 students (776 men and 357 women) and night section with 382 students (260 men and 122 women).

The Mission of this high school is to deliver world class educational programs and services, such that students enjoy a positive high school experience, achieve the best possible outcomes for themselves, and leave high school with an

optimistic outlook and a keen desire and confidence to make a worthwhile contribution to the global community.

The vision is to challenge and support all students to enable them to develop their talent and achieve their potential. All individuals are valued and recognized irrespective of race, gender, culture or faith. To provide effective teaching and stimulating learning experiences across a broad and balanced relevant curriculum, with happy, caring, safe and secure environment.

Description of the Current situation of the research problem

According to Munjayanah (1995: 121) the four relevant problems that students face in Speaking English as a Foreign Language are: Inhibition that is students' fear of making mistakes, losing face, criticism; shyness, nothing to say, learners have problems with finding motives to speak, formulating opinions or relevant comments; also low or uneven participation, this is often caused by the tendency of some learners to dominate in the group and the mother-tongue use, particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

On the other hand according to an educational article written by Tiffany Acosta on March 25th of 2014 called "Students' Difficulties in Speaking English in Ecuadorian Educational System" says that the spoken skill of the Ecuadorian students is at pitiable level, also the main problems in speaking English as L2 are divided into two basic categories: Those caused by lack of understanding students can not correct their mistake, even if they look back at their notes or coursebook; and performative errors in feedback, students can self-correct,

perhaps with a little prompting from others , they know the language, they just forgot to use it, for whatever reason.

In the same way at “Bernardo Valdivieso High School” students’ face some difficulties in Speaking English. After having developed the observations at this center of studies it could be said that the students face some speaking problems; particularly in the articulation , the using of vocabulary, the short and long sounds are not recognize , they can not use the appopiate grammatical structures to make sentences and students hesitated a lot when they speak, therefore students hace problems in grammar, pronunciation, vocabulary and fluency.

Considering the issues that students are facing, this research will be developed to improve the speaking skill trough the jigsaw as a cooperative earning strategy among students of 2nd year of bachillerato internacional, at “bernardo valdivieso” high school of Loja city, during the academic period 2014 –2015.

Research problem:

How does the Jigsaw as a cooperative learning strategy improve speaking skill among students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period 2014 –2015.

Delimitation of the problem:

Temporal

This research will be done during the academic period September 2014- July 2015.

Spatial

This research will develop at “Bernardo Valdivieso” high school.

Observation units:

The observation units in this research will be, both teachers and students of 2nd year of Bachillerato Internacional.

Sub problems:

- What kind of theoretical references about Jigsaw as a Cooperative Learning Strategy and Speaking Skills are effective to help 2nd year of Bachillerato Internacional students , at Bernardo Valdivieso high school?
- What are the issues that limit the speaking skill of the 2nd year of Bachillerato Internacional students at Bernardo Valdivieso high school?
- Which jigsaw tasks are apply inside the classroom as a cooperative learning strategy to improve speaking skill of 2nd year of Bachillerato Internacional students , at Bernardo Valdivieso high school?
- What jigsaw tasks are apply to minimize students limitations in grammar, pronunciation, vocabulary and fluency among 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school?
- What was the effect that the use of Jigsaw Strategy had in 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school?

c. JUSTIFICATION

The researcher has selected to use the Jigsaw as a cooperative learning strategy to improve speaking skill among students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period 2014 – 2015. This is because Jigsaw is an excellent strategy which suggests students to be more conscious and responsible for each other in comprehending the material and get the achievement maximally. The research is significant because the use of Jigsaw Strategy in the teaching learning process encourages cooperation, active learning, promotes discussion, and allows students to work with one another and develop a sense of being needed.

The present work will be useful to the researcher because it is going to help the investigator to achieve a good and meaningful experience into the teaching field, and it has a relevant importance because if teachers have experience, they are able to teach their students in an exemplary way.

Finally, it is essential to develop this research work because it is a fundamental requisite that will permit the researcher to get the Bachelor’s Degree in Sciences of Education, English Language Specialization, likewise the accreditation of the subject. The investigator is able to carry out this work because she has enough theoretical knowledge and the necessary resources to develop it in a proper and successful way.

d. OBJECTIVES

General:

To improve speaking skill through Jigsaw as a cooperative learning strategy among students of 2nd year of Bachillerato Internacional, at Bernardo Valdivieso high school, Loja city, during the academic period 2014 – 2015.

Specific:

- To investigate the theoretical references about Jigsaw as a cooperative learning strategy to improve speaking skill among students of 2nd year of Bachillerato Internacional, at Bernardo Valdivieso high school.
- To diagnose the issues that limit the speaking skill among students of 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.
- To design an intervention plan based on Jigsaw tasks inside the classroom as a strategy to improve students speaking skill among 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.
- To apply information and opinion jigsaw tasks to minimize students limitations in grammar, pronunciation, vocabulary and fluency among 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.
- To value the effectiveness that jigsaw Strategy had on students through the application of a Post-test in 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.

e.THEORETICAL FRAMEWORK

SPEAKING

Definition of speaking

There are many definitions of speaking that have been proposed by some experts in language learning.

Brown (2001) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2004) defines that speaking consists of producing systematic verbal utterances to convey meaning. To know deeper what speaking is, Nunan differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception.

However Chaney (2011) considered that speaking as process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts.

Also Burns & Joyce (2002) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Importance

Murad (2009) adds that speaking skills have been found to be a fundamental skill necessary in real communication to express any message and information.

He states that Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Without speech we cannot communicate with one another. Murad says the importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community.

How to teach speaking?

Teaching speaking is not merely asking the students to produce sound. According to Nunan (2003) “speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind”, so speaking is not only expressing our ideas, but also presenting new information to others. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context. The classroom is only one of many environments to which children can increase the linguistic competence. Furthermore, speaking itself requires that learners not only know how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), but also they have to understand when, why, what way to produce the language (sociolinguistic competence).

The goal of teaching speaking is to improve students' communicative skill. Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

The aspects of speaking

According to Nurhadi and Heaton (2006) there are some important aspects in speaking skill, essential in language that must be mastered by people.

- Pronunciation

Pronunciation is one of the important thing in order that message is acceptable. in speaking process such as discussion, briefing, argumentation, chatting, interview, asking and answering, speech have to be pronounce clearly in order the expression of thought delivered to audience can be understood easily.

- Vocabulary

Vocabulary cannot separate with the words; it can be a message, an idea, and etc. This idea (message) must to convey through speaking. Speaking is an

expression of words orally and clearly. In this case, vocabulary should be mastered a lot in order that communication is developed.

- Fluency

Fluency is a goal at this level but only within limited utterance lengths, fluency does not have to apply only to long utterance.

- Grammar

Grammar is a group of paradigm of structure generally covers the segment of phonology, morphology, and sentence.

- Content and Meaning

Content and meaning in speaking ability can be seen from mistake, competence, clarification, and simplicity what the topic is about. In the other hand, speaking ability is reflected frequently of speaking what is used to speak about. In this case, completeness of idea, thought or sense either it is talked simple or not. The content of speaking must be systematic, logical and attractive.

Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not

necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions. Grace Stovall Burkart (2004)

THE JIGSAW STRATEGY

Definition

Richards and Schmidt (2012) says that Jigsaw is as a type of information gap strategy, in which group of learners have different information that is needed to put together to reconstruct the whole through class discussion or group interaction.

Also, Roger and Johnson (2000) define jigsaw as "separate teams of students learn various concepts and then teams are reassembled so that each one of the member can be an expert at a different concept".

Mcdonough& Shaw, (2003) says that jigsaw is "one of cooperation strategies". It is problem-solving activity in wich students have share with other the information has acquired in order to build up a complete task of that particular situation.

Based on the definitions above jigsaw strategy generate heterogeneous groups that work creates positive interdependence in the classroom and improving students' attitudes toward school and each other.

Importance of jigsaw strategy

According to Hänze and Berger (2007) Jigsaw Strategy is important because students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding. They states that students gain practice in self-teaching, which is one of the most valuable skills we can help them learn. Also students understand the material at a deeper level than students typically do when simply asked to produce on an exam.

During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology. Each student develops an expertise and has something important to contribute to the group. Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion. The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.

Steps of jigsaw strategy in the classroom

According to Slavin, Mengduo, Xiaoling and Hersulastuti, (2010) the steps of Jigsaw are:

First, teacher divides the students into small groups. Each group consists of three to five students. These groups are called jigsaw group. Teacher gives a passage consists of some segments of the material to all students in jigsaw group.

Second, each student in Jigsaw groups is assigned to choose a section or portion of the material. After that, students who choose the same section gather and make a new group called expert group. In this step, the researcher gives time to these “Expert Group” to discuss the main point of their segment. They may share ideas, opinions, and comprehension about the material and try to solve their problem. After that, they return to their jigsaw groups and explain the material to each other, until all of them in jigsaw groups comprehend the material.

Finally, give a quiz based on the material to find out students’ achievement ‘

After analyzing the information it could be said that in order to implement the strategy is mandatory to follow the Jigsaw steps, diving them into new groups to become expert on a topic, discussing the material, identifying the most important

learning points, and returning to their "home groups" to instruct the others about information in which they have become an "expert".

Advantages of Jigsaw Strategy

- According to Mengduo and Xiaoling (2012) Jigsaw strategy has some advantages as follows:
- Students are directly engaged with the material, instead of having material presented to them, which fosters depth of understanding.
- Students gain practice in self-teaching, which is one of the most valuable skills we can help them learn.
- Students gain practice in peer teaching, which requires them to understand the material at a deeper level than students typically do when simply asked to produce on an exam.
- During a jigsaw, students speak the language of the discipline and become more fluent in the use of discipline-based terminology.
- Each student develops an expertise and has something important to contribute to the group.
- Each student also has a chance to contribute meaningfully to a discussion, something that is more difficult to achieve in large-group discussion.
- The group task that follows individual peer teaching promotes discussion, problem-solving, and learning.
- Jigsaw can be an efficient cooperative learning strategy. Although the jigsaw assignment takes time in class, the instructor does not need to spend as much time lecturing about the topic. If planned well, the overall time commitment to

using the jigsaw technique during class can be comparable to lecturing about a topic´

Jigsaw Tasks

Pica, T., Kanagy, R., and Faloudin, J. said (2006) that Jigsaw tasks are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture.

They said that there are two types of jigsaw tasks:

Information gap tasks: it involves an exchange of information also the information provided is split, i.e. the learners do not all have the same information. The information is required to complete the task.

In this task the flow of information is likely to be one way, unless the interviewer and interviewee exchange roles. However, participation of both learners is required. There may be less checking and feedback than in jigsaw tasks because the tasks are not convergent – there is no one correct answers.

Opinion gap tasks: learners are going beyond the information given by supplying their own ideas. The information is shared and it is optional.

Opinion Gap Task does not require every learner to participate, and they do not necessarily require feedback and checking. These tasks work best for negotiation if the problem is one that really interests the students and one where they all have plenty of knowledge and understanding about the problem.

Teacher's Role in the Jigsaw

According to Johnson & Johnson, (2008) in a jigsaw classroom, the teacher organizes practice and communicative activities, but this does not mean leaving the students to learn all by themselves. They said that the teacher should try to help the students take greater control over their learning by becoming actively involved. Besides that they state that “The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves”

f. METHODOLOGY

Design of the research

The present Research work is based on the Action research as a constructive enquiry, which is carried out in order to understand, to valuate and then to change a situation, at the time the researcher is conducting and improve educational practice. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use dialogues with the purpose to improve the English speaking skill.

Methods, techniques and instruments

Methods:

The following general methods will be applied along the research:

The Scientific method will facilitate the study of appropriate resources to improve speaking skill. Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predications about the possible solution.

The Descriptive method will be useful to describe the different stages of the study and kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The Analytic-synthetic method will be used to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

The Statistics method will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

This research work also will follow the process of an action research which includes planning, acting, observing, and reflecting suggests, proposed by (kemmis, 2000). This process will help the researcher to see if any necessary modification or amendment would be necessary to improve student's speaking skill. The process of the research will be carried out systematically, by collecting data on one's every practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and Instruments

Data Collection:

To collect the data, tests, interviews, observations and a diary will be design and applied the beginning, during and after the application of the intervention plan.

Tests:

Two kinds of tests will be used. A pre-test that will contain some information questions will be used to collect student's answers, in order to diagnose the level of students' knowledge about speaking skill, at the beginning of the intervention plan. The same pre-test will be used as post-test and applied at the end of the intervention plan, to obtaining information about students' progress on speaking skill improved during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation:

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Questionnaires:

A questionnaire of multiple choices will be used to collect students' answers about the use of dialogues to improve the speaking skill at the beginning, and at the end of the intervention plan. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised.

Field Diary and notes

The researcher will use a diary to record what happens in each lesson. It will help to write up the findings during the intervention, relevant events during the observation or particular situations that happen.

Rubric:

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a scoring rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective.

PROCEDURES

The action research work process will involve the following stages:

The intervention plan will start and end with of two tests. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not their English speaking skill. During the development of the lessons a variety of activities will be introduced to practice and improve students' speaking skill. Likewise, the observation checklist and a diary will be used to record particular situations and to observe students' performance. The findings before and after the intervention plan will be compared and analyze to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based in the information received in all the strategies applied to compare and analyze the impact of the intervention plan. A report the intervention will be disseminated with the findings and ideas among the teachers' partners and the school.

Description

The obtained data will be described in graphic considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Population

The students of 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school are who will participate in the development of this action research. The participants of the study are 26 students between boys and girls. They are between fourteen and seventeen years old. The students receive five hours of English per week with a certified teacher.

INTERVENTION AND OBSERVATION PLAN

Alternative:

The Jigsaw as a Cooperative Learning strategy to improve speaking skill among students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period 2014 –2015.

General Project Objective:

To improve speaking skill through the Jigsaw as a Cooperative Learning Strategy among the second year of Bachillerato, at Bernardo Valdivieso High School of Loja city, academic period 2014- 2015.

Introduction:

The intervention plan is a two month program that will prepare students of 2nd year of Bachillerato Internacional to speak English properly.

The goal of the intervention plan is to make speaking enjoyable through two types of jigsaw tasks that facilitate the interaction among members of the class.

Information Gap Tasks: An information gap task is a strategy in language teaching that involves an exchange of information necessary to complete a task or solve a problem.

Brainstorming

Simulations

Story telling

Picture Narrating

Opinion Gap Tasks: The information is shared at the beginning of the activity, and learners give their own opinion about the information given. Richards and Renandys (2002:209)

Debates

Discussions

Interviews

Simulations

Picture Describing

Also it includes 8 lessons with different jigsaw tasks. Each lesson is developed considering three steps: engage study and activate (E.S.A). That Jeremy Harmer states in his book “How to teach English” 2011 (Chapter 4, pag.49)

Engage: The engage phase is used for getting the students to think and talk in English and is also a good way to ease into a lesson in the intervention this stage will be done through a speaking game, the use of a picture, audio recording, or a video according to the contents.

Study: The study phase is generally the bulk of the lesson focusing on the lesson point in the intervention this stage will be developed putting into a practice the Jigsaw Steps, first grouping in a jigsaw group, presenting and explaining the jigsaw activity (Information and opinion gap tasks). Also sharing ideas, opinions, comprehension about the material to each other and develop the task.

Activate: The activate phase is where the students are encouraged to use any and all of their skills in the intervention this stage will be done presenting their developed task in oral way in front of the class.

The intervention plan will be implemented during the months of April and May of 2015, three hours a week.

INTERVENTION AND OBSERVATION PLAN

RESEARCH PROBLEM: How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at ‘Bernardo Valdivieso’ high school of Loja city, during the academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Pre-test, questionnaire, field Diary, rubric.

3 Hours	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK ONE	<p>Students will be able to:</p> <ul style="list-style-type: none"> * Answer the questionnaire and the pre-test questions. 	<p>Speaking Pre-test</p> <ul style="list-style-type: none"> • Adverbs of frequency • Gerunds after verbs. • The Present Continuous • Simple Present contrasted with the Present continuous. • Too+ adjectives. • Present Continuous for future arrangements 	<ul style="list-style-type: none"> ▪ The researcher presents the test to evaluate speaking skill. ▪ The researcher gives the instructions about it and the learners develop the test. ▪ The researcher monitors students and clarify any doubt. 	<ul style="list-style-type: none"> • Pre- test • Questionnaire • Field Diary. • Rubric.

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at ‘Bernardo Valdivieso’ high school of Loja city, during the academic period 2014-2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK TWO	<p>Students will be able to:</p> <ul style="list-style-type: none"> * Talk about their daily routine. * Express preferences using would rather and construct oral sentences with HOW OFTEN. 	<p>Unit 4:</p> <p>Adverbs of frequency.</p> <ul style="list-style-type: none"> ✓ Expressions o frequency. ✓ How often do you...? 	<p>Jigsaw Strategy: Information Gap Task.</p> <ul style="list-style-type: none"> ❖ Role Play about Daily Routine <p>Engage: The researcher presents a video in wich students can watch a story about Mr.B dayli routine but she just plays the video until the middle because then students have to guess the rest of the story.</p> <p>Study: Researcher divides the class in groups of five students and explains the jigsaw task, they discuss, assesing the material in equal portions and then complete the activities with the missing information.</p> <p>Activate: Students will present in front of the class their developed worksheet and tell what they supposed that will happen in the video.</p>	<ul style="list-style-type: none"> ❖ Computer ❖ Book ❖ Infocus ❖ Video

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period 2014 –2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK THREE	<p>Students will be able to:</p> <ul style="list-style-type: none"> To identify the present continuous. To recognize and use the present continuous tense 	<p>Unit 4</p> <ul style="list-style-type: none"> The Present Continuous and Negative Statements. ✓ Affirmative and Negative Statements. ✓ Yes/No Questions. ✓ Information Questions. 	<p>Jigsaw Strategy: Opinion Gap Task.</p> <ul style="list-style-type: none"> ❖ Picture Describing <p>Engage: The researcher explains an interesting speaking game; she shows a big crossword with action verbs that students need to complete orally.</p> <p>Study: Researcher divides the class in groups, they share ideas also they discuss about the topic, students have to see a picture and describe it.</p> <p>Activate: Students will present in front of the class their developed task describing the picture that researcher gives to them using present continuous tense and tell their own opinion</p>	<ul style="list-style-type: none"> ❖ Picture of action verb. ❖ Crossword

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: : How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period 2014 – 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FOUR	<ul style="list-style-type: none"> To identify the Present Continuous. To recognize and use the present continuous tense to make oral statements. 	<ul style="list-style-type: none"> Simple Present contrasted with the Present continuous. <ul style="list-style-type: none"> ✓ Simple Present statements. ✓ Present Continuous Statements. ✓ Information Questions 	<p>Jigsaw Strategy: Information Gap Task.</p> <ul style="list-style-type: none"> ❖ Simulation <p>Engage: The researcher presents a video of real life story and students recognize present simple and present continuous.</p> <p>Study: Researcher divides the class in groups, they share ideas also they discuss about the topic , students have to see a picture and describe it.</p> <p>Activate: Students will present in front of the class their developed task describing the picture that researcher gives to them using present continuous tense and tell their own opinion.</p>	<ul style="list-style-type: none"> ❖ Computer ❖ Video ❖ projector

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: : How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at ‘Bernardo Valdivieso’ high school of Loja city, during the academic period 2014 – 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK FIVE	<ul style="list-style-type: none"> To differentiate the simple present and the present continuous. To use the present continuous and the simple present to make oral statements. 	<ul style="list-style-type: none"> Too+ adjectives. Not+ adjective + enough. 	<p>Jigsaw Strategy: Information Gap Task.</p> <ul style="list-style-type: none"> ❖ Discussion <p>Engage: The researcher shows a power point presentation about the topic and students have to take notes.</p> <p>Study: Researcher divides the class in groups, they have to discuss about the slides and then they return to their home groups and share the perspectives they received in their jigsaw groups , students organize a discussion in order to support the topic.</p> <p>Activate: Students will present in front of the class the discussion making and presenting examples.</p>	<ul style="list-style-type: none"> ❖ Computer ❖ Video ❖ Projector

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at ‘Bernardo Valdivieso’ high school of Loja city, during the academic period 2014 – 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCE
WEEK SIX	<ul style="list-style-type: none"> To Get the knowledge of ‘too adjective to action’ structure. 	<ul style="list-style-type: none"> Too+ adjectives. Not+ adjective + enough. 	<p>Jigsaw Strategy: Information Gap Task.</p> <ul style="list-style-type: none"> ❖ Brainstorming. <p>Engage: The researcher presents a voice record about future arrangements.</p> <p>Study: Researcher divides the class in groups, students discuss and tell what they think about the recording in jigsaw groups, researcher divides the material of the activity in equal sections and students make a expert group, there they have to argue about the topic and then return to their home groups in order to develop the activity ,researcher brings a t chart where students have to complete with main ideas of the recording.</p> <p>Activate: Students will present in front of the class the t chart with important ideas.</p>	<ul style="list-style-type: none"> ❖ Computer ❖ Cooperative Learning Group Activity

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: : How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period 2014– 2015?

DATA COLLECTION INSTRUMENTS: Observation sheet, Field diary

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK SEVEN	<ul style="list-style-type: none"> To express future plans and intentions. 	<ul style="list-style-type: none"> Present continuous for future arrangements <ul style="list-style-type: none"> ✓ Be going to +verb for future plans, intentions and predications. ✓ Statements. ✓ Yes/No Questions. ✓ Information Questions. 	<p>Jigsaw Strategy: Information Gap Task.</p> <ul style="list-style-type: none"> ❖ Debate <p>Engage: Researcher presents students a game to get their attention easily.</p> <p>Study: Form teams and assign a leader. Each group should be four students. Students who choose the same section gather and make a new group called expert group, the researcher gives time to these “Expert Group” to discuss the main point of their segment. They may share ideas, opinions, and comprehension about the material and try to solve their problem. After that, they return.</p>	<ul style="list-style-type: none"> ❖ Computer ❖ Cooperative Learning Group Activity

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES:

RESEARCH PROBLEM: How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period 2014 –2015?

DATA COLLECTION INSTRUMENTS: Post – test, Observation sheet, Field diary.

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	RESOURCES
WEEK EIGHT	Students will be able to answer the questionnaire and the post-test questions.	<ul style="list-style-type: none"> • Adverbs of frequency. • Gerunds after verbs. • The Present Continuous • Simple Present contrasted with the Present continuous • Too+ adjectives. • Present Continuous for future arrangements. 	<p>The researcher presents the test to evaluate reading.</p> <p>The researcher gives the instructions about it and the learners develop the test.</p> <p>The researcher monitors students and clarify any doubt.</p>	<p>Post-test</p> <p>Post questionnaire</p>

SUPPORT: Coaching and guidance from the university profession.

OBSERVATION NOTES

g. TIME LINE

PHASES	ACTIVITIES	2015												2016		
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar	
PROJECT	Project presentation	X														
	Appointment of the teacher advisor		x													
	Project approval		x													
	Appointment of thesis advisor		x													
INTERVENTION/ACTION	Application of the instruments		x													
	Act-observe			xxxx	xxxx											
THESIS PROCESS	data organization and tabulation					xx										
	Interpreting and reflecting					xx										
	Writing up and reporting						xx									
	Presenting the thesis report						x									
	Thesis revision						x									
	Submission of the folder								xxxx	xxxx	xxxx					
	Thesis presentation											xxxx				
	Private review and thesis approval												xxxx			
	Corrections													xxxx		
	Public presentation and incorporation															xxxx

h. BUDGET AND FINANCING

Resources

Human

The researcher

The seventh year students of Basic Education

The English Teacher

Thesis advisor

Materials

Papers

Technical

Computer

Cds

Cd player

Projector

Internet

Budget

RESOURCES	COST
Internet	\$ 60.00
Print of reports	\$ 20.00
Print of the project	\$ 30.00
Print of the final report and thesis	\$200.00
Unexpected expenses	\$50.00
Total	\$ 360

The financing of the expenses derived from the present research work will be assumed by the research author.

All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

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ANNEXES

RESEARCHER FIELD DIARY

Lesson						
Activity						
Objective:						
Materials:						
Timing:						
Procedure:						
Grouping:						
Do students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

OBSERVATION SHEET

Observer:		Date:		
Things to be observed	ACTIVITIES	YES	NO	SOMETIMES REMARKS
Have all the students participated during class?		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
Was the activity appropriated for the class?		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
Were the objectives for the activities accomplished?		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
Suggestions to the activities done		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

SPEAKING GRADING SCALE

Aspects	GRADING SCALE FOR SPEAKING			
	Excellent 2 – 2,5	Average 1,4 – 1,9	Considerable 07-1,06	Low 0-0,5
Grammar				
Pronunciation				
Vocabulary				
Fluency				

Elaboration: The researcher

*(8/10) Expected level before and after the intervention plan.

SPEAKING RUBRIC

	Needs Improvement 0.5	Satisfactory 1	Good 2	Excellent 2.5
Grammar	Students had difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Students were able to express their ideas and responses adequately but often display inconsistencies with their sentence structure and tense.	Students was able to express their ideas and responses fairly well but make mistakes with their tenses, however are able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tense.
Vocabulary	Students have problems with vocabulary that leads listener to misunderstanding.	Weak language control, basic vocabulary choice, with some words.	Adequate language control, good range of relatively, well-chosen vocabulary.	Excellent language of language features; a wide range of well-chosen vocabulary.
Pronunciation	Students had difficult to understand, quiet in speaking, unclear in pronunciation.	Students were slightly unclear with pronunciation at times but generally are fair.	Pronunciation was good and did not interference with communication.	Pronunciation was very clear and easy to understand.
Fluency	Students were unable to ask or respond to questions	Students took a long time to respond to questions.	Students were able to ask and respond questions but with little difficulty.	Students were able to communicate clearly with no difficult.

PRE –POST TEST

The researcher will use this oral test in order to assess the students' speaking skill considering the following aspects: grammar, vocabulary, fluency and pronunciation.

The pre and post test is going to be score over 10, each questions 2.5 points.

Question 1:

Grammar

- **Talk about your daily routine using adverbs of frequency. (2-3 minutes)**



Question 2:

Vocabulary

- **Describe the following picture. What are they doing? (3 minutes)**



Question 3

Pronunciation

- Talk about your future plans and intentions (3 minutes)

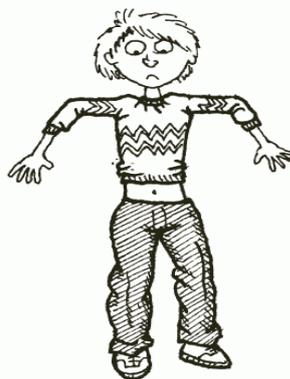


Question 4

Fluency

- Tell at least 10 sentences with the adjective + enough and 10 sentences with too + adjective. Pay attention with the position in the sentence.

too/enough



Tom's sweater is not big enough



Kevin's sweater is too big



Questionnaire

As an undergraduate of the English language career, the researcher is doing an action research about games; this study will help you to improve your speaking skill at the English language learning.

Dear student,

I ask you politely to answer the following questions sincerely:

Mark with an (x) the answers for questions 1 to 8.

1. Do you know what Jigsaw activities are?

Yes () No ()

2. Have you ever worked with Jigsaw tasks?

Yes () No ()

3. Do you think that Jigsaw strategy can help you to improve your speaking skills?

Yes () No ()

4. In which processes of the class, would you like to practice with Jigsaw strategy?

Before () During () After ()

6. How often do you like to use Jigsaw strategy in English classes?

Always () Sometimes () Almost Always () Never ()

Thanks for your collaboration!

MATRIX

THEME: How does the Jigsaw as a Cooperative Learning strategy improve the English language speaking skills among the students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period September 2014 – July 2015?

Problem	Objectives	Theoretical Frame	Methodological Design (Action Research)	Instruments
<p>Main Research Problem</p> <p>How does the Jigsaw as a cooperative learning strategy improve speaking skill among students of 2nd year of Bachillerato Internacional, at “Bernardo Valdivieso” high school of Loja city, during the academic period September 2014 – July 2015.</p>	<p>General</p> <p>To improve speaking skill through the Jigsaw as a cooperative learning strategy among students of 2nd year of Bachillerato Internacional, at Bernardo Valdivieso high school, Loja city, during the academic period September 2014 – July 2015.</p>	<p>Speaking Skill</p> <p>Definition</p> <p>Importance of speaking</p> <p>Speaking Aspects</p> <p>Speaking Activities</p> <p>How to teach speaking?</p> <p>Teachers roles in Speaking</p> <p>Principles for teaching speaking.</p> <p>Testing students speaking skills.</p> <p>How to make a speaking rubric?</p>	<p>Preliminary investigation</p> <p>Observing of the English classes.</p> <p>Stating the background of problem.</p> <p>Describing the current situation</p> <p>Locating and reviewing the literature.</p> <p>Creating a</p>	<p>Questionnaires</p> <p>Tests</p> <p>Diary</p> <p>Observation Sheet</p>

<p>SUB PROBLEMS</p> <p>What kind of theoretical references about the Jigsaw as a Cooperative Learning Strategy and English Speaking Skill are effective to help 2nd year of Bachillerato Internacional students , at Bernardo Valdivieso high school?</p> <p>What are the issues that limit the speaking skill of the 2nd year of Bachillerato Internacional students at Bernardo Valdivieso high school?</p>	<p>SPECIFICS</p> <p>To investigate the theoretical references about speaking skill and the Jigsaw as a cooperative learning strategy to improve speaking skill among students of 2nd year of Bachillerato Internacional, at Bernardo Valdivieso high school.</p> <p>To diagnose the issues that limit the speaking skill among students of 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.</p>	<p>How to make a speaking rubric?</p> <p>ESA Method</p> <p>The Jigsaw</p> <p>Definition</p> <p>Principles of Jigsaw strategy</p> <p>Importance of Jigsaw Strategy</p> <p>Jigsaw Steps</p> <p>Jigsaw Tasks</p> <p>Teacher's role in Jigsaw</p>	<p>methodological framework for the research.</p> <p>Preparing an intervention plan.</p> <p>Presentation of Research findings</p> <p>Reflecting, analyzing and answering the proposed inquiries.</p> <p>Organizing the final report.</p>	
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<p>Which jigsaw tasks are apply inside the classroom as a cooperative learning strategy to improve speaking skill of 2nd year of Bachillerato Internacional students , at Bernardo Valdivieso high school?</p>	<p>To design an intervention plan based on the application of Jigsaw tasks inside the classroom as a strategy to improve students speaking skill among 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.</p>			
<p>What opinion and information jigsaw tasks are apply to minimize students limitations in grammar, pronunciation, vocabulary and fluency among 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school?</p>	<p>To apply information and opinion jigsaw tasks to minimize students limitations in grammar, pronunciation, vocabulary and fluency among 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.</p>			

<p>What was the effect that the use of Jigsaw Strategy had in 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school?</p>	<p>To value the effectiveness that jigsaw Strategy had on students through the application of a Post-test in 2nd year of Bachillerato Internacional at Bernardo Valdivieso high school.</p>			
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