



**THE EFFECT OF JIGSAW METHOD TOW ARDS GRADE XI
STUDENTS' SPEAKING ABILITY
AT SMA NEGERI 1 SIABU MANDAILING NATAL**

A THESIS

*Submitted to the English Departement of State College for Islamic Studies (STAIN)
Padangsidempuan in Partial Fulfilment of the Requirement for the Degree of
Islamic education Schoolar (S.Pd.I) in English program*

BY:

ANNI ZAHRIA NASUTION

Reg. No: 07 340 0002

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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Padangsidempuan, 14 Mei 2012

Lamp : 5 (Lima) exemplar

Kepada Yth,

Bapak Ketua STAIN Padangsidempuan

Assalamu 'alaikum Wr. Wb

Setelah membaca, meneliti, memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Anni Zahria Nasution yang berjudul: The Effect Of Jigsaw Method Towards Speaking Mastery At SMA Negeri 1 siabu. Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melangkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidempuan.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas perhatiannya dan kerja samanya kami ucapkan terima kasih.

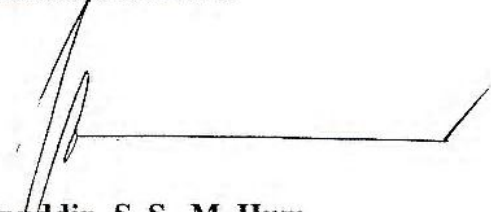
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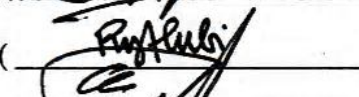
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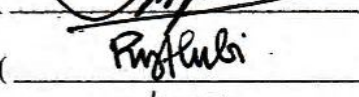
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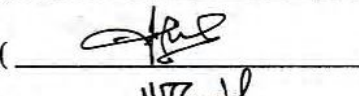
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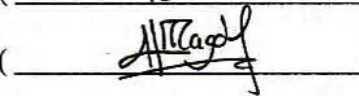
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PENGESAHAN

**JUDUL SKIRIPSI : THE EFFECT OF JIGSAW METHOD TOWARDS
GRADE XI STUDENTS' SPEAKING ABILITY AT
SMA NEGERI 1 SIABU MANDAILING NATAL**

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DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here :

Name : ANNI ZAHRIA NASUTION
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Departement / Studi Program : The Effect Of Jigsaw Method Towards
Students' Speaking Mastery At SMA Negeri 1
Siabu

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Reg. No. 07 340 0002

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3. Mr. Zainuddin, S.S., M.Hum as the second advisor who has helped, supports and suggests the writer to finish this thesis.
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5. My beloved parent, sisters and brothers who have supported and motivated the writer in finishing this thesis.

The researcher would like to express thanks for all people mentioned above who participated in arranging this thesis.

Finally, the researcher realizes that there must be some weaknesses in this thesis. Therefore, the writer welcomes to all good and value critics that can improve this thesis.

Padangsidimpuan, May 2012

The researcher



Anni Zahria Nasution

ABSTRACT

Anni Zahria Nasution. The Effect of Jigsaw Method towards Students' Speaking Mastery at Grade XI SMA Negeri 1 Siabu. A Thesis: Tarbiyah Department in English Program. STAIN Padangsidimpuan 2012.

This research is taken based on fact of the problem in learning English especially in speaking mastery. The researcher identified many problems such as students were taught the speaking mastery and there were learning difficulties to express their idea because they have less vocabulary and grammar, lack of interest and motivation. The aims of this research was to know description of the students' speaking mastery and improving students' speaking mastery by using jigsaw method at grade XI SMA Negeri 1 Siabu.

The research was conducted by quantitative method. The population was 189 students of grade XI SMA Negeri 1 Siabu. Then, the sample of research intended 42 students. Next, the pre-test and post-test about speaking mastery were given to the respondent. To analysis the data, the researcher used formulation of T-test.

After calculating the data to show the description of the data was found that the score of t_0 was bigger than t_s ($3,57 > 2,70$). It is mean that the hypothesis was accepted. It was concluded that there was a significant effect of jigsaw method towards students' speaking mastery at grade XI SMA Negeri 1 Siabu. Finally, the researcher suggested using jigsaw method was effective to improve the speaking mastery.

APPENDIX I

Pre Test

Choose one of the topics about the following topics and perform in front of class:

1. Music
2. Pollution
3. Internet
4. Animals
5. Teacher

| Indicator of Speaking | Score |
|-----------------------|-------|
| Grammar | |
| Vocabulary | |
| Fluency | |
| Comprehension | |

APPENDIX II

Post Test

Choose one of the topics and discuss with your friends about the following topics and perform in front of class:

1. Music
2. Pollution
3. Internet
4. Animals
5. Teacher

| Indicator of Speaking | Score |
|-----------------------|-------|
| Grammar | |
| Vocabulary | |
| Fluency | |
| Comprehension | |

APPENDIX III

The Score of Control Class

| No | Student Initial | Pre-test | | | | | Post-test | | | | |
|----|--------------------|----------|----|-------|----|-------|-----------|----|-------|----|-------|
| | | Vc | Gr | FI/Ac | Co | Total | Vc | Gr | FI/Ac | Co | Total |
| 1 | AA | 20 | 20 | 15 | 15 | 70 | 23 | 15 | 20 | 15 | 73 |
| 2 | AF | 18 | 20 | 13 | 15 | 68 | 21 | 15 | 20 | 14 | 70 |
| 3 | DE | 20 | 20 | 15 | 15 | 70 | 23 | 15 | 20 | 15 | 73 |
| 4 | ER | 20 | 24 | 14 | 14 | 72 | 22 | 15 | 22 | 15 | 74 |
| 5 | FA | 20 | 22 | 15 | 14 | 71 | 20 | 15 | 22 | 15 | 72 |
| 6 | HP | 19 | 20 | 14 | 15 | 68 | 21 | 14 | 22 | 14 | 71 |
| 7 | IKS | 19 | 20 | 14 | 15 | 68 | 21 | 14 | 22 | 14 | 71 |
| 8 | JB | 23 | 22 | 13 | 15 | 73 | 24 | 14 | 24 | 14 | 76 |
| 9 | JP | 21 | 20 | 14 | 15 | 70 | 21 | 15 | 21 | 15 | 72 |
| 10 | MF | 21 | 22 | 15 | 14 | 72 | 22 | 15 | 22 | 15 | 74 |
| 11 | MIK | 23 | 21 | 15 | 14 | 73 | 20 | 15 | 21 | 15 | 71 |
| 12 | MR | 18 | 21 | 15 | 15 | 69 | 20 | 15 | 21 | 15 | 71 |
| 13 | MN | 21 | 22 | 15 | 14 | 72 | 22 | 15 | 22 | 15 | 74 |
| 14 | NS | 19 | 20 | 15 | 14 | 68 | 22 | 14 | 21 | 14 | 71 |
| 15 | NK | 23 | 20 | 15 | 15 | 73 | 25 | 15 | 21 | 15 | 77 |
| 16 | NA | 22 | 21 | 14 | 15 | 72 | 25 | 15 | 17 | 15 | 74 |
| 17 | NZ | 20 | 22 | 15 | 14 | 71 | 28 | 15 | 17 | 14 | 74 |
| 18 | PE | 21 | 19 | 15 | 14 | 70 | 26 | 15 | 17 | 15 | 73 |
| 19 | PR | 22 | 20 | 14 | 14 | 70 | 25 | 15 | 17 | 15 | 72 |
| 20 | RH | 13 | 22 | 22 | 14 | 71 | 23 | 14 | 22 | 15 | 74 |
| 21 | RI | 14 | 20 | 20 | 14 | 71 | 23 | 15 | 21 | 14 | 73 |

APPENDIX IV

The Score of Experimental Class

| No | Student' Initial | Pre- test | | | | | Post-test | | | | |
|----|---------------------|-----------|----|-------|----|-------|-----------|----|-------|----|-------|
| | | Vc | Gr | Fl/Ac | Co | Total | Vc | Gr | Fl/Ac | Co | Total |
| 1 | AI | 23 | 22 | 12 | 13 | 70 | 25 | 20 | 15 | 15 | 75 |
| 2 | AS | 23 | 22 | 12 | 13 | 70 | 23 | 19 | 16 | 16 | 73 |
| 3 | EY | 23 | 22 | 12 | 13 | 70 | 24 | 21 | 13 | 14 | 72 |
| 4 | FD | 20 | 21 | 15 | 15 | 71 | 24 | 22 | 15 | 15 | 76 |
| 5 | HH | 25 | 21 | 11 | 14 | 71 | 27 | 19 | 15 | 15 | 76 |
| 6 | JW | 20 | 20 | 15 | 15 | 70 | 25 | 19 | 15 | 15 | 74 |
| 7 | KD | 23 | 21 | 13 | 15 | 72 | 21 | 21 | 14 | 14 | 70 |
| 8 | LS | 21 | 25 | 12 | 12 | 68 | 24 | 23 | 12 | 11 | 70 |
| 9 | KH | 15 | 27 | 15 | 13 | 70 | 26 | 20 | 15 | 14 | 75 |
| 10 | MIQ | 24 | 26 | 11 | 12 | 73 | 24 | 23 | 12 | 11 | 70 |
| 11 | MS | 19 | 23 | 15 | 15 | 72 | 26 | 25 | 15 | 11 | 77 |
| 12 | MW | 20 | 25 | 13 | 12 | 68 | 25 | 21 | 12 | 14 | 72 |
| 13 | NH | 21 | 25 | 12 | 12 | 68 | 25 | 21 | 13 | 14 | 73 |
| 14 | RM | 20 | 20 | 15 | 15 | 70 | 25 | 19 | 15 | 15 | 74 |
| 15 | SL | 24 | 24 | 13 | 14 | 73 | 26 | 22 | 15 | 14 | 77 |
| 16 | SP | 18 | 21 | 15 | 14 | 68 | 24 | 15 | 15 | 15 | 69 |
| 17 | SW | 20 | 21 | 15 | 15 | 71 | 25 | 19 | 15 | 15 | 74 |
| 18 | UAP | 22 | 21 | 13 | 15 | 71 | 25 | 22 | 14 | 15 | 76 |
| 19 | ZR | 22 | 22 | 15 | 11 | 70 | 23 | 21 | 15 | 15 | 74 |
| 20 | YK | 15 | 27 | 15 | 15 | 72 | 24 | 22 | 15 | 15 | 76 |
| 21 | YR | 25 | 24 | 14 | 11 | 74 | 26 | 23 | 15 | 15 | 79 |

Vc : Vocabulary
 Gr : Grammar
 Fl/Ac : Fluency and Accuracy
 Co : Comprehension

APPENDIX V

THE SCORE OF PRE-TEST CONTROL CLASS

1. The score of pre-test control class from low score to high score

| | | | |
|----|----|----|----|
| 68 | 70 | 71 | 72 |
| 68 | 70 | 71 | 72 |
| 68 | 70 | 71 | 73 |
| 68 | 70 | 72 | 73 |
| 69 | 71 | 72 | 73 |
| 70 | | | |

2. High score = 73

3. Low score = 68

4. Range = High score – low score

$$= 73 - 68 = 5$$

5. The total of lasses (BK) = $1 + 3,3 \log$

$$= 1 + 3,3 (\log 16)$$

$$= 1 + 3,3 (1,204)$$

$$= 1 + 3,9732$$

$$= 5, 3626$$

$$= 4,9732$$

$$= 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{5}{4} = 1,25$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

| Interval | Fi | Xi | Fixi |
|----------|----|-----|------|
| 68-70 | 10 | 69 | 690 |
| 71-73 | 11 | 72 | 792 |
| i=2 | 16 | 141 | 1482 |

$$\bar{x} = \sum \frac{f_i x_i}{f_i} = \frac{1482}{21} = 70,57$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{70 + 71}{2} = 70,5$$

$$p = 10$$

$$F = 21$$

$$f = 10$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 70,5 + 10 \left(\frac{10,5 - 21}{10} \right)$$

$$= 70,5 + (-10,5)$$

$$= 60$$

9. Modus = 70

APPENDIX VI

THE SCORE OF PRE-TEST EXPERIMENTAL CLASS

1. The score of pre-test experimental class from low score to high score

| | | | |
|----|----|----|----|
| 68 | 70 | 71 | 72 |
| 68 | 70 | 71 | 72 |
| 68 | 70 | 71 | 73 |
| 68 | 70 | 71 | 73 |
| 69 | 70 | 72 | 74 |
| 70 | | | |

2. High score = 74

3. Low score = 68

4. Range = High score – low score
 $= 74 - 68 = 6$

5. The total of lasses (BK) = $1 + 3,3 \log$
 $= 1 + 3,3 (\log 16)$
 $= 1 + 3,3 (1,204)$
 $= 1 + 3,9732$
 $= 4,9732$
 $= 4$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{6}{4} = 1,5$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

| Interval | Fi | Xi | Fixi |
|----------|----|----|------|
| 68-70 | 11 | 69 | 759 |
| 71-73 | 9 | 72 | 648 |

| | | | |
|-------|----|-----|------|
| 74-76 | 1 | 75 | 75 |
| i=2 | 21 | 216 | 1482 |

$$\bar{x} = \sum \frac{fixi}{fi} = \frac{1482}{21} = 70,57$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{71+72}{2} = 71,5$$

$$p = 9$$

$$F = 20$$

$$f = 9$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 71,5 + 9 \left(\frac{10,5 - 20}{9} \right)$$

$$= 71,5 + (-9,5)$$

$$= 62$$

9. Modus = 70

1. APPENDIX VII

THE SCORE OF POST-TEST CONTROL GROUP

1. The score of post test control class from low score to high score

| | | | |
|----|----|----|----|
| 70 | 72 | 73 | 74 |
| 71 | 72 | 73 | 74 |
| 71 | 72 | 74 | 74 |
| 71 | 73 | 74 | 76 |
| 71 | 73 | 74 | 77 |
| 71 | | | |

2. High score = 77

3. Low score = 70

4. Range = High score – low score

$$= 77 - 70 = 7$$

5. The total of lasses (BK)
- $$= 1 + 3,3 \log$$
- $$= 1 + 3,3 (\log 16)$$
- $$= 1 + 3,3 (1,204)$$
- $$= 1 + 3,9732$$
- $$= 4,9732$$
- $$= 4$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{7}{4} = 1,75$$

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

| Interval | Fi | Xi | Fixi |
|----------|----|----|------|
| 70 – 72 | 9 | 71 | 639 |
| 73 – 75 | 10 | 74 | 740 |

| | | | |
|---------|----|-----|------|
| 76 – 78 | 2 | 77 | 154 |
| i = 2 | 21 | 222 | 1533 |

$$\bar{x} = \sum \frac{fixi}{fi} = \frac{1533}{21} = 73$$

8. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$b = 73$$

$$p = 10$$

$$F = 19$$

$$f = 10$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 73 + 10 \left(\frac{10,5 - 19}{10} \right)$$

$$= 73 + (-8,5)$$

$$= 64,5$$

9. Modus = 74

APPENDIX VIII

THE SCORE OF POST-TEST EXPERIMENTAL CLASS

2. The score of post-test experimental class from low score to high score.

| | | | |
|----|----|----|----|
| 69 | 73 | 75 | 76 |
| 70 | 74 | 75 | 76 |
| 70 | 74 | 76 | 77 |
| 72 | 74 | 76 | 77 |
| 72 | 74 | 76 | 79 |
| 73 | | | |

3. High score = 79

4. Low score = 69

5. Range = high score – low score

$$= 79 - 69 = 10$$

6. The total of classes (BK)
- $$\begin{aligned} &= 1 + 3,3 \log n \\ &= 1 + 3,3 (\log 16) \\ &= 1 + 3,3 (1,204) \\ &= 1 + 3,9732 \\ &= 4,9732 \\ &= 4 \end{aligned}$$

7. Interval (i)

$$i = \frac{R}{BK} = \frac{10}{4} = 2,5$$

8. Mean score (x) = $\sum \frac{fixi}{fi}$

| Interval | Fi | xi | Fixi |
|----------|----|-----|------|
| 69-71 | 4 | 70 | 280 |
| 72-74 | 8 | 73 | 584 |
| 75-77 | 8 | 76 | 608 |
| 78-80 | 1 | 79 | 79 |
| i=2 | 21 | 298 | 1551 |

$$\bar{x} = \sum \frac{fixi}{xi} = \frac{1551}{21}$$

$$= 74,85$$

9. Median

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$Me = \frac{1}{2}n = \frac{1}{2}(21) = 10,5$$

$$b = \frac{74 + 75}{2} = 74,5$$

$$p = 8$$

$$F = 12$$

$$f = 8$$

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

$$= 74,85 + 8 \left(\frac{10,5 - 12}{8} \right)$$

$$= 74,85 + (-1,5)$$

$$= 73,35$$

Modus=76

APPENDIX IX

The Score Pre-test and Post-test of Control Class

| NO | Initial | Pre-test | Post-test | Y_2 | Y_2^2 |
|-----------|----------------|-----------------|------------------|-------------------------|---------------------------|
| (1) | 2 | (3) | (4) | (5) | (6) |
| 1 | AA | 70 | 73 | 3 | 9 |
| 2 | AF | 68 | 70 | 0 | 0 |
| 3 | DE | 70 | 73 | 3 | 9 |
| 4 | ER | 72 | 74 | 2 | 4 |
| 5 | FA | 71 | 72 | 1 | 1 |
| 6 | HP | 68 | 71 | 3 | 9 |
| 7 | IKS | 68 | 71 | 3 | 9 |
| 8 | JB | 73 | 76 | 3 | 9 |
| 9 | JP | 70 | 72 | 2 | 4 |
| 10 | MF | 72 | 74 | 2 | 4 |
| 11 | MIK | 73 | 71 | -2 | 4 |
| 12 | MR | 69 | 71 | 2 | 4 |
| 13 | MN | 72 | 74 | 2 | 4 |
| 14 | NS | 68 | 71 | 3 | 9 |
| 15 | NK | 73 | 77 | 5 | 25 |
| 16 | NA | 72 | 74 | 2 | 4 |
| | NZ | 71 | 74 | 3 | 9 |
| | PE | 70 | 73 | 3 | 9 |
| | PR | 70 | 72 | 2 | 4 |
| | RH | 71 | 74 | 3 | 9 |
| | RI | 71 | 73 | 2 | 4 |
| Total | | | | 48 | 138 |

APPENDIX X

The Score Pre-test and Post-test of Experimental Class

| No | Initial | Pre-test | Post-test | Y_1 | Y_1^2 |
|-----------|----------------|-----------------|------------------|-------------------------|---------------------------|
| (1) | (2) | (3) | (4) | (5) | (6) |
| 1 | AI | 70 | 75 | 5 | 25 |
| 2 | AS | 70 | 73 | 3 | 25 |
| 3 | EY | 70 | 72 | 2 | 25 |
| 4 | FD | 71 | 76 | 5 | 16 |
| 5 | HH | 71 | 76 | 5 | 4 |
| 6 | JW | 70 | 74 | 4 | 25 |
| 7 | KD | 72 | 70 | -2 | 9 |
| 8 | LS | 68 | 70 | 2 | 25 |
| 9 | KH | 70 | 75 | 5 | 25 |
| 10 | MIQ | 73 | 70 | -3 | 16 |
| 11 | MS | 72 | 77 | 5 | 16 |
| 12 | MW | 68 | 72 | 4 | 1 |
| 13 | NH | 68 | 73 | 5 | 25 |
| 14 | RM | 70 | 74 | 4 | 16 |
| 15 | SL | 73 | 77 | 4 | 16 |
| 16 | SP | 68 | 69 | 1 | 25 |
| 17 | SW | 71 | 74 | 3 | 9 |
| 18 | UAP | 71 | 76 | 5 | 25 |
| 19 | ZR | 70 | 74 | 4 | 16 |
| 20 | YK | 72 | 76 | 4 | 16 |
| 21 | YR | 74 | 79 | 5 | 25 |
| Total | | | | 70 | 336 |

APPENDIX XI

Nilai persentil
 Untuk distribusi t
 NU= db
 (bilangan dalam Badan Daftar Menyatakan t)

| NU | t _{0,995} | t _{0,99} | t _{0,975} | t _{0,95} | t _{0,925} |
|-----|--------------------|-------------------|--------------------|-------------------|--------------------|
| 1 | 63,66 | 31,82 | 12,71 | 6,31 | 3,08 |
| 2 | 9,92 | 6,96 | 4,30 | 2,92 | 1,89 |
| 3 | 5,84 | 4,54 | 3,18 | 2,35 | 1,64 |
| 4 | 4,60 | 3,75 | 2,78 | 2,13 | 1,53 |
| 5 | 4,03 | 3,36 | 2,57 | 2,02 | 1,48 |
| 6 | 3,71 | 3,14 | 2,45 | 1,94 | 1,44 |
| 7 | 3,50 | 3,00 | 2,36 | 1,90 | 1,42 |
| 8 | 3,36 | 2,00 | 2,31 | 1,86 | 1,40 |
| 9 | 3,25 | 2,82 | 2,26 | 1,83 | 1, 38 |
| 10 | 3,17 | 2,76 | 2,23 | 1,81 | 1,37 |
| 11 | 3,11 | 2,72 | 2,20 | 1,80 | 1,36 |
| 12 | 3,06 | 2,68 | 2,18 | 1,78 | 1,36 |
| 13 | 3,01 | 2,65 | 2,16 | 1,77 | 1,35 |
| 14 | 2,98 | 2,62 | 2,14 | 1,76 | 1,34 |
| 15 | 2,95 | 2,60 | 2,13 | 1,75 | 1,34 |
| 16 | 2,92 | 2,58 | 2,12 | 1,75 | 1,34 |
| 17 | 2,90 | 2,57 | 2,11 | 1,74 | 1,33 |
| 18 | 2,88 | 2,55 | 2,10 | 1,73 | 1,33 |
| 19 | 2,86 | 2,54 | 2,09 | 1,73 | 1,33 |
| 20 | 2,84 | 2,53 | 2,09 | 1,72 | 1,32 |
| 21 | 2,83 | 2,52 | 2,08 | 1,72 | 1,32 |
| 22 | 2,82 | 2,51 | 2,07 | 1,72 | 1,32 |
| 23 | 2,81 | 2,50 | 2,07 | 1,71 | 1,32 |
| 24 | 2,80 | 2,49 | 2,08 | 1,71 | 1,32 |
| 25 | 2,79 | 2,48 | 2,06 | 1,71 | 1,32 |
| 26 | 2,78 | 2,48 | 2,06 | 1,71 | 1,32 |
| 27 | 2,77 | 2,47 | 2,05 | 1,70 | 1,31 |
| 28 | 2,76 | 2,46 | 2,05 | 1,70 | 1,31 |
| 29 | 2,76 | 2,46 | 2,04 | 1,70 | 1,31 |
| 30 | 2,75 | 2,46 | 2,04 | 1,70 | 1,31 |
| 40 | 2,70 | 2,42 | 2,02 | 2,68 | 1,30 |
| 60 | 2,66 | 2,39 | 2,00 | 1,67 | 1,30 |
| 120 | 2,62 | 2,36 | 1,98 | 1,66 | 1,29 |
| 00 | 2,58 | 2,33 | 1,06 | 1,645 | 1,28 |

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.
 R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.
 t_{0,995} untuk test 2 ekor dengan to 0,01
 t_{0,975} untuk test 2 ekor dengan ts 0,05



CHAPTER I

INTRODUCTION

A. Background of the problems

Language has functions, they are: in the global era of science and technology English plays important role in social relationship, in the field of education, English is important for information, communication and interaction in teaching and learning process. English curriculum designers and teachers should pay close attention to the role of the language. The Education Department of the Republic of Indonesia has determined English to be taught in high school and universities.

The language is very important for people as is an instrument to know about something, such as habit, kinds of culture in the countries, and to understand another people. So language is an instrument that make easy people easy for intracting to another people, Allah SWT said bellow:

الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ﴿٢﴾ عَلَّقِيَ مِنَ الْإِنْسَنِ خَلْقَ ﴿١﴾ خَلَقَ الَّذِي رَبِّكَ بِاسْمِ أَقْرَأُ

يَعْلَمَ لَمْ مَا الْإِنْسَانَ عَلَّمَ ﴿٣﴾ بِالْقَلَمِ عَلَّمَ الَّذِي ﴿٢﴾

Meaning : 1).Read! in the name of your lord who has created (all the exists).

2). He has created man from a clot (a piece of thick coagulated blood). 3).

Read! And your load the most generous. 4). Who has taught (the writing) by the pen. 5). He has taught man that which he knew not. ¹”

Artinya: Menuntut ilmu wajib atas tiap muslim (baik muslimin maupun muslimah). HR. Ibnu Majah²

In learning English, there are four skills that should be achieved by students, namely listening, speaking, reading and writing. As the study which is firstly learned from secondary level of education at governmental school in Indonesia, it is expected that the students will be able to use English at least in simple oral and written communication. Furthermore, the learners are expected to have basic knowledge which can be applied for their further studies and self-actualization in the development of the field they will be involved.

Oral English is called speaking, and has various aspects, such as the vocabulary mastery, pronunciation, how to express an idea, how to handle a communication, how to be a good a speaker, how to build an idea on a

¹Muhsin Khan, *The Noble Qur'an Translated*, (Darussalam : Saudi Arabia, 2002), p. 717.

²Muhammad Faiz Almath, *1100 Hadist terpilih*, (Gema Insani Press :Jakarta, 1991), 206.

speaking situation. While the written English communication also has several aspects, but it absolutely has the same aims with the oral one, thus how to deliver an idea, thought, in the form of statement, information, to another language participant orally or written, but the speaking become the most important goal of English study.

In teaching learning English as the foreign language students cannot speak English well in expressing their idea. For that condition, there are some factors of difficulties. There are internal and external factors. Internal factors come from the student themselves. These concern with personality factors.

External factors come out from students. These concern with their environment, parents and teaching learning technique in their school. Teaching learning technique is the important factors to the success of learning for all aspects in Education. But for the fact, the teacher doesn't choose the suitable technique of teaching speaking. She teaches them by asking the students to read the dialogue in front of the class. These activities do not give any opportunity to express the idea directly.

Brown states that personality factor within a person that contribute in some way to the success of language learning. He explains that personality factor is an important aspect of carrying on discourse. The students were afraid to

express their ideas. They worried everyone will mock them. Another factor is feeling ashamed.³

Based on researcher's observation, many students have less vocabulary and grammar, as a result they do not know the meaning of sentence, and they can not reach the idea for what they have been read or listened, and what they will speak, finally most of them say "English subject is difficult", and it also can make them lazy to learn.

The researcher also found that, the students still get difficulties to speak English and made the students was afraid to express their idea because they have less vocabulary. Another problem the writer found from the teacher, the teacher in this place is not graduation from English department. They did not know how to build students' English ability, and they can not to improve students speaking ability in the class or outside.

Actually many people can not speak English. In fact, in Indonesia just a little people can speak English, they think English is an important language and the other one. Even though they think English can make their life is the best in the future. On the other hand, the other people say that English is difficult to learn. Harmer says," as the productive language skill, speaking is regarded as a difficult lesson because they just don't know the words or

³H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: San Francisco State University, 1994) , p.231.

grammar they need to express, and speaking lesson used to be come uninteresting lesson for them”.⁴

Unfortunately, not all students are successful in learning English especially in speaking ability. Most of students say that English is difficult, it can be seen from their daily life, they never speak English, even when they are having English subject, they are lazy to practice English. They still use their own language and the other students think that English is just as a foreign language. So that, they think English is not important for them to learn English especially speaking.

Many efforts have been done by teachers to increase the students’ ability in speaking. A lot of conversation materials, methods, has been done but the reality in the society shows that there are many senior high school students still unable to express their idea, opinion, experience, and felling. This condition is signal that they do not have ability in speaking.

In teaching speaking, the teachers must be able to apply various strategies. The strategies are, jigsaw, active debate, role play, audio lingual method, and content based instruction. The important of method in teaching speaking is to help teachers to explain the material. It also stimulates students to learn more enthusiastically. It means that students more understand about speaking if the

⁴ Jeremy Harmer. *The practice of English Language Teaching: Third Edition*, (Harlow: Pearson Education Limited, 2001), p.1.

teacher teaches them by using method and the teacher know how to teach them by using method. In fact, the teacher did not use suitable method.

In the case, teacher must be able to make variations and suitable technique in learning process to improve their speaking ability. So, the researcher takes the jigsaw to improve the speaking skill. For this purpose, learning speaking skill by using jigsaw method can be one alternative to use in teaching speaking. This method is designed to help the students to develop speaking. Lie states that the purpose of jigsaw method is to develop teamwork and cooperative learning skills within students.⁵

Finally, the researchers would like here to discuss the study about “The EffectOf Jigsaw Method Towards Grade XI Students’ Speakingability At SMA Negeri 1 Siabu.”

B. Identification of the Problems

Based on the background, the students grade XI SMA Negeri 1 Siabu have less vocabulary, as a result they do not know the meaning of sentence, and they cannot reach the idea for what they have been read or listened, and what they will speak. Practice is the way to be good students, but they do not practice English because the students didn’t have uninterested to study English, and they have less motivation from environment or parent. Another

⁵ Anita Lie. *Cooperative Learning*, (Jakarta: Grasindo, 2002), p. 60

problem from the teacher, she did not know suitable method to improve student's speaking ability.

C. Limitation of the problems

Based on identification of problem, the researcher limited the problem on using Jigsaw method towards students' speakingability. The speaking was fluency and accuracy, grammar, vocabulary, and comprehension.

D. Formulation of the problems

Based on the above limitation of the problems, the researcher grows formulation of problems as follows:

1. What was the extent of students' speaking ability before using Jigsaw method at SMA Negeri 1 Siabu?
2. What is extent students' speaking ability after using Jigsaw method at SMA Negeri 1 Siabu ?
3. Was there the effect of using Jigsaw method towards students' speaking ability at SMA Negeri 1 Siabu.

E. Purposes of the Research

The purposes of the research are:

1. To know the extents students' speaking ability before using Jigsaw method at SMA Negeri 1 Siabu.

2. To know the extents students' speaking ability after using Jigsaw method at SMA Negeri 1 Siabu.
3. To know the effect of Jigsaw method towards students' speaking ability is significant or not at SMA Negeri 1 Siabu.

F. Significant of the research

The result of this research is useful for:

1. Headmaster of the school, to motivate the English teachers to teach English in a good way.
2. English teachers, to develop their English teaching especially in speaking.
3. Students and readers, to know the way to learn speaking effectively.
4. The researcher, who want to do research the same problem as information about the topics.

G. Definition of Operational Variables

According to title of this thesis, the researcher took two variables, they are:

1. Jigsaw

Jigsaw is a cooperative learning that enables an original group to specialize is one aspect of learning unit.

2. Speaking Ability

Speaking is productive aural or oral skill, it consist of producing systematic verbal utterances to convey meaning.

H. Outline of Thesis

The sistematic of this research is devided into five chapters. Each chapter consists of many sub chapters with detail as follows:

In chapter one, it was consists of background of the problems, identification of the problems, limitation of the problems, formulation of the problems, the purposes of the research, the significances of the research, and defenition of operational variable. This chapter talking about the problems that found in the field of research, the questions of research and the object of research.

Next, in chapter two, it was consists of theoretical description, review of related finding, conceptual fremework, and hypotesis. Chapter two is the contents of research, it is talking about theory of jigsaw and theory of speaking ability and the temporary asumsption of research.

Furthermore, in chapter three, it was consists of research metodology. This chapter talking about metodology that used by the researcher, the kind of used by the researcher, the location and schedule of research, the total of population and sample, instrumentation, technique of collecting data, and last technique for data analysis. Besides, in the four chapters, it is result of the research talking about the analysis of data. Finally, chapter five contains conclusion, and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

In conducting the research, theories are needed to explain some concepts or terms applied in research there terms are as follow:

1. Description of jigsaw method

- a. Definition of Jigsaw

Jigsaw method is a very useful tool to help integrate knowledge and understanding from various sources and expert.

“Jigsaw was developed and tested by Elliot Aronson and his colleagues at the University of Texas and then adapted by Slavin and his colleagues. Using jigsaw, students are assigned to five and six members heterogeneous study teams. Academic materials are presented to students in the text form, and each student is responsible for learning a portion of the material.”¹

Furthermore, according to David Nunan that jigsaw is variation of information gap. Students are first divided in to “expert” groups, with each group given a different piece of information. Once the students in each group have become familiar with their piece of the jigsaw, they are regrouped. Each new group consists of at least one student from each of the previous expert

¹Rechard I. Areands. *Learning to Teach*, (New York: Mc Graw Hill, 2001), p. 421.

groups. Students then share their expertise to complete the task and report their findings to the rest of the class.”²

According to Melvin that jigsaw learning is a technique that is used for group to group exchange with an important difference. The basic idea of using jigsaw method students’ is group teams where students are divided into groups which all have their own research topic to study. After research each topics group is split in such a manner that new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of new groups he /she in.

Lie states that the purpose of jigsaw method is to develop teamwork and cooperative learning skills within students. In other word that jigsaw method can be used to help and develop a depth of students’ knowledge. The students are required to present their findings to the home group.³

From the quotation, it can be concluded that jigsaw method is a group work for learning and participating in the following group learning activities where each students is responsible for learning a portion of the material. It means that in using jigsaw method, the students are focus on group to help them to integrate knowledge and understanding from various sources and experts.

²David Nunan. *Practical English Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 210

³Anita Lie. *Cooperative Learning*, (Jakarta : Grasindo, 2002), p. 69

⁴*Ibid.*,

So, jigsaw learning will often disclose a students' own understanding of a concept as well as reveal any misunderstandings

b. The Advantages of Jigsaw Method

Lie states that there are some advantages of Jigsaw, they are:

- 1) It will force each student being responsible in finishing his/her task so that the other may succeed in the final evaluation. It is also called as a positive independence.
- 2) Because of the technique requires the heterogeneous member in the group, it makes the atmosphere of the class nicer. There is no specific classification for group of a clever student. In this technique, all students with different levels of writing ability play the same role.
- 3) It will build students' confidence and reduce the competition situation, but create a cooperative situation, it is because if they do not cooperative well, the purpose of this technique will not be reached.
- 4) It will help students convey the information from the text more than they get the traditional technique.
- 5) It will help students improve their achievement on speaking.

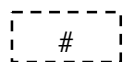
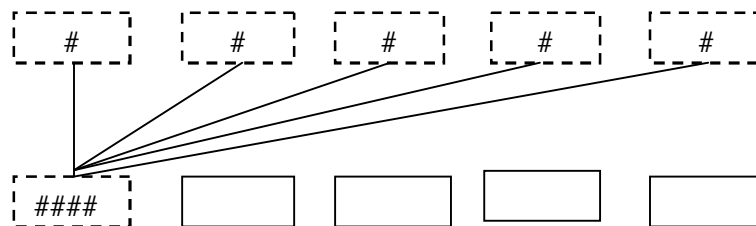
Therefore, it can be assumed that jigsaw is done as enjoyable activities in a relaxing manner though they are designed to help students increase their testing score in speaking mastery.

The advantages of jigsaw are:⁴

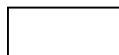
It means:

- 1) Students taught how to cooperation in group.
- 2) Students taught for can explain what they know in discuss of problem solving in cooperative group.
- 3) Low students can help in problem solving.

c. Steps of Jigsaw Method



= home teams (5 Or 6 members heterogeneously grouped)



= expert teams (each expert team has 1 member from of the home teams)⁵

Illustrations of Jigsaw Teams

Those mean that there are steps of jigsaw method:

- a) Home Teams

⁴*Tipe Jigsaw Pada Pengajaran Fisika di SMU*. (TESIS IKIP Surabaya, 1998), p. 29.

⁵Rechard I. Areands. *Op., Cit.* p. 320.

- (1) Divide the students into small group that is 3-6 students.
- (2) Give the appropriate topic based on the study.
- (3) Every student in group gets different topic and understand the topic.

b) Expert Teams

- (1) Gather the students who have the same topics in one group and then the special groups have enough number for the task.
- (2) In special group teacher gives a task so that students discuss suitable topic or task which becomes their responsibility.
- (3) The teacher gives every expert groups the topic and that can give the information about result of the topic or task which is understood by group cooperative.
- (4) If the task done in special group, every students back to every their groups cooperative.
- (5) The teacher gives the opportunity to every student to give the result in expert groups.
- (6) After every group finishes give to the topic, the student report the task, then teacher gives the clarification.⁶

⁶Kunandar. *Guru Propesional Implementasi KTSP dan sukses dalam Sertifikasi Guru* (Jakarta: PT Raya Gravindo, 2007), p. 365.

d. De

scription of Speaking Ability

a. De

inition of Speaking

One of the four skills in learning English beside listening, reading, and writing is speaking that should be mastered by the students. Speaking is a productive skill that can be directly observed, because the people can share the information with the other by using their language.

Speaking should be taught as it is used in real life where people use it for communication to express feeling, ideas and emotion. Speaking also serves as the natural means of communication between member of community both for expression of thought and as a form of social behavior.

According to A. S Hornby that “Speaking is to state clearly and friendly what one thinks”.⁷ Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test”.⁸

Speaking is one of the language skills that is comprehended as productive skill. It is a spoken language, it matches at least two participants

⁷Jonathan Crowther, *Advanced Learner's Dictionary*, (New York : Oxford University Press, 1995), p. 140.

⁸H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*, (San Francisco: Longman, 2004), p.140.

that are grouped as the speakers and the listeners. In the process of communication, speaking brings out the idea that the speaker has in mind to the listener in order to make sure that the point is delivered clearly.

Henry Guntur says, “Berbicara adalah kemampuan mengucapkan bunyi artikulasi atau kata untuk mengekspresikan, menyatakan serta menyampaikan pikiran, gagasan dan perasaan.”⁹

(Speaking is the ability to pronounce sound articulation of words to express, to declare and to deliver the idea, feeling or sense, as a large of these limitation we can say in speaking.)

The researcher concludes that speaking mastery is the mastery to express their ideas, feelings, and emotions and aspect of speaking. By looking whole explanation above, a good speaking will make and create a good communication should have the same correlation between the communicator and listener in absorbing the information, or the meaning of the topic is being talked and also give the sense and response. Moreover, in this situation can talk a topic and using a simple language to teach speaking ability well.

b. Types of Classroom Speaking Performance

Speaking is an ability that is also required to be mastered by the students during the learning process in the classroom, and it is divided

⁹Henry Guntur Tarigan. *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1986), p.15.

into several performances. The kinds of oral productions that students are expected to carry out in the classroom.

1) Imitative

In the drill process, students are offered limited practice through repetition and allowed to focus on one element of language in a controlled activity.

2) Intensive

Intensive speaking can be self-initiated or it can be even form part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

These conversations are a little trick for learners because they can involve some or all of the following factors:

- a) a casual register
- b) colloquial language
- c) emotionally charged language
- d) slang
- e) ellipsis
- f) sarcasm
- g) a covert “agenda”.

6) Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps non verbal responses) or ruled out altogether.¹⁰

c. What Makes Speaking Difficult

Learning something will always be followed by challenges or conditions that make it difficult to do. Therefore, it is necessary to do

¹⁰H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Paedagogy*, (New Jersey: San Francisco State University), 1994. p. 267-268.

something in order to prepare the learners facing those situations. This takes strategy in learning speaking for all of its tasks.

There are things make speaking difficult. Those are points that generally cannot be mastered well by the learners.

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Students who don't learn colloquial constructions can sometimes develop a stilted, quality of speaking that in turn stigmatizes them.

4) Performance variables

One of the most silent differences between native and non native speakers of a language is in their hesitation phenomena.

5) Colloquial languages

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery.

One the task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation because the stress timed rhythm of spoken English and its intonations patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors –would rob speaking skill of its richest component: the creativity of conversational negotiation.¹¹

d. Principles for Teaching Speaking

According to Djago Tarigan the technique of teaching speaking are: Repeat the say, view and saying, describe, substitution, transformation, completing the sentence, answer the question, ask a question, probing questions, advancing the story, series of the story, repeating the story, conversations, paraphrase, invention of story

¹¹*Ibid.*, p.256-257.

telling, giving instruction, telling things, dramatizing things, statement view, playing the actor, talking by phone, interviewing, discussing.¹²

e. Defining Proficiency Levels

The use of FSI (Foreign Service Institute) in speaking testing would put a carefully designed set of structured tasks that elicit pronunciation, fluency, and integrative ability, sociolinguistic and cultural knowledge, grammar, and vocabulary. The test taker is judged to possess proficiency that falls into one of the following eleven different levels.

Table 1
Defining proficiency levels

| Level | Description |
|-------|--|
| 0 | Unable to function in the spoken language. |
| 0+ | Able to satisfy immediate needs using rehearsed utterances. |
| 1 | Able to satisfy minimum courtesy requirements and maintain very simple face to face conversations on familiar topic. |
| 1+ | Able to initiate and maintain predictable face to face conversations and satisfy limited social demands. |
| 2 | Able to satisfy routine social demand on limited work requirements. |
| 2+ | Able to satisfy most work requirements with language usage this often, but not always, acceptable and effective. |
| 3 | Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. |
| 3+ | Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding task |
| 4 | Able to use the language fluently and accurately on all levels normally pertinent to professional needs |
| 4+ | Speaking proficiency is regularly superior in all aspect, usually equivalent to that of a well educated, highly articulate native speaker. |
| 5 | Speaking proficiency is functionally equivalent to that, of a |

¹²DjagoTarigan. *Teknik Pengajaran Keterampilan Berbahasa*, (Bandung: Angkasa: 1986), p.90.

| | |
|--|--|
| | highly articulate, well-educated native speaker and reflects the cultural standards on the country where the language is spoken. ¹³ |
|--|--|

f. Testing Speaking

According to Cyril j. Weir there are nine ways of speaking test, they are:

1) Verbal essay

Asked to speak for three minutes on either one or more specified general topics.

2) Oral presentation

Expected to give a short talk on a topic which he has either been asked to prepare beforehand or has been informed of shortly before the test.

3) The free interview

The conversation unfolds in an unstructured fashion and no set of procedures is down in advance.

4) The controlled interview

It is normally a set procedures determined in advance for eliciting performance.

5) Information transfer;description of picture sequence

¹³H. Douglas Brown. *Teaching by Principles, Op. Cit.*, p. 100.

The candidate sees a panel of pictures depicting chronologically ordered sequence of events and has to tell the story in the past tense.

6) Information transfer; question on a single pictures

The examiner ask the candidate a number questions about the content of a picture which he has had time to study.

7) Interaction tasks, they are:

a) Information gap students – student

Students normally works in pair and each has given only part of the information necessary for completion of the task.

b) Information gap students – examiner

Interaction some boards have the examiner as one of the participants or employ a common intercalation.

8) Role play

Expected to play one of the roles in an interaction which might reasonably expected in the real word.

9) The training and standardization of oral examiner

Is an essential factor in taking decisions on what to include in a test of spoken or written production.¹⁴

Then, according to Brown the test of English speaking are:

1) Describe something physically

¹⁴Cyril. j. Weir. *Communicative Language Testing*, (New York: Prentice Hall, 1990), p.74-80.

- 2) Narrate from presented material.
- 3) Summarize information of the speaker's own choice
- 4) Give directions based on visual materials
- 5) Give instructions
- 6) Give an opinion
- 7) Support an opinion
- 8) Compare/contrast
- 9) Hypothesize
- 10) Functions" interactively"
- 11) Define.¹⁵

g. Characteristics of Successful Speaking Activity

The characteristic of successful speaking technique are:

- 1) Learners talk a lot. As much possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often much time is taken up with teacher talk or pauses.
- 2) Participation is even. Class room discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
- 3) Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving objective.
- 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.¹⁶

¹⁵H. Douglas Brown. *Language Assessment, Op. Cit.*, p. 163.

¹⁶Penny Ur. *A course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 2000), p. 120.

h. Problem with Speaking Activities and Help to Solve some Problems

There are problems with speaking activities are:

- 1) Inhibition. Unlike reading, writing and listening activities, speaking requires some degrees of real- time exposure to an audience. Learners are often inhibition about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.
- 2) Nothing to say. Even if they are not inhibited you often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- 3) Low or uneven participations. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, whole others speak very little or not at all.
- 4) Mother tongue use. In classes where all, or a number of, they may tend to use it: because it is easier. Because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are talking in small groups it can be quite difficult to get some classes- particularly the less disciplined or motivated ones- to keep to the target language.¹⁷

And help to solve some of the problems are:

- 1) Use group work

This increases the sheer amount of learners talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class.

- 2) Bare the activity on easy language

¹⁷H. DouglasBrown.*Op. Cit.*, p. 121.

In general, the level of language needed for a discussion should be lower than that used in intensive language. Learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

- 3) Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants.

- 4) Give some instruction or training in discussion skills

If the task is shared on group discussion then include instruction about participation when introducing it.

- 5) Keep students speaking the target language

Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.¹⁸

Hornby says, "Ability is (potential) capacity or power (to do physical or mental).¹⁹ From the above question, it is concluded that the mastery is one's capability of doing something and that of making a certain response physically or mentally. In relation to the object of this

¹⁸*Ibid.*, p. 121-122.

¹⁹A.S. Hornby. *Op. Cit.*, p. 2.

research, it is speaking. Relevant to description above, the writer concludes the indicator of speaking are:

1. Fluency and accuracy

Fluency and accuracy indicate while fluency in many communicative language course bean initial goals in language teaching, accuracy is achieved to some extent by allowing students to focus on the element of phonology, grammar, and discourse in their spoken output.

2. Grammar

Grammar indicates a concerned with the pattern and arrangement of unit established and organized on criteria other than those referable to phonetic feature alone.

3. Vocabulary

Indicated a list or a series of words that is used to express the ideas or in other it is used for general communication.

4. Comprehension

Hornby state that: "Comprehension is the minds act or power of understanding".²⁰

²⁰*Ibid.*, 234

It is known as far as ability is got someone in proficiency levels of speaking based ACTFL Proficiency Guidelines (1986), as follows:

Table 2
Proficiency level of speaking

| Level | Generic Description- Speaking |
|----------|--|
| Novice | The novice level is characterized by the ability to communication minimally with learned material |
| Advanced | <p>The advanced level is characterized by the speakers ability to :</p> <ul style="list-style-type: none"> -converse the clearly participation -initiate, sustain and bring to closure a wide variety of communicative task including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events. -satisfy the requirement of school and work situation . -narrate and describe with paragraph-length connected discourse. |
| Superior | <p>The superior level is characterized by the speaker's ability to:</p> <ul style="list-style-type: none"> -participate effectively in most formal and informal conversation on practical, social, professional and abstract topic. -Support opinion and hypothesis using native-like discourse strategies.²¹ |

Based on the table above, it is known students on Senior High School exist at intermediate level whose ages range between 12 and 18,

²¹H. Douglas Brown. *Op. Cit.*, p. 236-238.

because Senior High School there is Novice level. So, minimally the students have ability to communication minimally with learned material.

H. Review of Related Findings

Talking about Related findings, the researcher found some research has done by other person. *First*, in the AryaniAnnisa's Thesis entitled "The Effect of Appropriation Technique on Students' Speaking Achievement". The aim of the research was to find out the effect of appropriation technique in students' speaking achievement. The research conducted by experimental method. After calculating and analyzing the data, it stated that there was any significant effect of appropriation technique to the students' speaking achievement. From the calculation of t_0 2,84 while t_s score is 2,53, so there was positive of significant effect using appropriation technique on Students' Speaking Achievement.²²

Second, AlfianRamadhan had done research about "The Effect of Content Based Instruction on Students' Achievement' in Speaking Ability at SMA Negeri 1 Arse". Based on research the Content Based Instruction on Students' Achievement in Speaking ability showed the significant effect. From the

²²AryaniAnnisa. *The Effect of Appropriation Technique on Students' Speaking Achievement (Unpublished Script)*, (Padangsidempuan: UMTS, 2003), p.30.

calculation of t_0 2,93, while t_s score is 2,68, so there was positive of significant effect using Content Based Instruction on Students' achievement in speaking ability at SMA N 1 Arse.²³

Third, Rica Umrina Lubis "Improving Speaking Students' Skill Through Debate at SMA Negeri 1 Padangsidempuan through". The aim of the research to find out whether or not debate can improve students' skill. The research was conducted by action research. After calculating and analyzing the data, it was stated that there was an improvement of students' speaking if it was taught using debate. The students felt more enjoyable and interested in learning speaking using debate.²⁴

If the researchers mentioned above researcher about teaching speaking ability by using jigsaw method, and the use of jigsaw as a technique to improve students' speaking ability. In this research the researcher is interested to do research about the effect of using jigsaw towards teaching speaking ability.

I. Conceptual Framework

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker expresses his ideas, thoughts on opinions, perception. It is necessary to find a way in teaching speaking in

²³ Alfian Ramadhan. *The effect of Content Based Instruction on Students' Achievement' in Speaking Ability at SMA Negeri 1 Arse (Unpublished Thesis)*, (Padangsidempuan: STAIN, 2011), p.52.

²⁴ Rica Umrina. *Improving the Students' Speaking Skill through Debate*, (Padangsidempuan: STAIN, 2011), p.39.

order to improve students' speaking mastery and purposes getting communication well. Having good of speaking make student and teacher work together in the class. So, the purpose of teaching English can be reached.

To improve students' speaking mastery, can be used to help students have integrated knowledge and understand from various sources and experts. Jigsaw method is a classroom activity in which teachers separate youngsters in to small expert groups of five or six students who research a specific aspect of one topic, students meet with members from other groups who are assigned the same aspect and after mastering the material, return to the original group and teach the material to their group members.

J. The Hypothesis

Based on the explanation above the researcher formulated the hipothesis as follows: Ha: "There was a Significant Effect of Using Jigsaw Method towards Speaking ability at gradeGrade XI Students At SMA Negeri 1 Siabu."

".

BAB III

METHODOLOGY OF RESEARCH

A. Research Design

The researcher used experimental method in doing this research. In conducting the experiment, researchers manipulate a stimulant treatment or experimental conditions, then causes the observations existence of such treatment or manipulation.¹ This study uses a trial in two groups by comparing the result from each group consisting of groups experiments and a control group.² L.R. Gay says “Experimental research is the only type of research that can test hypotheses to established cause and effect”.³Next, according John.W. Creswell, “Experimental research include true experiment with the random assignment of subject to treatment condition as well as quasi experiment that use non randomized.”⁴

From the quotation above, researcher concluded that the experimental research is a kind of research which has aim to know causal effect relationship between one variable or more to other variables. The experimental research controls the selection of participant for the study and divides the selected

58. ¹NurulZuriah.*MetodologiPenelitianSosialdanPendidikan*, (Jakarta: BumiAksara, 2006), p.57-

²*Ibid*, p. 60.

³L.R. Gay and Peter Airasian.*Educational Research*, (USA: Merril, 2000), p. 367.

⁴John W. Creswell.*Research Design*, (USA: Sage Publication, 2002), p. 14.

participant in to more groups having similar characteristics at the start of experimental.

It means, the writer saw how far the effect of jigsaw method on students' speaking mastery. In this research, the writer gave the pre-test and post-test to experimental and control class. It can be seen from the following table:

Table 1
Research design

| Class | Pre-Test | Treatment | Post-Test |
|--------------------|----------|-----------|-----------|
| Experimental Class | √ | √ | √ |
| Control Class | √ | X | √ |

B. Time and Place of Research

This research had been done at SMA NEGERI 1 SIABU on Jl. Aek Milas Siabu Mandailing Natal, North Sumatera. The subject of research is grade XI SMA NEGERI 1 SIABU students, 2011/2012 academic year. The researcher willdone to start from January 2011 to April 2012. It is located at SMA Negeri 1 Siabun on Jl. AeknMilas Siabu Mandailing Natal, North Sumatera.

D. Population and Sample

Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be generalizable”.⁵ Based on the explanation, the population of this research is all the grade XIIPS and IPA students of SMA NEGERI 1 Siabu on Jl. Aek Milas Siabu Mandailing Natal, North Sumatera. There the class population of the research, as follow:

Table 2
Population of the Research

| NO | ROOM | MALE | FEMALE | TOTAL |
|-------|---------------------|------|--------|-------|
| 1 | XI IPA ¹ | 15 | 10 | 25 |
| 2 | XI IPA ² | 15 | 20 | 35 |
| 3 | XI IPA ³ | 20 | 12 | 32 |
| 4 | XI IPS ¹ | 19 | 11 | 30 |
| 5 | XI IPS ² | 18 | 15 | 33 |
| 6 | XI IPS ³ | 15 | 13 | 28 |
| TOTAL | | 102 | 79 | 189 |

⁵*Loc. Cit.,*

a. Sample

If the number of population is relatively large, where as it is known that they are homogenous, it is regarded important for the writer to limit into the smaller one. It means that the writer has to take a part of population or in other words it can be stated that the writer applies the sample research.

Arikunto says, “Jika kita hanya akan meneliti sebagian dari populasi, maka penelitian tersebut disebut sebagai penelitian sampel. Sampel adalah sebagian atau wakil populasi yang diteliti”.⁶ (if we search only a part of population, it means that our research is called the sample research. Sample is a part of the representative of the population). The writer has decided to divided two class to be as sample one class was as an experimental and the one class was as control.

The sample of the research was students from grade XI IPA². Where 21 students as the experimental group and 21 students of grade XI IPA³ students were as the control group. The researcher chosen grade XI IPA² and grade XI IPA³ as sample because that class is can be represent for all grade XI in SMA Negeri 1 Siabu

⁶ *Ibid.*, p. 109.

Table 3

Total sample

| Experimental group XI IPA ² | Control group XI IPA ³ |
|---|--------------------------------------|
| 21 Students | 21 Students |

E. Instrument of The Research

A research must have an instrument because a good instrument can guarantee for taking the valid data. Arikunto says “Instrument of research is a tool of facility used by the researcher in collecting data”.⁷ So that, the process is easier and better with more careful, complete and systematic.

In this research, the researcher gave the pre-test and post-test to experimental and control class. It can be seen from the following table:

Speaking ability is a skill which should be mastered by students to express the idea or thought, feeling, knowledge and experience of communicator to audience

⁷*Ibid*, p. 137.

Table 5
FSI Weighting Table⁸

| Proficiency description | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---|----|----|----|----|
| Grammar | 6 | 12 | 18 | 24 | 30 |
| Vocabulary | 2 | 8 | 12 | 16 | 20 |
| Fluency | 8 | 4 | 6 | 8 | 10 |
| Comprehension | 4 | 8 | 12 | 15 | 19 |

From the indicator the indicator, the research gave the speaking test by oral test for pre-test and post test to the students. The experimental group and the control group are given some subject. It consist of communication aspects that will be taught using Jigsaw method and the control group is thought by the conventional method.

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the using jigsaw and conventional group before the giving treatment. In this case, the research had some procedures, there are:

- 1) The researcher (teacher) prepares some topics to know student's speaking ability, 5 topics to control class and 5 to experiment class.

⁸Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge UnivercityPress, 1990) p. 113.

- 2) The researcher (teacher) gives 60 minute to think about their topic.
- 3) The student performance about their topic in front of class.
- 4) The researcher (teacher) give value base on indicators and find the mean score of using jigsaw and conventional class.

Then, the experiment class and the control class are giving some material, which is consisted of speaking ability that will be taught by the teacher in different ways. The experiment class is taught by using jigsaw method and the controll class by using conventional method.

After giving treatment, the research conducted a post-test which the different test with the pre-test, and has been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analyzed the data. And the writer will find out the effect of using jigsaw method in teaching speaking ability.

F. Validity of Instruments

In this research, the researcher used content validity to establish the validity of the instrument. The research took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes

in the content universe under consideration. In this case the research used speaking test as the starting point of making the test.

In starting the research, the test used during the research was based on what has been noted from the syllabus as a students' task in learning speaking, which is speaking ability, in the form of presentation. Therefore, this study would use the content validity. So that, the instrument used by researcher was valid.

G. Procedure of Research

This part was divided into three steps, namely pre-test before using technique, treatment is using technique and the post test after using the technique.

1. Pre-test

The pre-test was conducted to find out the students' speaking ability before having the treatment. The function of the pre-test is to find the mean scores of the jigsaw method and conventional group before the research gives treatment. In this case, hopefully students' speaking mastery is same, or has no significant difference.

2. Treatment

After administrate, a treatment was given to students. Control class was thought conventional method and experimental class was thought by jigsaw method.

3. post test

The researcher conducts a post-test which the same test with the pre-test, and has been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether it is significant or not. After conducting the post-test, the researcher analyzed the data.

G. Techniques for Data Collection

The data was gathered by observing the students' speaking mastery through running a modified dialogue performance as the Pre-test and post test. The researcher collects students pre-test and post-test to data. Test is some of question or view and other tool used for measuring skills, knowledge, mastering, and intelligence ability. And they are:

a. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the jigsaw method and conventional group before the research gives treatment. In this case, hopefully students' speaking mastery is same, or has no significant difference.

b. Post-test

After giving treatment, the researcher conducts a post-test which the same test with the pre-test, and has been conducted in the previous of the

research. This post-test is the final test in the research, especially measuring the treatment, whether it is significant or not. After conducting the post-test, the researcher analyzed the data. And the researcher will find out the effect of using jigsaw method in the experimental class.

H. The Techniques for Data Analysis

The analysis of data is done to find out the ability of the two groups that have been divided in to experimental and control class. The data will be analyzed by using the following t-test formula.⁹

$$T\text{-test : } Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma x_1^2 + \Sigma x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T : The value which the statistical significance

X1 : The average score of the experimental class.

X2 : The average score of the control class.

X1² : Deviation of the experimental class.

X2² : Deviation of the control class.

n1 : Number of experimental.

n2 : Number of control.

⁹Arikunto, *Op. Cit.*, p. 299.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of jigsaw method towards students' speaking mastery, researcher has calculated the data using pre-test and post-test. Applying quantitative analysis, the researcher used the formulation of T-test. Next, the research described the data as follow:

A. Description of Data before Using Jigsaw Method

1. The Score of Pre-test Experimental Class

In this pre-test experiment class, the researcher calculated the result that got by the students in answering the question (test) at the pre-test control class. The scores of pre-test control class can be seen in the following table:

Table 1

The score of pre-test in experimental class

| No | Number of Students (n) | Pre-test |
|-------------|-----------------------------------|-----------------|
| (1) | (2) | (3) |
| 1 | AI | 70 |
| 2 | AS | 70 |
| 3 | EY | 70 |
| 4 | FD | 71 |
| 5 | HH | 71 |
| 6 | JW | 70 |
| 7 | KD | 72 |
| 8 | LS | 68 |
| 9 | KH | 70 |
| 10 | MIQ | 73 |
| 11 | MS | 72 |
| 12 | MW | 68 |
| 13 | NH | 68 |
| 14 | RM | 70 |
| 15 | SL | 73 |
| 16 | SP | 68 |
| 17 | SW | 71 |
| 18 | UAP | 71 |
| 19 | ZR | 70 |
| 20 | YK | 72 |
| 21 | YR | 74 |
| Total | | 1482 |
| Mean | | 70,57 |
| Mode | | 70 |
| Median | | 62 |
| The Lowest | | 68 |
| The Highest | | 74 |

Based on the above table the sum of score in experimental group was 1482, mean was 70, 57, mode was 70, median was 62,. The researcher got the

lowest score was about 68, and the highest score was 74. Next, the calculation of how to get it can be seen in the appendix VI.

Table 2

The frequency distribution of students' score in experimental class

| No | Interval | Median | Frequency | Percentages |
|-------|----------|--------|-----------|-------------|
| 1 | 68-70 | 69 | 11 | 52% |
| 2 | 71-73 | 72 | 9 | 43% |
| 3 | 74-76 | 75 | 1 | 5% |
| Total | | | 21 | 100% |

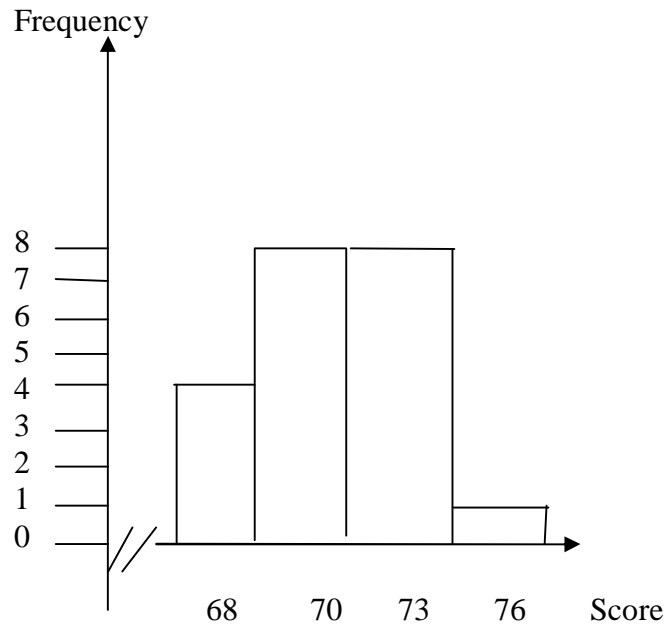


Figure 1: Description Data of Experimental Class

Based on the table above, it was known that the variable revelation of teaching speaking ability by conventional method shown that the respondent at interval 68-70 were 11 students (52 %), interval (71-73) were 9 students (43 %), and interval 74-76 were 75 (5 %).

2. The Score of Pre-test in Control class

In this pre-test experiment class, the researcher calculated the result that got by the students in answering the question (test) at the pre-test control class. The scores of pre-test control class can be seen in the following table:

Table 3
The score of pre-test in control class

| No | Number of Students (n) | Pre-test |
|-------------|---------------------------|----------|
| (1) | (2) | (3) |
| 1 | AA | 70 |
| 2 | AF | 68 |
| 3 | DE | 70 |
| 4 | ER | 72 |
| 5 | FA | 71 |
| 6 | HP | 68 |
| 7 | IKS | 68 |
| 8 | JB | 73 |
| 9 | JP | 70 |
| 10 | MF | 72 |
| 11 | MIK | 73 |
| 12 | MR | 69 |
| 13 | MN | 72 |
| 14 | NS | 68 |
| 15 | NK | 73 |
| 16 | NA | 72 |
| 17 | NZ | 71 |
| 18 | PE | 70 |
| 19 | PR | 70 |
| 20 | RH | 71 |
| 21 | RI | 71 |
| Total | | 1482 |
| Mean | | 70,57 |
| Mode | | 70 |
| Median | | 60 |
| The Lowest | | 68 |
| The Highest | | 73 |

Based on the above table the sum of score in control group was 1482, mean was 70, 57, mode was 70, median was 60. The researcher got the lowest score was 68 and the highest score is 73. Next, the calculation of how to get it can be seen in the appendix V.

From the above table, the researcher concluded that the students' mastery before using jigsaw was enough. It was improved by the mean score of the descriptive statistical in experimental group and control group was 70, 57.

Table 4

The frequency distribution of students' score in control class

| No | Interval | Median | Frequency | Percentages |
|-------|----------|--------|-----------|-------------|
| 1 | 68-70 | 69 | 10 | 48% |
| 2 | 71-73 | 72 | 11 | 52% |
| Total | | | 21 | 100% |

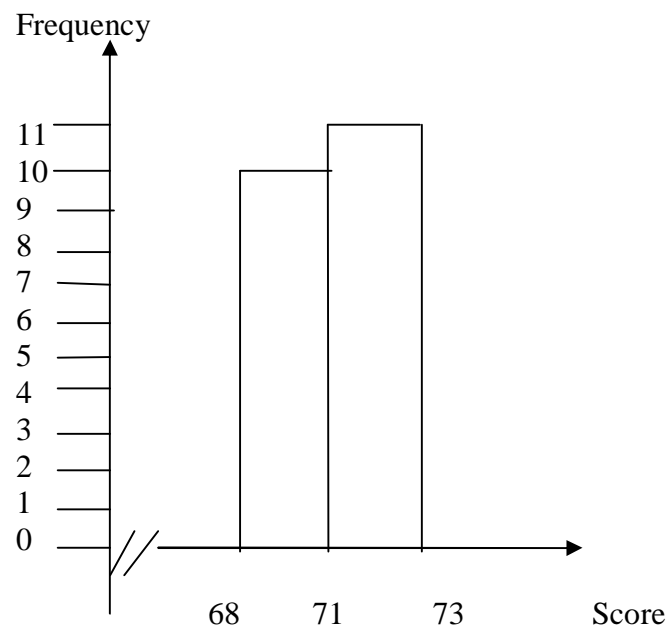


Figure 2: Description Data of Control Class

Based on the table above, it was known that the variable revelation of teaching speaking ability by conventional method of control class shown that the respondent at interval 68-70 were 10 students (48 %), interval (71-73) were 11 and students (52 %).

B. Description of Data after Using Jigsaw Method

1. Description Data of Experimental Class

In this post-test experiment, the researcher calculated the result that got by the students in answering the question (test) at the post-test experiment class. The scores of post-test control class can be seen in the following table:

Table 5

The score of post-test in experimental class

| No | Number of Students (n) | Post –test |
|-------------|---------------------------|------------|
| (1) | (2) | (3) |
| 1 | AI | 75 |
| 2 | AS | 73 |
| 3 | EY | 72 |
| 4 | FD | 76 |
| 5 | HH | 76 |
| 6 | JW | 74 |
| 7 | KD | 70 |
| 8 | LS | 70 |
| 9 | KH | 75 |
| 10 | MIQ | 70 |
| 11 | MS | 77 |
| 12 | MW | 72 |
| 13 | NH | 73 |
| 14 | RM | 74 |
| 15 | SL | 77 |
| 16 | SP | 69 |
| 17 | SW | 74 |
| 18 | UAP | 76 |
| 19 | ZR | 74 |
| 20 | YK | 76 |
| 21 | YR | 79 |
| Total | | 1551 |
| Mean | | 74,85 |
| Mode | | 76 |
| Median | | 73,35 |
| The Lowest | | 69 |
| The Highest | | 79 |

Based on the above table the sum of score in experimental group was 1551, mean was 74,85, mode was 76, median was 73,35. The researcher got the lowest score about 69, and the highest score was 79. Next, the calculation

of how to get it can be seen in the appendix VIII. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

Table 6

The frequency distribution of students' score in experimental class

| No | Interval | Median | Frequency | Percentages |
|-------|----------|--------|-----------|-------------|
| 1 | 69-71 | 70 | 4 | 19,04% |
| 2 | 72-74 | 73 | 8 | 38% |
| 3 | 75-77 | 76 | 8 | 38% |
| 4 | 78-80 | 79 | 1 | 4,76% |
| Total | | | 21 | 100% |

Based on the above table, it can be drawn at histogram as below:

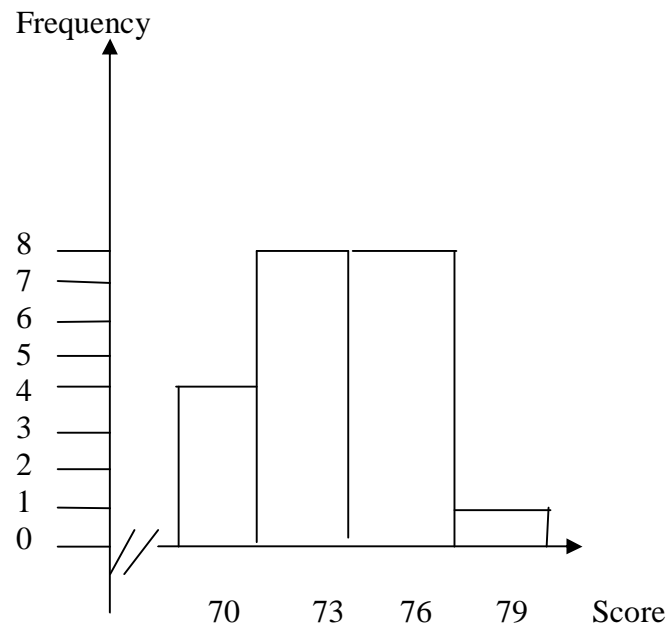


Figure 3: Description Data of Experimental Class

Based on the table above, it was known that the variable revelation of teaching speaking ability by jigsaw method of experimental class shown that the

respondent at interval 69-71 were 4 students (19, 04 %), interval (72-74) were 8 students (38 %), interval 75-77 were 8 students (38 %) and interval 78-80 were (4, 76 %).

Table 7

The score of post-test in control class

| No | Number of Students (n) | Pre-test |
|-------------|-----------------------------------|-----------------|
| (1) | (2) | (3) |
| 1 | AA | 70 |
| 2 | AF | 68 |
| 3 | DE | 70 |
| 4 | ER | 72 |
| 5 | FA | 71 |
| 6 | HP | 68 |
| 7 | IKS | 68 |
| 8 | JB | 73 |
| 9 | JP | 70 |
| 10 | MF | 72 |
| 11 | MIK | 73 |
| 12 | MR | 69 |
| 13 | MN | 72 |
| 14 | NS | 68 |
| 15 | NK | 73 |
| 16 | NA | 72 |
| 17 | NZ | 71 |
| 18 | PE | 70 |
| 19 | PR | 70 |
| 20 | RH | 71 |
| 21 | RI | 71 |
| Total | | 1533 |
| Mean | | 73 |
| Mode | | 74 |
| Median | | 64,5 |
| The Lowest | | 68 |
| The Highest | | 74 |

Based on the above table the sum of score in control class was 1533, mean was 73, mode was 74, median was 64, 5, the lowest score was 68, and the highest score was 74. Then, how to get it can be seen to appendix VII. Next, the computed of the frequency distribution of the student's score in post test can be applied in to table frequency distribution as follows:

Table 7

The frequency distribution of students' score in control class

| No | Interval | Median | Frequency | Percentages |
|-------|----------|--------|-----------|-------------|
| 1 | 68-70 | 71 | 10 | 48 % |
| 2 | 71-73 | 74 | 11 | 52 % |
| Total | | | 21 | 100% |

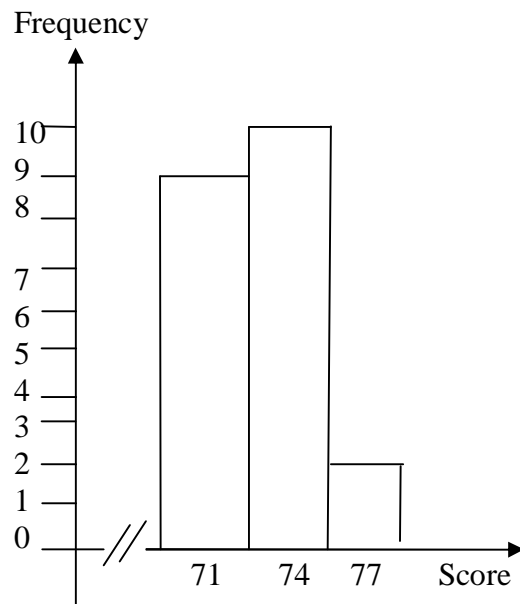


Figure 4 : Histogram of students' score of control class

Based on the table above, it was known that the variable revelation of teaching speaking ability by conventional method shown that the respondent at interval 68-70 were 10 students (48 %), and interval (71-73) were 11 students (52 %).

Next, from the above calculation the concluded that the students' mastery after teaching by jigsaw method was increased slowly. It can be seen from the mean score of experimental group was bigger than control group $76 > 73$.

Based on the table above, it was known that the variable revelation of teaching speaking ability by conventional method shown that the respondent at interval 68-70 were 11 students (52 %), interval (71-73) were 9 students (43 %), and interval 74-76 were 75 (5 %).

C. Hypothesis Testing

The hypothesis of research was "There was a significant effect of jigsaw method towards students' speaking ability". Based on the collected data, the data had been analyzed to prove hypothesis by using formula of T-test. The steps were started. It can be seen follow:

The steps of data analysis

There were many steps to analysis data, they were :

- a) The first steps, to find average score each class.
 - The average score of experimental class.

$$\begin{aligned}
 M_1 &= \frac{Y_1^2}{Y_1} \\
 &= \frac{336}{70} \\
 &= 4,8
 \end{aligned}$$

- The average score of control class.

$$\begin{aligned}
 M_1 &= \frac{Y_2^2}{Y_2} \\
 &= \frac{138}{48} \\
 &= 2,87
 \end{aligned}$$

- b) The second steps, to find deviation score each class.

- The deviation score of experimental class

$$\begin{aligned}
 \Sigma_{x1} &= \Sigma Y_1^2 - \frac{(\Sigma Y_1)^2}{n_1} \\
 &= 336 - \frac{(70)^2}{21} \\
 &= 336 - \frac{4900}{21} \\
 &= 336 - 233,33 \\
 &= 102,67
 \end{aligned}$$

- The deviation score of control class

$$\begin{aligned}
 \Sigma_{x2} &= \Sigma Y_2^2 - \frac{(\Sigma Y_2)^2}{n_2} \\
 &= 138 - \frac{(48)^2}{21} \\
 &= 138 - \frac{2304}{21} \\
 &= 138 - 109,77
 \end{aligned}$$

$$= 28,29$$

c) The third step, to use the formulation of T-test

Table 7
List of Score

| No | Symbol | Score |
|----|---------|--------|
| 1. | M_1 | 4,8 |
| 2. | M_2 | 2,87 |
| 3. | X_1^2 | 102,67 |
| 4. | X_2^2 | 28,29 |
| 5. | n_1 | 21 |
| 6. | n_2 | 21 |

$$\begin{aligned}
 Tt &= \frac{M_1 - M_2}{\sqrt{\left(\frac{\Sigma X_1 + \Sigma X_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{4,8 - 2,87}{\sqrt{\left(\frac{102,67 + 28,29}{21 + 21 - 2}\right) \left(\frac{1}{21} + \frac{1}{21}\right)}} \\
 &= \frac{1,93}{\sqrt{\left(\frac{130,96}{40}\right) \left(\frac{2}{21}\right)}} \\
 &= \frac{1,93}{\sqrt{3,254 \left(\frac{2}{21}\right)}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{1,93}{\sqrt{\left(\frac{6,548}{21}\right)}} \\
 &= \frac{1,93}{\sqrt{0,30}} = \frac{1,93}{0,54} \\
 t_0 &= 3,57
 \end{aligned}$$

d. $b = (n_1 + n_2 - 2) = 21 + 21 - 2 = 40$. Next, did test missing one.

In the appendix X the score $t_{s\ 0,05} = 2,70$ and $t_{s\ 0,01} = 2,02$ $t_0 = 3,57$ ($3,57 > 2,70 > 2,02$). It means that there was a significant effect of using jigsaw method towards speaking ability at grade Grade XI Students at SMA Negeri 1 Siabu.”.

Next, to know the category of how far the effect of jigsaw method on students’ speaking mastery, it would be interpreted from the table below:

Table 8

The Table coefficient effect of interpretation

| Coefficient interval | Effect level |
|----------------------|--------------|
| 0,00 - 0,20 | Very low |
| 0,20 – 0,40 | Low |
| 0,40 – 0,70 | Enough |
| 0,70 – 0,90 | High |
| 0,90 – 1,00 | Very high |

To know the effect of jigsaw method on students' speaking mastery, t_0 minimized t_s ($3,57 - 2,70 = 0,87$) . Next, the result of it interpreted to above table.

So that, The effect of using jigsaw method on students' speaking mastery at grade XI SMA N 1 Siabu is categorized in high.

D. Discussion

Based on the principles of jigsaw method in the chapter II. Jigsaw is a technique that is used for group to group exchange with an important difference. Jigsaw that involves planning for learning, thinking aloud the learning process as it is taking place monitoring of one's productions, or comprehension and evaluating learning after an activity completed. Moreover, jigsaw method integrated skill. So, from the calculation above, the research appropriated that the result of research has related with the above theory, this fact can be seen from mean score between the experimental class and control class. It is indicated that the score of experimental class was bigger than control class ($74,85 > 73$). Finally, the research concluded was effective to improve jigsaw method on students' speaking ability.

E. Threats of the Research

The research found the threat of this research, as follow:

1. The students were shy to perform the monolog text in front of class.
2. The limited in literature make into writer difficult for collected the recent theory and relevant with the research.
3. The limited of English books (especially speaking book) in the writer's campus.
4. The limited of the instrument of research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter on The Effect of Using jigsaw method on Students' Speaking ability at Grade XI SMA N 1 Siabu, gains the significant effect. Based on the result of data analysis, the research concludes as follow:

1. The students' speaking ability before using jigsaw method at grade XI SMA N 1 Siabu was categorized enough, it can be seen from the score of pre-test they got 68-74, and the mean score of experimental group and control group was 70,57.
2. The students' speaking ability after using jigsaw method at SMA N 1 Siabu was increased slowly. It can be seen from different score pre-test is 70,57 and post test of experimental group is 74 , the total score of post-test is different (70,75<74).
3. There was a Significant Effect of Using Jigsaw Method towards Speaking ability at grade Grade XI Students At SMA Negeri 1 Siabu.” at last The hypothesis of the research is accepted, because the score of t_0 is the higher than t_s (3,57>2,70),

B. Suggestion

Based on the above conclusion of the research wants to give some suggestion as follows;

1. All students are hoped to be more active in the next learning process especially in using jigsaw method to build up students' speaking mastery.
2. For English teachers are hoped that in English teaching learning process should use English to explain or to teach English subjects.
3. Students of English section at STAIN Padangsidimpuan should practice English as much as possible with their classmates or maybe with their English teachers.
4. English lecturers at STAIN Padangsidimpuan should be active using English in learning process.
5. The chief of the English section at STAIN Padangsidimpuan to revise the curriculum of English subject better.
6. The chief of student in English (HMPS) section to ask for all students to speak English.

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Assalamu'Alaikum Wr.wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian kelayakan Judul Skripsi, telah ditetapkan judul skripsi mahasiswa tersebut dibawah ini sebagai berikut:

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SIABU**

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Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terima kasih.

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dengan Judul **"The Effect Of Jigsaw Method Towards Students' Speaking Mastery
At SMA Negeri 1 Siabu"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.


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Demikian surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Siabu, 08 Mei 2012
Kepala SMA Negeri 1 Siabu



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