Jigsaw as one type of cooperative learning used to help students learn English fun. It provides students opportunities to develop effective social skills that will enable them to become good members of society. This method consists of several groups that have heterogeneous in ability, gender, religion and race. Jigsaw contributes each member of the each group to participate in having group’s goal. Every member’s of group has the important role, their contribution will complete the task.

This study aimed at describing the implementation of jigsaw method in the English class used by the teacher at SMU I Situbondo. This study describes about the implementation of jigsaw method in the English class of SMU I Situbondo, the supporting factors of the implementation of jigsaw method, and the obstacles faced by the teacher on the implementation of jigsaw method in the English class.

This study used descriptive qualitative research that the data collected were in the form of words or pictures rather than numbers. The subject of the study was one English teacher of first grade who implemented jigsaw method in the English class. The data were obtained through observation and interview.

The result of this study showed that the jigsaw method was not implemented perfectly. The teacher did not fulfill the theory about the correct jigsaw method.

Concluding the main problems of the implementation of jigsaw method at SMU I Situbondo, the writer suggests that teacher should schedule the time of implementing jigsaw method, varied the material that given to the students, and vary the kinds of jigsaw methods to be implemented in the classroom, such us listening jigsaw, and picture jigsaw.