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**THE INFLUENCE OF THE STUDENTS' RESPONSE OF JIGSAW  
ACTIVITIES ON ENHANCING STUDENTS' SPEAKING COMPETENCE  
AT THE SECOND GRADE STUDENTS OF *MTs TUNAS CENDEKIA*  
*DESA BABAKAN KECAMATAN CIWARINGIN KABUPATEN CIREBON***

**A THESIS**

Submitted to English Education Department of *Tarbiyah* Faculty of *Syekh Nurjati*  
*Cirebon* State Institute for Islamic Studies in Partial Fulfillment of the Requirements  
for Islamic Scholar Degree in English Education.



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## ABSTRACT

### MUHAMMAD IQBAL : “*THE INFLUENCE OF THE STUDENTS’ RESPONSE OF JIGSAW ACTIVITIES ON ENHANCING STUDENTS’ SPEAKING COMPETENCE AT THE SECOND GRADE STUDENTS OF MTs TUNAS CENDEKIA DESA BABAKAN KECAMATAN CIWARINGIN KABUPATEN CIREBON*”

The objective of this research study was to know the influence of the students’ response of jigsaw activities on enhancing student’ speaking competence.

The Jigsaw Activities method is a CL method that has received considerable attention in the domains of research and practice. It belongs to the Students’ Team Learning model. Jigsaw activities assign students’ to cooperative group. It give all groups the same topic, and take the material and divide it into part like a jigsaw puzzle so each student has part of the material needed to complete the assignment. with this method They had more chances to speak up. They easily learnt the materials with a group. They actively participated during the teaching and learning process.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts” speaking is a crucial part in learning and teaching English. Despite its importance, for many years, teaching speaking has been undervalued and English language teacher have continued to teach speaking just as repetition of drills or memorization of subjects.

The aims of the research are to know the students’ response of jigsaw activities, to know the students’ speaking competence and to know if there any positive and significant influence of the students’ response of jigsaw activities on enhancing students’ speaking competence.

The techniques of collecting the data are observation, interview and test. The writer took this research at the second grade students’ of *MTs Tunas Cendekia* with the population is 39 students. In this research, the writer took 39 students as the sample. The techniques of analyzing data, the writer used the formulation of product moment correlation by Pearson and determination coefficient (DC).

The conclusion of this research is the influence of the students’ response of jigsaw activities on enhancing students’ speaking competence. It is known from the result of the students’ response of jigsaw activities (X Variable) is 42 and the result of the students’ speaking competence (Y Variable) is 67. Finally, the result of the influence of X variable on Y variable is 0.67. It can be categorized as “high correlation”. It means that there is positive and significant influence of the students’ response of jigsaw activities on enhancing students’ speaking competence. And then, the result of determination coefficient is 45% that influence of X variable give contribution to the Y variable and 55% is determined from other factors.



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## PREFACE

*Bismillahirrahmanirrahim.*

*Alhamdulillahirabbil 'alamin.* In the name of Allah the Most Gracious, the Most Merciful. All praises and thankfulness are given to Allah lord of all creatures and universe. Many invocation and safety always be given to the prophet Mohammad (Peace be upon Him), his companions, his families, and his followers up to the end of the world.

With the blessing of Allah the Almighty. A number of wonderful people have worked hard and support the writer is finally able to finish writing this thesis under the title **“THE INFLUENCE OF THE STUDENTS’ RESPONSE OF JIGSAW ACTIVITIES ON ENHANCING STUDENTS’ SPEAKING COMPETENCE AT THE SECOND GRADE STUDENTS OF MTs TUNAS CENDEKIA DESA BABAKAN KECAMATAN CIWARINGIN KABUPATEN CIREBON”**. This thesis is presented to the English Education of *Tarbiyah* Faculty of *Syekh Nurjati* State Institute for Islamic Studies in Partial Fulfillment to the Requirement for the Islamic Scholar Degree in English Education.

Grateful acknowledgements are due to a lot of people who have taken a part helped, supported, and advised the writer in constructing this thesis. Therefore, the writer would like to convey her sincere gratitude to:

1. Prof. DR. H. Maksum Mukhtar, M.A, the Rector of *IAIN Syekh Nurjati Cirebon*.
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4. Sumadi, SS., M.Hum, as the second supervisor who has given valuable guidance, motivation, suggestion, and helps the writer during the process of writing this thesis.
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8. All of my classmate PBI – G, keep moving forward.
9. All of my friends that cannot be mentioned one by one for their motivation.

The writer trust that this thesis is still so many lacks found and far from being perfect because to make a good thesis will consume much time. Therefore, the writer with the great pleasure would receive the guidance, suggestion, and constructive critic from the readers.

At the last, the writer hopes that this thesis would be useful and valuable for the readers and particularly for the writer and for English Education Department of the State Institute for Islamic Studies *Syekh Nurjati Cirebon*.

Cirebon, April 2013

Writer



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## CHAPTER 1

### INTRODUCTION

#### A. The Background of The Problem

Learning English needs an intensify process that must be used, in studying the language; there are four skills that we must pay attention. Those are speaking, reading, listening and writing. According to *Peraturan Menteri Pendidikan Nasional (Permendiknas)* no. 23/2006, students of Junior High School are required to accomplish basic competences related to English subject. In general, they should achieve those competences included in four language skills: listening, speaking, reading, and writing So that, the teacher mostly spend much of time an appropriate teaching methodologist for greater effectiveness in student acquisitions on English designing and implementing materials, test and practice.

As one of language skills that has to be mastered, the role of speaking in English as a means of communication is highly elevated. The role of speaking is an activity used by student to communicate with others. It takes place everywhere and has become part of our daily activities. When student speaks, he or she interacts and uses the language to express his or her ideas feeling and thought. He or she shares information to other through communication.

In line with the regulation above, students are expected to express their ideas, written or spoken language, in simple interpersonal and transactional discourse, formal or informal. They are required to use the language functions in different contexts based on the genre of the text.

In fact, the students of Junior High School run into difficulties in learning speaking in English. There are many schools which still use traditional methods especially in teaching speaking. The teacher just give the material and explain it, give example and give exercises. The methods is not effective and the students must study hard to master it, so that, the teacher should create a good circumstance in the class. In the process of teaching and learning, there are many



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factors that can influence; they are teachers, students', media, and methods. The one of the essential part in teaching and learning is method. The method that used by the teacher must be suitable with the situation and students. The teacher must be able to select and used good and interesting materials and method in order to improve the students' speaking skill.

Jigsaw activity is considered as a good technique to teach speaking. It is bidirectional or multidirectional information gap. This method is distinct from information gap. It is done by cooperative work. Each person in a pair or group has some information the other persons need (Bailey in Nunan, 2003:7). The students will be split up into two groups in general. The first group is origin group. Each member of this groups has different information about a major topic. Another group is expert group. They are group who are 'expert' for the topic. Each member of origin group has to consult the information to the expert one. Afterward, they go back to their group and everyone in origin group has to share the information in target language (Mandal, 2009 : 9)

In line with the explanation above, Jigsaw activity is supposed help the students to enhance their speaking skill. There have been some findings related to jigsaw activities on enhancing speaking skill as postulated by Annisa (2012) stated that jigsaw activities encourage the students to be more communicative. Furthermore, wahyu susilo Alfiantoro (2009) found that jigsaw is able to improve the students' speaking ability especially in using grammar, using the appropriate vocabulary and pronouncing the word correctly. Through jigsaw, students are provided with abundant opportunities to practice their ability in using the correct grammar, pronouncing the correct pronunciation and using the appropriate vocabulary. Jigsaw stimulates the students to speak.

The fact above had motivated me to conduct the research of jigsaw activities, in this thesis the writer just want to try to find out the influence of the students' response of jigsaw activities on enhancing students' speaking competence at the second grade of *MTs Tunas Cendikia Desa Babakan Kecamatan Ciwaringin*



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*Kabupaten Cirebon*. This is becoming the reason for the writer to give the title of this proposal namely, ***“THE INFLUENCE OF THE STUDENTS’ RESPONSE OF JIGSAW ACTIVITIES ON ENHANCING STUDENTS’ SPEAKING COMPETENCE AT THE SECOND GRADE STUDENTS OF MTs TUNAS CENDEKIA DESA BABAKAN KECAMATAN CIWARINGIN KABUPATEN CIREBON”***.

## **B. The Identification of The Problem**

To identification of the problem in writing this thesis is classified it into the following parts:

### **a. The Field of The Research**

The field of research in writing this thesis is speaking. Focusing on the influence of the students’ response of jigsaw activities on enhancing students’ speaking competence.

### **b. The Kinds of The Problem**

there were two problems that could be identified. First. The students were not confident to speak English because they were afraid making mistakes. Second. The class room activities did not engage the students to be active in speaking.

### **c. The Main of The Problem**

The main of the problem in writing this thesis is the class room activities did not engage the students to be active in speaking. It means that The method that used by the teacher can not enhance their abilities especially in presenting or telling something. So that, The students get trouble in speaking.

## **C. The Limitation of The Problem**

In this research, the writer has decided to limit the problem into three kinds of problem, they are : the students’ response of jigsaw activities as a method of teaching and learning, the students’ speaking competence and the influence of the students’ response of jigsaw activities on enhancing students’ speaking competence.





#### **D. The Questions of The Research**

The questions of the research in writing this thesis are :

1. Do the students have good response on the application of jigsaw activities?
2. Do the students have good competence in English Speaking?
3. Is there any positive and significant influence of the students' response of Jigsaw Activities on enhancing students' speaking competence?

#### **E. The Aims of the Research**

1. To know the students' response on the application of Jigsaw Activities.
2. To know the students' competence in English Speaking.
3. To know if there any positive and significant influence of of the students' response of Jigsaw Activities on enhancing students' speaking competence.

#### **F. The Usefulness of The Research**

The research product hoped to be able to increase the developing of language learning; especially on enhancing the students' speaking competence by using Jigsaw Activities as a method of the teaching process. As a result, the students are able to speak English well and they can explore their ideas and creativities.



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