

## CHAPTER I

### INTRODUCTION

The researcher describes about background of study, problem of study, research objective, assumption of study, hypothesis of study, significant of the study, scope and limitation of the study, definition of key terms, and also previous study.

#### **A. Background of Study**

The primary source of communications for us are language. It's the way we communicate through this method. With others, we share our ideas and thoughts. In the world, there are thousands of languages. Every country has their own national language in addition to a variety of local languages spoken and understand by their Millions of people speak some languages in different regions, and only a few speak others. The importance of English cannot be denied in the global world, because it is spoken by more than one billion people worldwide. English is a language that people use all around the world.<sup>1</sup> So, language is very important communication tool for humans. Without language, we would have difficulty speaking, sharing thoughts or our ideas, and in this world we have many languages, starting from Indonesian, Javanese, Sundanese,

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<sup>1</sup> Niyozova Aziza Ilyosovna, "The Importance of English Language," *International Journal On Orange Technologies (IJOT)* 02, Issue-01, (Jul-Aug, 2020): 22.

Malay, English, Korean, Japanese, Chinese, and others according to where each person lives. And one of the languages that is very popular and important is English. English is an international language that is a liaison for Indonesians, for example if they want to communicate with people abroad.

English has emerge as an international language utilized in diverse fields, along with commercial enterprise, era, tourism and international communications. consequently, it is essential for students to learn English at school.<sup>2</sup> English is officially taught as a foreign language in Indonesian schools following the decision of the minister of education and culture in 1967. English subject is considered important in the absorption and development of science, technology and arts and culture between nations. Therefore, along with changes in increasingly modern times and with the development of English among the nation's successors, English has become a mandatory subject in Indonesia.<sup>3</sup> English is a worldwide communication language used all through the world by way of analyzing English, students will have the capability to talk with human beings from various countries and cultures. This lets in students to engage in international trade, growth possibilities to paintings in multinational companies, and make bigger their social networks globally. English language abilties can deliver students a competitive gain inside the world of labor. Many agencies and industries require personnel who've desirable English language capabilities. The capability to speak fluently in English can open the door to career possibilities

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<sup>2</sup> <https://cabdindikwill.com/blog/pentingnya-pembelajaran-bahasa-inggris-di-sekolah/>. Accessed on 8 November at 05.49

<sup>3</sup> Ismi Yulizar & Siti Aminah, "Mengapa Bahasa Inggris Menjadi Mata Pelajaran Wajib di Indonesia," *Tarbiyah Bil Qalam: Jurnal Pendidikan Agama dan Sains*, 6(2), (December, 2022): 25.

in the world over oriented agencies, in addition to growing possibilities to paintings abroad.

Along with the improvement of technology and the net, access to resources and information in English is increasingly more good sized an awful lot literature, journals and academic resources are to be had in English by using analyzing English, students can get entry to the state-of-the-art facts, study the contemporary studies, and extend their understanding in various fields.

Learning English can also assist in growing vital and innovative questioning abilities. As students learn to understand and use English, they have to additionally research to investigate, interpret, and express thoughts successfully. This manner entails critical wondering competencies to resolve troubles, make robust arguments, and develop creative wondering in English. Language is not most effective a way of communicate, however additionally displays the culture and identification of a nation. when college students research English, in addition they find out about the subculture and traditions related to it. This helps increase cultural consciousness and appreciation for variety inside the global. through studying English, college students can increase a deeper expertise of cultural range and develop their horizons about the world.

Studies have shown that mastering English can enhance well known getting to know capabilities. The method of mastering English involves extensive brain involvement, which include comprehension, reminiscence, and information processing. this may stimulate college students' cognitive improvement and help them turn out to be more powerful newcomers in all regions of take a look at.

Getting to know English at school gives many critical advantages for students. Inside the generation of globalization and more and more superior technology, expertise and using English has become very essential.

Most foreign language students are attempting to learn English because of its role as a worldwide communications tool. All four basic skills of the language, including listening, speaking, reading and writing, have to be acquired in this process. Listening and reading are passive skills or receptive skills, whereas speaking and writing are active skills or productive skills. In the context of learners not showing their ability to exhibit these skills, listening and reading should be regarded as passive or receptive skill. They're just listening to the language or reading it, and they are not producing anything. Whereas, they need to write the sentences themselves and have a lot of practice in order to know much about grammar, vocabulary, sentence structure and usage. Therefore, speaking and writing are considered to be active or productive skills.<sup>4</sup> So, according to Parupalli, listening and reading are passive skills because they don't produce anything, while speaking and writing are active skills. But in my opinion, reading produces something, when we read a lot we will know or master the world. Whereas if we write a lot we will change the world.

As explained above, speaking is one of the language skills that must be mastered. Speaking skill in English is a skill to convey thoughts to anyone orally. However, speaking skills are difficult to develop if not continuously trained and

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<sup>4</sup> Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, Issue-2, (March, 2019): 7-8.

it can be done with classmates, all English teachers or others who can speak English. Speaking is important and must be practiced. Even though it seems easy, if we just keep quiet and don't practice our English speaking skills, we will still be confused about speaking English and we will even forget the vocabulary that we once memorized or remembered.

In communication theory, the purpose of speaking is just not responding to received speech acts, but has a broader purpose. Human can influence, persuade, provide information, express thoughts and many more purposes that are shown from various events of speaking speech acts.<sup>5</sup> Speaking is not just responding to someone's words, but by speaking we will get information and express opinions.

Speaking training at school can be done by students with discussion activities in groups or what is commonly known as group work. Of course, group work and cooperative learning are different. In group work, sometimes students are happy when they are in a group with other intelligent students who only make them sit and sometimes not participate at all, there is no mutual dependence and responsibility. This means that when a smart student has completed the task, another students or a members of the group with the student also receives a grade. While cooperative learning is a learning group that is carefully designed to provide opportunities for all students to work together and learn from each other.<sup>6</sup> In this activity, students can practice communicating and interacting with their classmates. Cooperative learning will also increase a sense of solidarity and

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<sup>5</sup> Ibid, 67-68.

<sup>6</sup> Elizabeth Coelho, Lise Winer, and Judy Winn-Bell Olsen, *All Sides of the Issue: Activities for Cooperative Jigsaw Groups*, (Prentice Hall Regents, Englewood Cliffs: Alemany Press, 1989), 3.

cooperation among people because in this method, students will be trained to face a task and solve the task together. This will create communication with other students.

Cooperative learning is the most effective educational innovation that simultaneously responds to many challenges and crises we face in our schools and society.<sup>7</sup> In line with that, Ellis & Fouts said that “of all the educational innovations we have reviewed for this book, cooperative learning has the best, largest empirical base”.<sup>8</sup>

The four crises to be addressed in cooperative learning are:<sup>9</sup>

1. The achievement crisis

Hundreds of studies show that cooperative learning improves achievement in all grades and academic content areas.

2. The achievement gap crisis

Cooperative learning promotes academic success, especially for minority and underrepresented students, narrows the achievement gap, and increases educational equity.

3. The race relations crisis

Cooperative learning improves interracial communication, creates more interracial friendships, and replaces racism with understanding and empathy.

4. The social skills crisis

Cooperative learning helps develop personal and social skills.

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<sup>7</sup> Spencer Kagan & Miguel Kagan, *Kagan Cooperative Learning*, (Kagan Publishing, 2009), 3.1.

<sup>8</sup> Ibid, 3.2.

<sup>9</sup> Ibid.

Marzano, Pickering & Pollock said that “of all classroom grouping strategies, cooperative learning may be the most flexible and powerful.”<sup>10</sup> So, cooperative learning is very powerful group work because all students are required to master the material they receive, without relying on other people.

Several research findings have concluded that the benefits of cooperative learning not only lead to higher academic achievement for all students, but also increases self-confidence, social ability and to be able to develop mutual trust between each other and the ability to help each other and cooperate with friends, alone or in groups. Also, avoid competition between individuals, in other words, do not beat each other among students.<sup>11</sup> Cooperative learning forms students personalities who are more self-confident, their social skills increase, their trust in other friends increases, and they place more importance on working together cooperatively, not competing or being hostile to each other.

Jigsaw is a type of cooperative learning. Jigsaw refers to a specific cooperative classroom organization and teaching method developed and documented by Elliot Aronson and others to improve academic achievement and improve race relations in the classroom.<sup>12</sup> In a Jigsaw classroom, students work in small groups and depend on each other to get the information they need to learn a topic, complete an assignment, or solve a problem. Each student in the group becomes an expert on a certain topic or part of the topic and thus has a

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<sup>10</sup> Ibid, 3.3.

<sup>11</sup> Ismun Ali, “Pembelajaran Kooperatif (Cooperative Learning) dalam Pengajaran Pendidikan Agama Islam,” *Jurnal Mubtadiin*, 7, No.01, (Januari-Juni, 2021): 249.

<sup>12</sup> Elizabeth Coelho, Lise Winer, and Judy Winn-Bell Olsen, *All Sides of the Issue: Activities for Cooperative Jigsaw Groups*, (Prentice Hall Regents, Englewood Cliffs: Alemany Press, 1989), 5.

different piece of the Jigsaw. Although each student's knowledge is independently comprehensible, the ultimate goal of learning is for each group to have all the knowledge. Therefore, it is the task of each group member to share his or her knowledge so that all students know all the material. In Jigsaw, students are personally responsible for learning their material and effectively sharing their knowledge with other group members.

MA Sumber Bungur Pakong is an madrasa Aliya which was founded in 1988, its location is in Pakong village, Pakong sub-district, and Pamekasan district. Under the auspices of the Sumber Bungur Pakong Pamekasan Islamic Education Foundation, MA Sumber Bungur always tries to produce outstanding graduates in academic and non-academic fields who can compete at local to national levels, and have good morals that are useful for the nation and state. Since 2021, MA Sumber Bungur has become the madrasa Aliya administering the semester credit system and is the only private madrasa Aliya administering SKS in Pamekasan Regency.

Many studies have been conducted regarding the discussion about cooperative learning jigsaw type. Wafaa Salem Al-Yaseen conducted a research under the consideration of the conversation course was to provide student-teachers with opportunities to speak and use the language productively and accurately by applying jigsaw cooperative learning technique.<sup>13</sup> In line with cooperative learning jigsaw type, another researcher also conducted a research

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<sup>13</sup> Wafaa Salem Al-Yaseen, "Impact of Jigsaw Cooperative Learning Technique on Enhancing Kuwait English Language Student-teacher's Speaking Skills," (2020): 122-128.



related to cooperative learning strategies. Mustafa and Reman focused their research on knowing the effect of cooperative learning strategies based on multiple intelligence to EFL students' communication skills.<sup>14</sup>

From the explanation above, researcher have a view to carry out research related to the cooperative learning jigsaw type to increase students speaking skills. The researcher made pre observation in all class to the grade XII MIPA students of MA Sumber Bungur Pakong Pamekasan regarding the problems that students often face in this grade, it was found that students' English speaking skills were very low, in each class there were only 1 until 2 students who could speak a little English. This is because the learning method used by the teacher is very monotonous, he only explains it using a whiteboard and marker as learning media, full English, gives lots of advice or no longer discusses the lesson. As a result, many students are sleepy, talk to their friends secretly, and not listen to what the teacher explains. The researcher conducted an interview with the teacher of English subject in XII MIPA class to find out whether he has ever used the cooperative learning jigsaw type, and the answer is only group work.<sup>15</sup> Not only that, the researcher also conducted an interview with one of students from XII MIPA class about the real condition in class, it was found that many students are sleep and sleepy, the language used is full English even though the students don't understand it at all, they are even thought to be speaking Hindi because they don't understand it. Students really want to learn English but with

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<sup>14</sup> Mustafa Altun and Reman Sabah, "The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners' Speaking Skills," *Asian EFL Journal* 27, No. 2, (April, 2020): 160-167.

<sup>15</sup> Mohammad Hasib, Interview by Online Chat in Whatsapp, 9 November 2023.

different learning models.<sup>16</sup> From the results of this preobservation and interview, the researcher was curious what if all the students in the class were forced to work together and speak English, will their English speaking skills improve. Researcher is increasingly interested in carrying out research by raising the title, **“The Effect of Cooperative Learning Jigsaw Type to the Students’ Speaking Skills in Grade XII MIPA of MA Sumber Bungur Pakong”**.

### **B. Problem of Study**

Based on the background of study above, the problem of study in this research are:

1. Is there any effect of applying cooperative learning jigsaw type to the Students’ Speaking Skills in grade XII MIPA of MA Sumber Bungur Pakong Pamekasan?
2. How significance is The Effect of Cooperative Learning Jigsaw Type to the Students’ Speaking Skills in Grade XII MIPA of MA Sumber Bungur Pakong Pamekasan?

### **C. Research Objective**

Research objective is to find the goal of research and solving the problem encountered by researcher. This statement used in quantitative research to achieve the study.

1. To find out whether there is any effect of applying cooperative learning jigsaw type to the students’ speaking skills in grade XII MIPA of MA Sumber Bungur Pakong Pamekasan.

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<sup>16</sup> Safarina Tri Sofiyana, Interview by Onlice Chat in Whatsapp, 8 November 2023.

2. To measure how significance is The Effect of Cooperative Learning Jigsaw Type to the Students' Speaking Skills in Grade XII MIPA of MA Sumber Bungur Pakong Pamekasan.

#### **D. Assumption of Study**

Assumption is a basic assumption or postulate about something related to the research problem which is the correctness has been received by researcher.<sup>17</sup> Each researcher certainly has different assumption about each object that the researcher determine. Therefore, this research needs confirmation of assumption or postulate by researcher related to variables. The assumptions used by the researcher in this research are:

1. If the cooperative learning jigsaw type is used in learning, the students' speaking skills will increase.
2. Teachers can master the jigsaw cooperative model in learning.

#### **E. Hypothesis of Study**

Hypothesis is a temporary answer about research problem that the rightness has yet to be tested empirically.<sup>18</sup> So, hypothesis is a prediction about what the researcher express to find. There are two kinds of hypotheses, namely Null Hypotheses and Alternative Hypotheses. Null hypotheses (Ho) is statistical hypotheses which clarify that there is no relationship between variables. While alternative hypotheses (Ha) is statistical hypotheses which clarify that there is relationship between variables.<sup>19</sup>

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<sup>17</sup> *Pedoman Penulisan Karya Ilmiah*, (Pamekasan: IAIN Madura, 2020), 17.

<sup>18</sup> *Ibid*, 18.

<sup>19</sup> *Ibid*, 18.

1. Null Hypotheses (Ho)

There is no effect of cooperative learning jigsaw type to the students' speaking skills in grade XII MIPA of MA Sumber Bungur Pakong Pamekasan.

2. Alternative Hypotheses (Ha)

There is any effect of cooperative learning jigsaw type to the students' speaking skills in grade XII MIPA of MA Sumber Bungur Pakong Pamekasan.

Based on the hypotheses above, the researcher uses the Alternative Hypotheses (Ha) where there is effect of cooperative learning jigsaw type to the students' speaking skills in grade XII MIPA of MA Sumber Bungur Pakong Pamekasan.

## **F. Significant of the Study**

The significant of the study presents the significant of the research in scientific or even in social significant. So, scientific significant focus on the development of science while for social significant is used to improve the issue in the next period.<sup>20</sup> The significant of the study is formulated as follows:

1. Theoretically

The researcher expected that this research can develop the knowledge and will give a good contribution for readers to know more about the effect of applying cooperative learning jigsaw type to the students' speaking skills.

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<sup>20</sup> Ibid, 19.

## 2. Practically

### a. For the Teacher of MA Sumber Bungur

The result of this research expected can as an additional reference and to improve students' English speaking skills from the cooperative learning jigsaw type.

### b. For the Students of MA Sumber Bungur

The result of this research and this learning model, it is hoped that students will become more enthusiastic about learning English, especially speaking English, will increase awareness, and cooperation between students will become closer. In this case, students will not get bored easily if the learning model is appropriate to the students' conditions.

### c. For the researcher

The result of this study can be used by the researcher to develop knowledge about the effect of applying cooperative learning jigsaw type to the students' speaking skills.

### d. For the next researcher

The result of this study can be used as a reference, benchmark and evaluation for development by the next researcher.

## **G. Scope and Limitation of the Study**

The researcher gives scope and limitation to make the study not large and to prevent misunderstanding. The scope of this study is focuses on the effect of cooperative learning jigsaw type to the students' speaking skills.

While the limitations of this study is the limit, that discussion is not to general from the discussed and the limitations of this research, “The researchers limit the study in the students of XII MIPA 2 and XII MIPA 3 class of MA Sumber Bungur Pakong Pamekasan”.

## **H. Definition of Key Terms**

Some words which are used by the researcher as the key of this research to find the meaning and needed to explain clearly called as key terms. Key terms of this research contain the concerned term in this research. Those key terms are to help the readers to understand the main point of this research.<sup>21</sup>

To avoid misunderstanding for the readers in classifying about the key term, the researcher would like to explain the term used in this research. They are as follows:

### **1. Cooperative learning**

Cooperative learning is a learning model, learning system, and working in small groups consisting of four to six people. From this small group it trains students to be more collaborative, confident to speak, and enthusiastic in learning.

### **2. Jigsaw Type**

Cooperative learning has several techniques that foster students' interaction, one of which is jigsaw. Jigsaw is a cooperative learning technique in which students, not teachers, have greater responsibility in carrying out learning. Students are divided into several original groups or what is called a

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<sup>21</sup> Ibid, 19.

jigsaw and then divided again into expert groups whose task is to understand the material and then return to the original group to explain what they have obtained.

### 3. Speaking Skills

Speaking is one of skills in English that give us the ability to communicate effectively. These skills allow the speaker, to convey his or her message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening.

#### **I. Previous Study**

Knowing the previous study, it helped the researcher to know the previous research that has been done dealing with this research. Actually this research is not a new research, but there are some researchers that have been done before. Like the research that is done by Wafaa Salem Al-Yaseen, entitled "Impact of Jigsaw Cooperative Learning Technique on Enhancing Kuwait English Language Student-teachers' Speaking Skills".<sup>22</sup> Based on the results of research that has been carried out in Kuwait university and data analysis that will occur, it can be concluded as follows: The sample consisted of 40 female Kuwaiti student-teachers of English enrolled in a Conversation for the Language Teachers Course in the first semester of 2019/2020. They were divided equally into two groups, The control and experimental group. Control group teach with

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<sup>22</sup> Wafaa Salem Al-Yaseen, "Impact of Jigsaw Cooperative Learning Technique on Enhancing Kuwait English Language Student-teacher's Speaking Skills," (2020): 122-128.

traditional method and experimental group teach with jigsaw cooperative learning. Participants were homogeneous in terms of age (19 to 20 years old), gender, mother tongue (Arabic), English proficiency, educational, and cultural background. However, there was variation in their language skills. Learning activities in the experimental group using the jigsaw cooperative learning technique were proven to be better than the control group which was not treated in learning activities, this was proven by the t-test value which showed a positive attitude of the experimental group towards cooperative learning and the jigsaw techniques. Oral presentations are assessed using the speaking assessment rubric, the results of the pretest and posttest show very significant differences. The pretest results were more than the significance level of  $p=0.05$  because treatment has not been given for the experimental group, so  $H_0$  was accepted. And the posttest were less than the significance level of  $p=0.05$  because treatment has been given for the experimental group, so  $H_0$  was rejected.<sup>23</sup> The similarity with this research is that they both apply the cooperative learning jigsaw type. Meanwhile, the difference is in the subject, in Wafaa's research the subjects were student-teachers of English at the College of Education at Kuwait University. Meanwhile, in this research the subjects are the grade XII MIPA students of MA Sumber Bungur Pakong Pamekasan.

The second previous study that relate with this study is "The Implementation of Cooperative Learning by Using a Jigsaw Technique in Speaking to the Grade XI Students of SMK Negeri 9 Medan" that written by

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<sup>23</sup> Wafaa Salem Al-Yaseen.



Julita bakara and Arsen Nahum Pasaribu from SMK Negeri 9 Medan and Universitas HKBP Nommensen Medan Indonesia, 2022.<sup>24</sup> Based on the results of research that has been carried out in SMK Negeri 9 Medan and data analysis that will occur, it can be concluded as follows: The population in Julia and Arsen's research were class XI students at SMKN 9 Medan, with two classes as samples, each consisting of 30 students. XI-RPL2 class has 30 students as the experimental group, and XI-TKJ3 class has 30 students as the control group. the experimental group was given treatment using the jigsaw cooperative learning strategy, while the control group was not given treatment but still used conventional method. Julita and Arsen's research shows that the jigsaw technique used in teaching speaking influences students speaking scores. The average pre-test and post-test scores for the control group were 65.53 and 75.77, which only showed a slight difference of 10.24 points. Meanwhile, the average pre-test and post-test scores for the experimental group were 69.81 and 81.30, with a point difference of 11.49. Even though there is a slight difference in the mean between the two means, the results show that the experimental group post-test is better than the control group post-test. It can be concluded that students who were taught using the jigsaw technique achieved better speaking performance than students who were not taught using the jigsaw technique. In addition, the results of the questionnaire showed that students became more active and productive in discussing ideas because the interactive classroom

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<sup>24</sup> Julita Bakara and Arsen Nahum Pasaribu, "The Implementation of Cooperative Learning by Using a Jigsaw Technique in Speaking to the Grade XI Students of SMK Negeri 9 Medan," *Jurnal Ilmiah Aquinas* 5, No.1, (Januari, 2022): 10.

atmosphere and fun learning helped them become more confident in expressing ideas orally.<sup>25</sup> The similarity with this research is that they both apply the cooperative learning by using a jigsaw technique in speaking. Meanwhile, the differences are in the subject and research instrument, in Julita and Arsen's research the subjects were the grade XI students of SMKN 9 Medan and as instrument there is a questionnaire. Meanwhile, in this research the subjects are the grade XII MIPA students of MA Sumber Bungur Pakong Pamekasan and the research instruments are test and documentation.

The third study about "The Effect of Using the Jigsaw Cooperative Learning Technique on Saudi EFL Students' Speaking Skills" that written by Hayat Rasheed Hamzah Alamri from Taibah University.<sup>26</sup> Based on the results of research that has been carried out in Prince Megren University and data analysis that will occur, it can be concluded as follows: The samples were taken from Al-Bayan College where Prince Megren recently became Universities in Saudi Arabia. The sample consisted of 28 female EFL students enrolled in the preparatory year language program. For the experimental group (n=15), while for the control group (n=13). The age of all respondents are same, it is 21 old. Speaking class taken 20 hours and time of class taken 2 hours. In speaking performance of jigsaw group showed that the (M=61.80, SD=9.50), while the control group (M=51.54, SD=14.34). Regarding overall speaking performance;  $t(26) = 2.260, p < .032; d = 0.16$ . It means that there is a very large influence of

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<sup>25</sup> Julita Bakara and Arsen Nahum Pasaribu.

<sup>26</sup> Hayat Rasheed Hamzah Alamri, "The Effect of Using the Jigsaw Cooperative Learning Technique on Saudi EFL Students' Speaking Sills," *Journal of Education and Practice* 9, No.6, (2018): 65-77.

the jigsaw CL technique on the speaking skills of Saudi EFL female students. Regarding vocabulary;  $t(26) = 2.275$ ,  $p < .031$ ;  $d = 0.17$ , it means that the jigsaw CL technique had a significant effect on the vocabulary competence. Regarding accuracy;  $t(26) = 2.315$ ,  $p < .029$ ;  $d = 0.17$ , it means that the jigsaw CL technique has an effect on accuracy competence. Regarding to the fluency;  $t(26) = 3.010$ ,  $p < .006$ ;  $d = 0.26$ , while regarding pronunciation;  $t(26) = 2.171$ ,  $p < .039$ ;  $d = 0.15$ . Specifically, the results of using jigsaw CL technique increased Saudi EFL female students' speaking competencies, so HO2 was rejected.<sup>27</sup> The similarity with this research is that they both apply the cooperative learning by using a jigsaw technique in speaking. Meanwhile, the difference is in the subject, in Hamzah's research the subjects were Saudi EFL students. Meanwhile, in this research the subjects are the grade XII MIPA students of MA Sumber Bungur Pakong Pamekasan.

Fourth, Like the research that is done by Mustafa Altun and Reman Sabah entitled, "The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners' Speaking Skills".<sup>28</sup> Based on the results of research that has been carried out in Tishk International University and data analysis that will occur, it can be concluded as follows: The samples in Mustafa and Reman's research were 48 students and formed into two groups, experimental and control groups. The research was carried out in 2018-2019 academic year in the spring semester. 1A learners from Biology education as experimental group with 24 students (17

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<sup>27</sup> Hayat Rasheed Hamzah Alamri.

<sup>28</sup> Mustafa Altun and Reman Sabah, "The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners' Speaking Skills," *Asian EFL Journal* 27, No. 2, (April, 2020): 160-167.

females and 7 males). 1A learners from Physics education as control group with 24 students (16 females and 8 males). The results of the pre-test speaking rubric in the experimental group obtained a mean = 72.4 with SD = 14.44. Pronunciation and vocabulary were weak, but fluency, grammar, and comprehension were successful. It means that students were not familiar with cooperative learning. The results of the pre-test speaking rubric in the post-test obtained a mean = 56.3 with SD = 12.63. In this group, the students were lack of speaking components like fluency, pronunciation, grammar, comprehension and vocabulary. After being given treatment in the form of cooperative learning which was grouped by multiple intelligence, post-test results were obtained from the experimental group, M = 87.29 with SD = 6.91. It means that fluency, grammar, pronunciation, vocabulary and comprehension were developed. After being given treatment the students become better speakers and listeners in the English language. Meanwhile, the post-test results were obtained from the control group, M = 59.13 with SD = 11.93. If compared, there is statically highly significant difference between experimental and control group post-test speaking skills. It showed that the experimental group given cooperative learning spoke English better than the control group.<sup>29</sup> The similarity with this research is that they both apply the cooperative learning. Meanwhile, the difference is in the variable and subject, in Hamzah's research the variable is cooperative learning which was grouped by multiple intelligence, while this research using cooperative learning jigsaw type. The subjects were EFL learners' at Tishk

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<sup>29</sup> Mustafa Altun and Reman Sabah.

International University, meanwhile, in this research the subjects are the grade XII MIPA students of MA Sumber Bungur Pakong Pamekasan.

As previously stated, there is similarity and differences between the researcher's work and the four prior investigations. The similarity is the researcher's study is to investigate the effect of cooperative learning jigsaw type in speaking and the things that make this research different with the four previous study are: The first study focuses on the impact of jigsaw cooperative learning technique on enhancing kuwait English language student-teachers' speaking skills and participants should be homogeneous in terms of age (19 to 20 years old), gender, mother tongue (Arabic), English proficiency, educational, and cultural background. The second study is focuses on do students who were taught through the Jigsaw technique achieve a better performance in speaking than those who were taught through the traditional method and how are the students' perceptions toward the implementation of cooperative learning by using the Jigsaw technique in teaching speaking, while in this study did not use a questionnaire, only test. The third study is focuses on jigsaw cooperative learning technique in English Foreign language classroom and The age of all respondents are same, female and it is 21 years old. The fourth study focuses on investigate the effect of cooperative learning strategies based on multiple intelligence on enhancing EFL learner's communication skills. While this research is focuses on effect of applying cooperative learning jigsaw in speaking to the grade XII MIPA students and how significance is The Effect of

Cooperative Learning Jigsaw Type to the Students' Speaking Skills in Grade XII

MIPA of MA Sumber Bungur Pakong.