THE EFFECT OF JIGSAW LEARNING TECHNIQUE ON STUDENTS STORYTELLING ABILITY AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN

A THESIS

Submitted to English Education Study Program of Tarbiyah Department
STAIN Padangsidimpuan as a Partial Fulfillment of the Requirements
for the Degree of Islamic Educational Scholar (S.Pd.I)
in English Program

BY:

ADE PURNAMA SARI SINAGA
Reg. No: 08 340 0003

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)
PADANGSIDIMPUAN
2012

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

Wassalamu 'Alaikum Wr. Wb.

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Assalamu 'Alaikum Wr. Wb.

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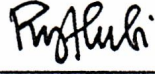Indeks Prestasi Kumulatif/ IPK   : 3, 46

Predikat   : Amat Baik

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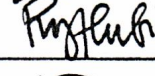**NAME**   : ADE PURNAMA SARI SINAGA
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Result/ Mark   : B/ 70

Cumulative achievement index   : 3, 46

Predicate   : Very Good

KEMENTERIAN AGAMA

SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)

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PENGESAHAN

Skripsi Berjudul   : THE EFFECT OF JIGSAW LEARNING TECHNIQUE
ON STUDENT'S STORYTELLING ABILITY
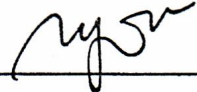AT GRADE VIII SMP NEGERI 2
PADANGSIDIMPUAN

Ditulis oleh   : ADE PURNAMA SARI SINAGA
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Telah dapat diterima sebagai salah satu syarat memperoleh gelar
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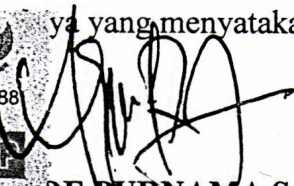# SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

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Nama	: ADE PURNAMA SARI SINAGA
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Jurusan/ Program Studi	: Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Jigsaw Learning Technique on Student's Storytelling Ability at Grade VIII SMP Negeri 2 Padangsidimpuan

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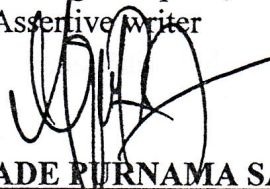
Name   : ADE PURNAMA SARI SINAGA

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Department/ Study Program : Tarbiyah/ English Education

Thesis   : The Effect of Jigsaw Learning Technique on Student's Storytelling Ability at Grade VIII SMP Negeri 2 Padangsidimpuan

Had written the thesis with consultative aids of advisors, devoicing of plagiary and others' un-registered advice based on Student's Code case 14 verses 2.

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Padangsidimpuan, 25 Juni 2012
Assertive writer

ADE PURNAMA SARI SINAGA
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ACKNOWLEDGEMENT

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers.

This thesis can't be completed without a great deal of help from many people, especially Mr. Drs. H.Syahid Muammar Pulungan, SH., as the first advisor and Mr. Zainuddin, M.Hum., as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

My deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others:
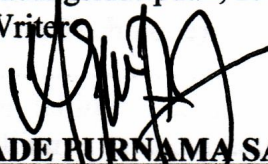
1. Dr. H. Ibrahim Siregar, MCL, as the leader of State College for Islamic Studies Padangsidimpuan.

2. Hj. Zulhimma, S.Ag., M.Pd., the leader of Tarbiyah Faculty.

3. Rayendriani Fahmei Lubis, M.Ag., the leader of English Department.

4. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

5. Stain Padangsidimpuan Library, Drs. Samsuddin Pulungan, M.Ag., for his cooperative and permission to use their books.

6. My beloved parents (Janner Sinaga and Nurmawan Munthe), my beloved brothers (Muhammad Jimmy Anshor Sinaga and Muslim Tunggul Pardamean Sinaga), and my beloved sister (Ngkasah Kinin Duma Sinaga) who always give their materials, prays, motivation, and moral encouragement to finish my study. And especially for Hendry Syahputra Bancin, S.Kep, thanks for love, help, attention, and motivation.

7. My beloved friends Ana, Anle, Ayu, Emma, Rahma, and Zahro thanks for love, friendship, and supporting.

8. All my friends in STAIN Padangsidimpuan, good luck for you.

9. All the people who have helped the writer to finish her study that can't mention one by one.

   The writer realizes this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis is better.

Padangsidimpuan, 25 Juni 2012
Writer

ADE PURNAMA SARI SINAGA
Reg. No: 08 340 0003

viii

ABSTRACT

Name   **: ADE PURNAMA SARI SINAGA**
Reg. No   **: 08 340 0003**
Section   **: Tarbiyah/ English Program (TBI)**
Title   **: THE EFFECT OF JIGSAW LEARNING TECHNIQUE ON STUDENT'S SPEAKING ABILITY AT GRADE VIII SMP NEGERI 2 PADANGASIDIMPUAN**

This research is about students' speaking ability by using jigsaw learning technique. The formulation of the problem: Is there the effect of jigsaw learning technique on students' speaking ability at grade VIII SMP Negeri 2 Padangsidimpuan? This research intended to know the effect of jigsaw learning technique on students' speaking ability at grade VIII SMP Negeri 2 Padangsidimpuan. The research was conducted by quantitative method. The population of this research was all of grade VIII of students in SMPN 2 Padangsidimpuan, the total of population was 251 students. Then, the sample of research was 60 students. Next, this research used test as instrument, test was divided to pre test and post test about student's speaking ability. To analysis the data, the writer used formulation of t-test.

After calculating the data, it shows that there is the effect of jigsaw learning technique on students' speaking ability at grade VIII SMP Negeri 2 Padangsidimpuan. It can be seen from $t_{observed} > t_{table}$ (2.18>1.67). It means that the hypothesis was accepted. It was concluded that there was the signinificant effect of jigsaw learning technique on student's speaking ability at grade VIII SMP Negeri 2 Padangsidimpuan.

CHAPTER I

INTRODUCTION

A. Background of Problem

Globalism and modern cause English taught in many parts of the world as the tool of communication. And it is important for communicating in education, health, economy, business, technology, information, free trade market. English is needed someone's for education because English mastery can develop technology and information.

Education is one of media to develop human's quality. Human being has the prestige and can go with advanced through education. In holy Quran also had been explained well about people's prestige which had education. God will give good position which had science in his live as mentioned in Al-Mujaadilah verse 58:

$$\text{يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا۟ إِذَا قِيلَ لَكُمْ تَفَسَّحُوا۟ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا۟ يَفْسَحِ ٱللَّهُ لَكُمْ ۖ}$$

$$\text{وَإِذَا قِيلَ ٱنشُزُوا۟ فَٱنشُزُوا۟ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا۟ مِنكُمْ وَٱلَّذِينَ أُوتُوا۟ ٱلْعِلْمَ دَرَجَٰتٍ ۚ}$$

$$\text{وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾}$$

Meaning:
O ye who believe! When ye are told to make room in the assemblies, spread out and make room: Ample room will Allah provide for you. And when ye are told to rise up, rise up. Allah will raise up, to suitable ranks and degrees, those of you who believe and who have been granted mystic knowledge and Allah is well acquainted with all ye do.[1]

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[1] Abdallah Yousuf Ali. *The Glorious Qur'an* (Dar El-Fikri, Beirut: 2009)., p. 495

From above the meaning of verse, it had been explained for us that God promise to upgrade the prestige of people which had education.

In Indonesian, English is a foreign language and it is taught from Elementary School up to University level and it is one of many formal lessons in which students should get it high score. Unfortunately, most of students in the classroom have nothing to say or just keep silence. Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right. Second, when you speak, you can't edit and revise what you wish to say, as you can if you are writing.[2]

High School Curriculums focus on four language skills: listening, speaking, reading, and writing. The language leaner who has studied is expected to be able to create a situation in which the students are willing and eager to practice the language both for the improvement of the fluency and satisfaction of the need for social relations. In doing this, the English teacher must have a technique as the implementation of language teaching. In this case, student's speaking ability can be developed in jigsaw learning technique, where students are to speak in a real and free situation.

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[2] David Nunan. *Practical English Language Teaching* (New York: Mc Graw Hill Companies, 2003)., p. 48

Actually, English language learning process is still uneffective. Most of students are not interested in learning English language. They say that English are not same of words writing and pronunciations. So, the students often get the difficulties in pronunciation. Student laziness to practice English words pronunciation and makes them less self confidence in learning English especially in speaking. They would rather to keep silence then to try.

There are many techniques can be applied for developing student's speaking ability. One of them is jigsaw learning technique. Jigsaw learning technique is adapted from Robert E. Slavin and developed by Elliot Aronson in 1978.[3] It is focused in group working that is able to build the students' bravery and communication ability with other people or friends because by using this method the students can share, retell the story or discuss certain topic with English language in their group or other group and also can give opinion or response from other students' opinion. Besides that, this method is also focused on peer tutoring so the students can express their idea and ability and are not shy to ask question if there is difficult to their friends who are clever. The method can motivate the students to study and increase teaching learning process. In holy Quran also had been explained about the analysis of education for developing education is important, as mention in At-Taubah verse 105-106 as below:

---

[3] Robert E. Slavin. *Cooperative Learning Teori, Riset dan Praktik* (Bandung: Nusa Media, 2005)., p. 236

وَقُلِ ٱعْمَلُوا۟ فَسَيَرَى ٱللَّهُ عَمَلَكُمْ وَرَسُولُهُۥ وَٱلْمُؤْمِنُونَ ۖ وَسَتُرَدُّونَ إِلَىٰ عَـٰلِمِ ٱلْغَيْبِ وَٱلشَّهَـٰدَةِ فَيُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ ﴿١٠٥﴾ وَءَاخَرُونَ مُرْجَوْنَ لِأَمْرِ ٱللَّهِ إِمَّا يُعَذِّبُهُمْ وَإِمَّا يَتُوبُ عَلَيْهِمْ ۗ وَٱللَّهُ عَلِيمٌ حَكِيمٌ ﴿١٠٦﴾

Meaning:
And say: Work righteousness: Soon will Allah observe your work, and his Apostle, and the believers: Soon will ye be brought back to the knower of what is hidden and what is open: Then will he show you the truth of all that ye did. There are yet others, held in suspense for the command of Allah, whether he will punish them, or turn in mercy to them: And Allah is all-knowing, wise.[4]

From above the meaning of verse, it was explained for us that evaluation for education is important for developing education.

As one of four language skills, speaking is a productive skill in language. Speaking is important to be learned and mastered by every individual. Speakers use language to communicate in expressing ideas and thought to others. The interaction has the purpose of influencing the listeners. Speaking also can be defined as fundamentally instrumental in conveying meaning. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. Speaking is not as simple as it looks. Speakers have to formulate their ideas grammatically acceptable sentences. They can exchange views and opinions in their life. This is accordance to the function of the language namely to establish interaction among speakers. The topic should be interesting

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[4] Abdallah Yousuf Ali. *Op-Cit*., p. 178

and familiar. Both a speaker and a listener will involve in an exchange of views about the content of the topic.

Based on the researcher's own experience in field teaching practice (PPL) at SMP Negeri 2 Padangsidimpuan. The researcher found that students couldn't speak English well and they had not self confidence to share ideas in English. It means that the students are poor in English. When the teacher asks them to speak about their own experience, almost of them cannot speak well. The students are ashamed to say anything in English, even though they are afraid of making mistakes and being laughed by their friends. Only the clever student will get more chance to practice in class, the other students just listen and keep silence.

That phenomenon may be caused of the lack of the teacher in learning technique, the teacher have not the suitable technique for teaching speaking. As done in SMP Negeri 2 Padangsidimpuan, the teacher just ask the students to translate each material whereas they learn speaking lesson that it should be practiced to try their speaking, it not suitable with the target of lesson, can speak English well.

Therefore, here the researcher would like to apply the new technique for learning English especially in speaking to make students more interested in learning and practicing English in their lives. Here then, the researcher states her title discussion about "THE EFFECT OF JIGSAW LEARNING TECHNIQUE ON STUDENTS' SPEAKING ABILITY AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN".

B. Identification of Problem

There are many causes of students' problem in speaking. Based on researcher's pre-observation in SMP Negeri 2 Padangsidimpuan in January 2012 until March 2012, there were many problems in learning speaking. The students weren't interested in speaking English, they often laughed when their friends tried to speak English for their ideas. They were always shy to share their knowledge orally, they felt that English was very funny because of writing and pronunciations were different. Therefore, they did not have self confidence to speak English again. Moreover, the students were rare to practice their English for speaking skill. Besides, there was no language laboratory to use maximally for supporting their English study. Then, the students had no vocabularies so they felt hard to speak. It is all due to the teacher couldn't take students' attention to the materials. The teacher still use verbal learning model which meant that the teacher was as the centre of learning process. On the other hand, learning technique that used by the teachers still unefecctive in teaching English especially in speaking.

C. Limitation of Problem

There are many methods in teaching English especially speaking, such as Audio Lingual Method (ALM), Content Based Language Teaching (CBLT), Communicative Language Teaching (CLT). Next, there are many materials too for speaking. There are text spoken (descriptive spoken, narrative spoken, recount spoken, and procedure spoken), notice spoken (invitation, announcement, and

advertisement), and telling expression include asking and giving opinion, asking, giving, and denying information. Asking, giving, and offering something giving attention to someone, asking, giving agreement for speaking materials which are based on junior high school syllabus[5]. Next, narrative spoken text material is learned in the first semester of grade VIII SMP Negeri 2 Padangsidimpuan. So, the researcher interested in investigating students' speaking ability especially in narrative spoken text material. Therefore, here the researcher tries to limit the problem of research like findings the effect of jigsaw learning technique on students' speaking ability in narrative spoken text material at grade VIII SMP Negeri 2 Padangsidimpuan.

D. Formulations of Problem

Based on the above identification of problem, the researcher formulates the problems as bellow:

1. How is grade VIII students' speaking ability in narrative spoken text before using Jigsaw Learning Technique at SMP Negeri 2 Padangsidimpuan?

2. How is grade VIII students' speaking ability in narrative spoken text after using Jigsaw Learning Technique at SMP Negeri 2 Padangsidimpuan?

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[5] KTSP Perangkat Pembelajaran Sekolah Menengah Pertama (SMP)/Madrasah Tsanawiyah (MTs)., p. 137

3. Is there the effect of jigsaw learning technique on students' speaking ability in narrative spoken text at grade VIII SMP Negeri 2 Padangsidimpuan?

E. Purposes of Research

Here the researcher would state the purposes of research as follows:

1. To know grade VIII students' speaking ability in narrative spoken text before using Jigsaw Learning Technique at SMP Negeri 2 Padangsidimpuan.

4. To know grade VIII students' speaking ability in narrative spoken text after using Jigsaw Learning Technique at SMP Negeri 2 Padangsidimpuan.

2. To know the effect of jigsaw learning technique on students' speaking ability in narrative spoken text at grade VIII SMP Negeri 2 Padangsidimpuan.

F. Significances of Research

There are many significances of this research, may be for researcher, students and also for teachers, this research is useful for:

1. English teacher as information to increase knowledge especially about the effect of jigsaw learning technique on student's speaking ability.

2. Students as information to increase their ability in studying a foreign language.

3. Other researcher as information and contribution to do the relevance research.

4. Educational, to improve the quality of education especially in English by using appropriate method in teaching English.

5. Researcher as a Partial Fulfillment of the Requirements for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program.

G. Definition of Operation Variables

In this research, there are many terms that should be known in order to avoid misunderstanding of terms, the terms as follow:

1. Jigsaw Learning Technique: is a cooperative learning technique that has been studied in various ways by a number of researchers and teachers in classes of different levels and subjects.[6]

   From above definition, the researchers concluded that jigsaw learning technique is studying together in a team that consists of heterogeneous student's ability in order to make the students easier to comprehend the materials.

2. Speaking Ability: the process of building and sharing meaning through the use of verbal and non verbal symbol in a variety of context.[7]

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[6] Qiao mengduo & Jin Xiaoling. *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the language learners.* (Chinese Journal of Applied Linguistics, 2010). p. 113

[7] A.L Chaney and T.L Burke. *Teaching Oral Communication in Grades K-8.* (Boston: Allyn&Bacon, 1998)., p. 13

In brief, the researcher concluded that speaking is the ability to produce, to pronunciation, and to express the ideas from the materials and shares it to the listeners orally.

H. Outline of Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it is consist of background of problem, identification of problem, limitation of problem, formulation of problem, objective of research, significances of research, and definition of operation variables, and outline of thesis.

In chapter two, it is consist of literature review, review of related finding, conceptual framework, and hypothesis.

In chapter three, it is consist of research methodology. Research methodology consists of time and place of research, research design, population and sample, instrument, validity of instrument, technique of collecting data, procedure of research, and technique of data analysis.

In chapter four, it is consist of data analysis. It consists of description of data, hypothesis testing, discussion, and the treats of research.

And the last chapter, it is chapter five. Consist of closing; it is consist of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

In conducting a research, theories are needed to explain some concept or terms applied in the research concerned. Some concept or terms are used in this research and they need to be theoretically explained. In the following part theoretical elaboration on the concept or terms used will be presented.

A. Theoretical Description

1. Teaching English in Junior High School

By considering the importance of English, it is learnt by Indonesia's high school students as one of the main subject in the school. It is supported by the education curriculum of junior high school that stated English is one of compulsory subject that should be taught to junior high school students. The objective of teaching English is to enable the students in mastering four language skills, namely: listening, speaking, reading, and writing. However, English teacher from basic to high level should realize how the four language skills in English are importance to be learnt.

Nowadays, the quality of teaching English is still low and still in apprehensive condition, it can be seen from many parents who send their children into the course. It is caused by the quality of studying English in the school is unsatisfied.

In teaching English, most of teachers are inclined to teach English by using conventional teaching model that is out of date, although they have known the way to teach communicatively. However, the teacher hasn't applied it so that the teaching learning process is monotonous, boring or even not interesting.

Based on Kurikulum Tingkat Satuan Pendidikan (KTSP), English lesson is expected to help the students to master the four skills of English. In listening, they should be able to take the sense of what they hear and connect it to other information already known. In speaking, they should be able to communicate orally to express ideas and feelings. In reading, they should be able to gain the information and comprehend easily that comes from the author. And the last in writing, they should be able to invent ideas and organize into statements and paragraphs. Teaching students to speak effectively has been major concern of educators for many years. One of the ways in teaching speaking is by using jigsaw learning technique.

Finally, the researcher concluded that English in junior high school is still low and it is need to be upgraded to make English better.

2. Cooperative Learning

Social psychological research on cooperative dates back to the 1920s, but research on specific application of cooperative learning to the classroom did not begin until the early 1970s. At that time, four independent groups of

researchers began to develop and research cooperative leaning method in the classroom setting. At present, researcher all over the world are studying practical application of cooperative learning principles, and many cooperative learning method are available. Some of the most extensively researched and widely used cooperative learning methods are introduced as follow:

a. Student Team Learning

b. Student Teams-Achievement Divisions (STAD)

c. Teams-Games-Tournaments (TGT)

d. Jigsaw

e. Team Accelerated Instruction

f. Cooperative Integrated Reading and Composition (CIRC)

g. STAD

Other Cooperative Learning Method:

a. Group Investigation

b. Learning Together

c. Complex Instruction

d. Structured Dynamic Method.[1]

Based on above explanation, it can be concluded that there are many technique in cooperative learning. And in this case, the researcher chooses to apply jigsaw learning method as the problem solving.

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[1] Robert E. Slavin. *Cooperative Learning Teori, Riset dan Praktek*. (Bandung: Nusa Media,2005)., p. 237

a. A typology of Cooperative Learning

Cooperative learning methods differ in any ways, but they can be categorized according to the following six principals' characteristics.

1) Group Goals.
   Most cooperative learning methods use some form of group goals. In the student team learning method, these may be certificate or other recognition given to teams that meet a presser criterion; in the Johnsons' method, group grades are often given.
2) Individual Accountability.
   This is achieved in two ways. One is to have group scores be the sum or average of individual quiz scores or other assessment, as in the students' team learning models. The other is task specialization, whereby each students' given a unique responsibility for part of the group tasks.
3) Equal Opportunities for Success.
   A characteristic unique to the student's team learning method id the use of scoring methods that ensure all students an equal opportunity to contribute to their teams. These methods consist of improvement points (STAD), competition with equals (TGT), or adaptation of tasks to individual performance levels (TAI and CIRC).
4) Team Competition.
   Early studies of STAD and TGT used competition between teams as a means of motivating students to cooperative within teams.
5) Task Specialization.
   A key element of Jigsaw, Group Investigation, and other task-specialization methods in the assignment of a unique subtask to each group member.
6) Adaptation to Individual Needs.
   Most cooperative learning method use group paced instruction, but two-TAI and CICR- adapt instruction to students' individual needs.[2]

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[2] Robert E. Slavin. *Cooperative Learning Theory, Research, and Practice* (Needham Heights: Allyn & Bacon, 1990),. p. 12

Basically, there are six typologies of cooperative learning as mention above, next in this research, the researcher chooses group goals type because the research want to apply group discussion in learning process. It purposed to know the effect of group in learning speaking.

b. Purposes of Cooperative Learning

Cooperative learning is developed to get the important purposes. There are three the purposes of jigsaw learning technique according to Richard, and mentioned as below:

1) Academic prestige

2) Tolerance and receiving of diversity differences

3) Development of social skills.[3]

So that, the researcher concluded that jigsaw learning technique has many purposes as academic prestige, tolerance and receiving of diversity different, and developing of social skills.

3. Jigsaw Learning Technique

a. Background

Jigsaw is an adaptation of Elliot Aronson's in 1978 Jigsaw technique.[4] In it, students' work in the same four member, heterogeneous teams. The students' are assigned chapters, short book, or materials to

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[3] Ricahrd I. Arends. Learning to Teach (Yogyakarta: Pustaka Pelajar, 2008)., p. 5
[4] Robert E. Slavin., Op-Cit., p. 6

read, usually social studies, biography, or other expository material. Each team member is randomly assigned to become an expert on some aspect of the assignment. After reading the material, experts from different teams meet to discuss their common topics, and then they return to each their topics to their teammates. Finally, there is a quiz or other assessment on all topics. Scoring and team recognition based on improvement.

Jigsaw is a grouping strategy in which the members of the class are organized into groups. The students are then reorganized into expert groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing the materials. Jigsaw can be used for sharing different solutions to the same problem or for dividing up research responsibilities.

So that, the researcher concluded that teaching by jigsaw learning technique is not new. The learning technique is used by the teacher in teaching foreign language and the researcher had been done the learning technique in teaching English.

b. Principles for Jigsaw Learning Technique

Based on QIAO Mengduo & JIN Xiaoling, in the journal of applied linguistics untitled Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners, there are five principles for jigsaw learning technique as below:

1) Positive interdependence
   Each group member's efforts are required and indispensable for the group success. Each group member has to make unique contributions to the joint effort.
2) Face-to-face promotive interaction
   Group members have to orally explain how to solve problems, teach one's knowledge to others, check for understanding, discuss concepts being learned and associate the present learning with the past one.
3) Individual and group accountability
   The size of the group should be kept small, for the smaller the size of the group is, the greater the individual accountability may be. The teacher is expected to give an individual test to each student, randomly examine students by asking one student to present his or her group's work orally to the teacher (in the presence of the group) or to the entire class, observe each group and record the frequency with which each member contributes to the group's work, appoint one student in each group as the leader, who is responsible for asking other group members to explain the rationale underlying the group answers, and monitor students to teach what they've learned to the others.
4) Interpersonal skills
   Social skills are a necessity for the success of jigsaw learning in class. Social skills include leadership, decision-making, trust-building, communication, conflict-management skills and so on.
5) Group processing
   Group members discuss how well they are achieving their goals and maintaining effective working relationships, describe what member actions are helpful and what are not, and make decisions about what behaviors to continue or change. Jigsaw learning makes it possible for students to be introduced to

material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on them own. Finally, since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student's own understanding of a concept as well as reveals any misunderstandings.

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From above explanation, it can be concluded that there are five principles in jigsaw learning technique as positive interdependence, face to face promotive interaction, individual and group accountability, interpersonal skills, and group processing that must by applying in jigsaw learning technique.

c. Procedures

There are the steps in jigsaw learning technique according to many experts. First, Robert E. Slavin in 1990 states as below.

To make materials for jigsaw, follow these steps:

1) Select one or more chapters, stories, or others units, each covering material for two or three days. If students are to read

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[5] QIAO Mengduo & JIN Xiaoling.). *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the Language Learners* (Chinese Journal of Applied Linguistics (Bimonthly; Vol. 33 No.4, 2010)., p. 115

in class, the selections should not require more than a half hour to complete; if the reading is to be assigned for homework, the selections can be longer.

2) Make an expert sheet for each unit. This tells students what to concentrate on while they read, and which expert group they will work with. It identifies four topics that are central to the unit.

3) Make a quiz, essay test, or other assessments for each unit. A quiz should consist of at least eight questions, two for each topic, or some multiple of four (twelve, sixteen, twenty, and so on), so that there is a n equal number of question for each topic. Teachers may wish to add two or more general question. The questions should require considerable understanding, because students' will have had ample time to discuss their topics in depth, and easy question would fail to challenge those who have done a good job in preparation.

4) Use discussion outline (optional). A discussion outline for each topic can help guide the discussion in the expert groups. Such an outline lists the points that students should consider in discussing their topics.[6]

Next, there are the procedures according to Broward County Public

Schools:

1) Students are divided up into groups. The number in each group depends on the number of subtopics.

2) Each member of the group is assigned a section or portion of the material.

3) Each student meets with the members of the other groups who have the same assigned section forming an expert group.

4) The expert group learns the material together and decides on how to teach the material to the original groups.

5) Students later return to their original groups, whose members are each now an expert in one of the different areas of the topics is being studied, and teach their area of expertise to the other group members.

6) A quiz is given in the end. At that time no team members may help each other.[7]

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[6]Robert E. Slavin*., Op-Cit.* p. 122

[7]http://www.broward.k12.fl.us/ci/strategies_and_such/strategies/jigsaw.html. accessed on February, 9th 2012

And then, Aronson, Blaney, Stephen, Sikes, and Snapp, 1978 states the step in jigsaw model as below:

1) Grouping the students into 4-6 peoples into a team
2) Each people in a team is given a sub different material
3) Each people in a team is assigned a sub different material
4) The different member of team that have been learn the same sub material meet in a new team to discus about the material
5) After discussing, they came back to the group and share the material that had been learn
6) Each of experts is presented the result of a discussion
7) Giving the evaluation by the teacher
8) Closing.[8]

And the last is Qiao Mengduo&Jin Xiaoling. States the steps for Jigsaw are:

1) Choosing a passage
2) Dividing the students into jigsaw groups
3) Studying new words
4) Involving the whole class in an activity for general comprehension
5) Forming expert group
6) Students returning to their jigsaw group
   a) Reading and listening
   b) Reading and repeating
   c) Reciting
   d) retelling
7) Writing a summary.[9]

In brief, there are many procedures in jigsaw technique that introduced by the experts, but in this problem the researcher chooses the

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[8] Tukiran Taniredja, dkk. *Model-Model Pembelajaran Inovatif (*Bandung: Alfabeta, 2011)., p.103

[9] Qiao mengduo & Jin Xiaoling. *Jigsaw Strategy as a Cooperative Learning Technique: Focusing on the language learners.* (Chinese Journal of Applied Linguistics, 2010). p. 118

procedure that introduced by Broward County Public Schools because procedures are easier to understand and to apply.

d. Advantage

Jigsaw learning technique certainly has the advantages. According to Richard in 2008, jigsaw learning technique not only oriented in academic prestige but also in social development.[10]

So that, jigsaw learning technique focuses in 2 advantages it is in academic and social prestige.

e. Teacher's roles in Jigsaw Learning Technique

In a jigsaw classroom, the teacher organizes practice and communicative activities, but this does not mean leaving the students to learn all by themselves. Instead the teacher should try to help the students take greater control over their learning by becoming actively involved. The primary role of the teacher is to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor group work and assist students in working with the material. "The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task.

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[10] Richard I. Arends., Op-cit., p. 5

Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves"[11]

From above explanation, the researcher concluded that teacher's roles in jigsaw leaning technique are organize to practice and communicative activities, teacher should try to help the students take greater control over their learning by becoming actively involved so that the target of speaking is richen well.

4. **Teaching Speaking in Indonesia (Conventional Learning Technique)**

Many English classes in SMP N 2 Padangsidimpuan especially in VIII-5 and VIII-6 classes tend to use their L1 rather than practicing English as well. It is rare for them to use English as a means of communication during the class, especially in speaking class, not even when they asked to produce a particular material in the target language in front of the class. Afraid of making mistakes, due to the complicated rule of grammar, native-like pronunciation, and any others psychological factors affects students' performance. They usually memorize everything before performing particular speech in written form.

As the teachers technique in teaching speaking is still verbal and monotone. When they learn speaking, the teacher asks the students' to translate the topic of lesson. They find out the meaning of difficult word on

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[11] QIAO Mengduo & JIN Xiaoling.. *Op-Cit.*, p. 120

dictionary then the teacher explains about the topic. Next, she concludes the topics by writing on white board and the students to write. After explaining the topics, the teacher asks them to do the exercises. The correction of the exercises does in teacher's office by the teacher. So that, the students' had not the opportunities to practice their speaking ability and don't know the mistake of their exercises. From above phenomenon, the writers see that most of learning step is writing activities whereas the skill want to be developed is speaking skill. Because of that learning technique, the students have not interested and have not willing for learning speaking and the quality of education is still low.

5. **Speaking**

   a. **Definition of Speaking**

   In Oxford Advance Dictionary, the definition of Speaking is "to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speakers as psychological, psychological (articulation) and physic (acoustic) stages."[12]

   According to Chaney, speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context."[13]

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[12] Oxford Advanced Dictionary, p. 13
[13] A. L. Chaney and T.L. Burke. *Teaching Oral Communication in Grades K-8* (Boston: Allyn&Bacon, 1998)., p. 13

While another expert, Theodore Huebner said, "Language is essentially speech, and speech is basically communication by sound".[14] And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skills is acquire by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving massages.

From above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

b. **Types of Spoken Language**

1) Interpersonal Speech (sometimes referred to as interactional) is communicating with someone for social purposes.

2) Transactional Speech involves communicating to get something done, including the exchange of goods and/or service.[15] The students' are able to converse with a total stranger as well as someone with whom they are quite familiar.[16]

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[14] Theodore Huebner. *Audio Visual Tachnique in Teaching Foreign language* (New York: Camridge University Press, 1960)., p. 5

[15] David Nunan. *Practical English Language Teaching* (New York : Mc Graw-Hill Companies, 2003)., p. 56

[16] H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy.* (United Stated of America: Longman, 1998)., p. 272

So that, there are two types of speaking, they are interpersonal and transactional. Interpersonal is communicating in social purposes and transactional is communicating to get something done.

c. Micro Skills of Oral Communication

H. Douglas Brown (1998:272) states microskills of oral communication as follow:

1) Produce chunks of language of different length
2) Orally produce differences among the English phonemes and allophonic variants
3) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure, and intonation contours
4) Produce reduced forms of words and phrases
5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes
6) Produce fluent speech at different rates of delivery
7) Monitor your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the massage
8) Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms
9) Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences
10) Express a particular meaning in different grammatical forms
11) Use cohesive devices in spoken discourse
12) Accomplish appropriately communicative functions according to situations, participants, and goals
13) Use appropriate registers, implicative, pragmatics conventions, and others sociolinguistics features in face-to-face conversation
14) Convey links and connections between events and communicative such relations as main ideas, supporting ideas, new information, given information, generalization, and exemplification
15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings

16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a contexts for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.[17]

Finally, the researcher concluded that there are sixteen microskills that must be attended in speaking, that all must be attended to make speaking well.

d. Types of Classroom Speaking Performance

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitative of this kind as carried out not for the purposes of meaningful interaction, but for focusing on particular elements of language forms.[18]

From explanation above, the researcher concluded that imitative type is one of many type of speaking performance that the students just practice an intonation for trying to pinpoint a certain sound from the teacher.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspects of language. Intensive speaking can be self-initiated or it can even form part of some

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[17] *Ibid.* p. 272
[18] *Ibid.* p. 271

pair work activity, where learners are going over certain forms of language.[19]

In brief, intensive is like imitative but in this the students can

be self-initiated or it can be even form part of some pair work activity.

3) Responsive

A good deal of students' speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend in dialogues. Such speech can be meaningful and authentic:
T : How are you today?
S : Pretty good, thanks', and you?
T : What is the main idea in this essay?
S : The United Nations should have more authority.[20]

Based on above explanation, the researcher concluded that

responsive is a good deal of student speech in the classroom, short

replies to teacher or students initiated question or command.

4) Transactional (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended from of responsive language. Conversation, for example, may have more of a negotiative nature to them than does responsive speech:
Such conversation could reality be part of group work activity as well.[21]

From above explanation, the researcher concluded that

transactional is carried out for the purpose of conveying or exchanging

specific information.

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[19] *Ibid.* p. 273
[20] *Ibid.* p. 273
[21] *Ibid.*p. 273

5) **Interpersonal (Dialogue)**

> The others forms of conversation mentioned in the previous chapters was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier 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 convert "agenda"
>
> Learners would need to learn how such features as the relationship between interlocutors, casual, style, and sarcasm are coded linguistically in this conversation.[22]
>
> In brief, interpersonal can be concluded as carried out more for

the purpose of maintaining social relationships than for the

transmission of fact and information

6) **Extensive (Monologue)**

> Finally, students' at intermediate to advanced levels are called on to give extended monologues in the forms of oral reports, summaries, or perhaps short speeches. Here the register in more formal and deliberative. These monologues can be planned or impromptu.[23]
>
> Finally, extensive can be concluded as monologue in the forms

of oral report, summaries, or perhaps short speech.

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[22] *Ibid.* p. 274
[23] *Ibid.* p. 271-274

From six types of classroom speaking performance mentioned above, the researcher chooses extensive (monologue) type, because as had been explained before, this type at intermediate to advance level and junior high school on intermediate level. Next, it's give in forms reports, summaries, or short speech and the researcher use narrative spoken text as the media for speaking skill.

e. **Principles for Designing Speaking Techniques**

According to H. Douglas Brown, there are many principles in designing speaking technique. He describe as follow:

1) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to massage-based focus on interaction, meaning, and fluency.
2) Provide intrinsically motivating techniques.
3) Encourage the use of authentic language in meaningful contexts.
4) Provide appropriate feedback and correction
5) Capitalize on the natural link between speaking and listening.
6) Give students' opportunities to initiate oral communication.
7) Encourage the development of speaking strategies. Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as:
   a) Asking for clarification (*What?*).
   b) Asking someone to repeat something (*Hub? Excuse me?*).
   c) Using fillers (*Ud, I mean, well)* in order to gain time process
   d) Using conversation maintenance cues (*Up,bob, Right, Yeah, Okay, Hm).*
   e) Getting someone's attention (*Hey, Say, So).*
   f) Using paraphrases for structure one can't produce
   g) Appealing for assistance from the interlocutor (to get a word or phrase, for example).

h) Using formulaic expressions (at survive stage) (*How much does _____ cost? How do you get to the _____?*

i) Using mime and nonverbal expression to convey meaning.[24]

David Nunan also describes the principles' for teaching speaking as follow:

1) Be aware of the differences between second language and foreign language learning contexts
2) Give students practice with both fluency and accuracy
3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk
4) Plan speaking tasks that involve negotiation for meaning
5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.[25]

So that, there many principles that must be attended in designing speaking technique, as mentioned by H. Douglas brown to make speaking technique are suitable in learning process.

f. Proficiency Description of Speaking

1) **Accent**
   a) Pronunciation frequently unintelligible
   b) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
   c) "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabularies
   d) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
   e) No conspicuous mispronunciations, but would not be taken for a native speaker
   f) Native pronunciation, with no trace of "foreign accent"

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[24] Ibid. p. 275-276
[25] David Nunan. *Op-Cit.* p. 54

2) Grammar
   a) Grammar almost entirely inaccurate phrases
   b) Constant errors showing control of very few major patterns and frequently preventing communication
   c) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
   d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
   e) Few errors, with no patterns of failure
   f) No more than two errors during the interview

3) Vocabulary
   a) Vocabulary inadequate for even the simplest conversation
   b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
   c) Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics
   d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions
   e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation
   f) Vocabulary apparently as accurate and extensive as that of an native speaker.

4) Fluency
   a) Speech is so halting and fragmentary that conversation is virtually impossible
   b) Speech is very slow and uneven expect for short or routine sentences
   c) Speech is frequently hesitant and jerky; sentences may be left uncompleted
   d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words
   e) Speech is effortless and smooth, but perceptibly non-native in speech and evenness
   f) Speech on all professional and general topics as effortless and smooth as a native speaker's

5) Comprehension
   a) Understand too title for the simplest type of conversation
   b) Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
   c) Understand careful, somewhat simplified speech when engaged in a dialogue, but my require considerable and rephrasing
   d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
   e) Understand everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech
   f) Understand everything in both formal and colloquial speech to be expected of an educated native speaker.[26]

To make easier for understanding this proficiency level of speaking, let see in the table as below:

Table 1
Weighting Table
Proficiency Description of Speaking

Speaking Indicators	Level						Score
	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
						Total	_____

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[26] Athur Hughes. *Testing for Language Teacher* (Cambrigde University Press; Australia, 1941)., p. 112-112

g. Testing Speaking

Testing speaking ability offers plenty of scope for meeting the criteria for communicative testing, namely that: task developed within this paradigm should be purposive, interesting and motivating, with a positive wash back effect on teaching that procedures the test: interesting should be a key features: there should be a degree of intersubjectivite among participants: the output should be to a certain extend unpredictable: a realistic context should be provided and processing should be done in real time. Perhaps more than in any other skill there is the possibility of building into a test a number of the dynamic characteristics of actual communication.[27]

What follows is a brief review of some of the more useful and potentially valid formats for testing speaking ability.

1) Verbal Essay
   The candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.
2) Oral Presentation
   The candidate is 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. This is different from the "spoken essay" described above in so far as the candidate is allowed to prepare for the task.
3) The Free Interview
   In this type of interview the conversation unfolds in an unstructured fashion and not set of procedures in laid down in advanced.

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[27] Cyril J. Weir. *Communicative Language Testing* (United States of America: Prentice Hall International, 1990)., p. 73

4) The Controlled Interview
   In this procedure there are normally a set of procedures determined in advanced for eliciting performance. The FSI interview is close to this model (see Adams and Frith, 1979 and Wilds, 1975)

5) Information Transfer: descriptive of a picture sequence
   The candidate sees a panel of pictures depicting a chronologically ordered sequence of events and has to tell the story in the past tense. Time is allowed at the beginning for the candidate to study the pictures.

6) Information Transfer: question on a single picture
   The examiner asks the candidate a number of questions about the content of a picture which he has had time to study. The question may be extended to embrace the thoughts and attitudes of people in the picture and to discuss future developments arising out of what is depicted.

7) Interaction Tasks
   Information gap student-student
   In these tasks students' normally work in pairs and each is given only part of the information necessary for completion of the tasks. They have no complete the tasks by getting missing information from each other. Candidates have to communicate to fill in an information gap in a meaningful situation.
   Information gap student-examiner
   To avoid the possibility of an imbalance in candidates' contributions to the interaction some boards have the examiner as one of the participants or employ a common interlocutor, e.g. a familiar teacher with whom candidates would feel comfortable.
   To examine candidates separately they can be given a diagram, a set of notes, etc, from which information in missing and their tasks is to request the missing information from the examiner.

8) Role Play
   A number of examining boards, for example the AEB and UCLES/RSA, include role play situation where the candidate is expected to play one of the roles in an interaction which might be reasonably expected of him in the real world. The interaction can take place between two students' or, as in the GCE mould; the examiner normally plays one of the parts.[28]

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[28] *Ibid.* p. 74

From many testing speaking ability above, the researcher chooses oral presentation testing speaking. Next, in this testing speaking, the students are expected to give a short talk on a topic which has been asked to prepare beforehand.

B. Review of Related Findings

There were some finding related to this research. The first is Dwi Suci Amaniarsih, "The Effect of Small Group Discussion Technique on the Students' Speaking Ability". Based on the result of data analysis, it can be concluded that T (Observed) is 2, 98 while T (Critic) is 2,021. It means that Small Group Discussion significantly affects the students' speaking ability. The calculation result of T (Observed) is higher than T (Critic) 2, 98 >2,021. In others words, the alternative hypothesis (Ha) of this research is accepted.[29]

Second, Nova Sedima. " Improving Students' Speaking Achievement through Time Token". After analyzing the data, it was found that the students' achievements in speaking increased from the pre-test until the second post-test. It is shown from the improvement of the mean of the students score namely the mean of the pre-test (44,441), the mean of the post-test in the first cycle (59,441) and the mean of the post-test in the second cycle (71,852). It can be stated that the score continuously improved from the pre-test until the post-test of the second

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[29] Dwi Suci Amaniarsih. 2008. The Effect of Small Group Discussion Technique on the Students' Ability. Skripsi. Medan: Fakultas Bahasa dan Seni, Universitas Negeri Medan., p.26.

cycle. Therefore, it can be concluded that cooperative learning (Time Token) can improve students' achievement in speaking.[30]

The last, Merpiana Limbong. " The Effect of Group Investigation Strategy on Students' Speaking Achievement". Based on the result of the data analysis, some conclusion can be drawn as follow:

1. After the data had been analyzed, it is found that Group Investigation Strategy significantly affects the students' speaking achievement. It is proved by the result of the data analysis by using Mann Whitney U-test formula. The calculation showed that the lower U-observed value was lower that U-table value at $p = 0, 05$ (21, 5 < 23).

2. Based on the data analysis that the lower U-observed value was lower that the U-table value (21, 5 < 23). It means that Ha was accepted and Ho was successfully rejected.

3. The test administrated to the students' was reliable based on the calculation of the reliably (0, 92).[31]

From above related finding that researched in the pass, the researcher concludes that many techniques in speaking can improve students' ability in speaking. And speaking learning technique has significant effect in speaking ability.

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[30] Nova Sedima. 2010. Improving Students' Speaking Achievement through Time Token. Skripsi. Medan: Fakultas Bahasa dan Seni, Universitas Negeri Medan., p. 51

[31] Merpiana Limbong. 2008. The Effect of Group Investigation Strategy on Students' Speaking Achievement. Skripsi. Medan: Fakultas Bahasa dan Sastra, Universitas Negeri Medan., p. 27

C. Conceptual Framework

To obtain more sufficient result in teaching, English teacher must have various techniques as the implementation in language teaching, so that the students' are willing, eager and fun to practice the language for the improvement of the fluency and satisfaction of needs for social relation.

Teaching English through Jigsaw Learning Technique can change the students' learning process from passivity become activity in use language. Physically, placing the students' in jigsaw learning technique can improve student's speaking ability in a real and free situation. In speaking class, the students' led to enjoy materials designed that direct them to be freely communicative. The relationship of jigsaw learning technique and students' speaking ability will be drawn as below:

```
┌─────────────────────────────────────────────────┐
│  • English language learning process in ineffective │
│  • The students' are not interested in speaking English │
│  • The student's feel hard and shy instead they have not │
│    self confident to speak English                │
│  • Indonesia's English education still low         │
└─────────────────────────────────────────────────┘
                        │
                        ▼
        ┌───────────────────────────────────┐
        │ Jigsaw learning technique theoretically is a good │
        │    problem solving for speaking English    │
        └───────────────────────────────────┘
                        │
                        ▼
                  ┌───────────┐
                  │ Pre-test  │
                  └───────────┘
          ┌───────────┴───────────┐
          ▼                       ▼
  ┌───────────────┐       ┌───────────────┐
  │ Control Class │       │ Experiment Class │
  │ Using Conventional │  │ Using Jigsaw Learning │
  │ Technique     │       │ Technique     │
  └───────────────┘       └───────────────┘
                  │
                  ▼
            ┌───────────┐
            │ Post-test │
            └───────────┘
          ┌─────┴─────┐
          ▼           ▼
         Ha          Ho
```

From above schema, we can see the relationship between jigsaw learning technique and student's speaking ability. After finding student's speaking problems in SMP Negeri 2 Padangsidimpuan that English language learning process is ineffective are not interested in speaking English, the students' feel

hard and shy instead they have not self confident to speak English, and the last Indonesian's English education still low. The researcher chooses jigsaw learning technique as the way to solve the student's problems in speaking English. The researcher create pre-test. The technique can be help the teacher and make easier in teaching. The application of this technique will give the result on students' speaking ability. The result may be good or maybe not. Based on this research, the application of the methods may be has the effect to students' speaking ability or may be has not effect.

Based on above description, using Jigsaw Learning Technique should be seen as suitable technique in teaching speaking and to develop student's speaking ability.

D. Hypothesis

Hypothesis is the idea that suggestion as a possible explanation of facts[32]. For the hypothesis in this research, the writer formulates the hypothesis as Alternative hypothesis (Ha). So that, the hypothesis is "Jigsaw Learning Technique has significantly effect on students' speaking ability at grade VIII SMP Negeri 2 Padangsidimpuan".

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[32] *Oxford Learners Pocket Dictionary.* (Oxford: University Press, 2008). p. 211

CHAPTER III

REARCH METHODOLOGY

This chapter discuss about the method and the procedure of the research that will be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design population and sample, instrument, technique of collecting data, technique of data analysis.

A. Time and Place of Research

This research will be done at SMP Negeri 2 Padangsidimpuan. It is located at Ade Irma Suryani Nasution Street Number 1, Ujung Padang, Padangsidimpuan City, 22725 and Province North Sumatera. The subject of this research is the eighth grade of the students' in SMP Negeri 2 Padangsidimpuan. The time of this research is started on May until July 2012 at SMP Negeri 2 Padangsidimpuan. So, this research had been done for two months.

B. Research Design

This research is conducted by using an experimental research: therefore it deals with two groups: control class and experiment class. As L.R Gay (1992) says, "Experimental research is the only type of research that can test hypothesis to establish cause and effect"[1]. Next, according to John W. Creswell,

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[1] L.R. Gay and Peter Airasian. *Education Research* (USA: Merril, 2000)p., 367.

"Experimental research includes true experiment with the random assignment of subject to treatment condition as well as quasi experiment the use none randomized"[2]. In addition, Sugiyono (2010) said that Experimental research is a research that is used to find the effect of treatment, different with the other research do not use treatment.[3]

From the above quotation, the research concludes that the experimental research is a kind of research which has the aim to know causal's effect relationship between one variable and more to other variable. The experimental research controls the selection of participant for the study and divides the selection participants into more group having similar characteristics at the stars of experiment. The design is applied in order to investigate the effect of Jigsaw Learning Technique on students' speaking ability.

C. Population and Sample

1. Population

There many perception about population that published by the experts. First, Suharsimi Arikunto said who had been written in Encyclopedia of Educational Evaluation: "A population is a set (or collection) of all elements processing one or more attributes of interest"[4]. The second is Sukardi. He said

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[2] John W. Creswell, Research Design (USA: Sage Publication, 2002)., p. 14
[3] Sugiyono. *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p., 107.
[4] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010). p., 173

from Ary, dkk, (1985:138) that population is all members of well defined class of people, events, or objects[5]. The third is Sugiono, stated:

> "Populasi adalah wilayah generalisasi yang terdiri atas: obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya".

Population is generalization area that consist of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and then to be concluded[6]. Next, is Babies, he stated that population is the elements of research as target of result theoretically.[7] And the last is L.R. Gay said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable.[8]

From many statement and definition of the expert about population, the researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher. In this research, the researcher chooses all of students who study in grade VIII SMP Negeri 2 Padangsidimpuan as population which amounts to 251 students'. More details can be noted as below:

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[5] Sukardi. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2009). p., 53
[6] Sugiono. *Op-Cit.* p., 117
[7] Sukardi. *Op-Cit.* p., 53
[8] L.R. Gay and Peter Airasian. *Op-Cit.* p., 14

Table 1
Population of the Research
Grade VIII SMP Negeri 2 Padangsidimpuan

No.	Class	Total of Students'
1	VIII-1	31 Students'
2	VIII-2	32 Students'
3	VIII-3	32 Students'
4	VIII-4	32 Students'
5	VIII-5	32 Students'
6	VIII-6	28 Students'
7	VIII-7	32 Students'
8	VIII-8	32 Students'
	Total	251 Students'

2. **Sample**

Suharsimi Arikonto said that sample is a part or a substitution of the population that want to be researched.[9] Moreover, he said:

> "Apabila subyeknya kurang dari 100, lebih baik diambil semua sehingga penelitiannya merupakan penelitian populasi. Selanjutnya, jika subyeknya besar dapat diambil antara 10-15 atau 20-25 atau lebih".

The second is Next is Sukardi, he states that sample is a part of population that choose as the source of data.[10] The third is Sogiono, he stated that sample is part of quality and characteristic of population.[11] In this research, the researcher decides to take two classes as the sample. One class is

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[9] Suharsimi Arikunto. *Op. Cit*. p., 174
[10] Sukardi. *Op-Cit*. p., 54
[11] Sugiono. *Op-Cit*. p., 118

control class and the other one as experiment class. The researcher chooses VIII-5 which consists of 32 students as control class and VIII-6 which consist of 28 students as an experiment class. Then, sample is taken by using purposive sampling technique. It is a technique used when the population has not the opportunities to choose as sample of research, and it's also include in non probability sampling. Next, the researcher also has some considerations and the characteristics for choosing sample as below:

1) Narrative spoken text is learnt in grade VIII Junior High School

2) The students are touch by same English teacher

3) The students have the same ability in English although not significantly ability

   To more understandable for looking the sample, it can be described in the table below:

Table 2
The Sample of the Research
Grade VIII SMP Negeri 2 Padangsidimpuan

No	Control Class VIII-5	Experiment Class VIII-6
1	32 Students'	28 Students'
	Total	60 Students'

D. Instrument

A research must have an instrument because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto (1993) says, "Instrument of the research is a tool of facility is used by the researcher in collecting data"[12]. So that, the processes is easier and better with more careful, complete and systematic.

In this research, the instrument of collecting data is using test and students' speaking recording. The test is consisting of pre test and post test. The forms of the test are essay and understanding of narrative spoken text material about some topics. So, the indicators speaking were:

1. Accent

2. Grammar

3. Vocabulary

4. Fluency

5. Comprehension

From above indicators, the researcher gave speaking test for pre test and post test to the students. Control class and experiment class were given which was consisted of communication aspect that would be taught by the teacher in different way. Control class was taught by using habit or conventional technique and experiment class was taught by using jigsaw learning technique.

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[12] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p., 108.

E. Validity of Instrument

In this research, the researcher used content validity to establish the validity of the instrument. The researcher took content validity as the instrument because content validity refers to the extent to which instrument represented the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive process includes in the content universe under consideration. In this case the researcher used speaking test as the starting point of making the test.

In starting the research, the researcher has validated the speaking test. The speaking test means to analyze the items of the test comprehensively and the basic question is: "Do the items of the test measure what is supposed to measure?" In this case, because the tests function is to measure the students' speaking ability, so the test should test speaking itself. This process of analysis has showed the content validity of the test, in other words, the researcher concluded that the speaking test has been valid. So that, the instrument use by researcher was valid.

F. Technique of Collecting Data

To get the data from the students, the research collects by giving test, it consist of pre test and post test to students. Test is some of question or view and other tool is used for measure skill, knowledge and intelligence ability. The test is divided into two kinds:

1. Pre test

    The function of the pre test is to find out the mean scores of the Jigsaw Learning Technique before the researcher gives treatment. In this case, the researcher hopes that the whole students' speaking ability is same, or if there is a difference between those students', the difference is hopefully not significantly.

2. Treatment

    Experiment and control classes are given some material, which is consisted of speaking ability aspect that will be taught by the teacher in different ways. Experimental class is given treatment, it is taught by using Jigsaw learning Technique and control class is taught by conventional technique.

3. Post test

    After giving treatment, the researcher conducts a post test which the different test with the pre test. 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 researcher will find out the effect of jigsaw learning technique on student's ability in student's speaking ability.

G. Procedure of Research

In this research, the researcher gives the pre test and post test to two of classes. Sample is divided into two classes. There are control and an experiment class. Control class is given to VIII 5 consist of 32 students. Experiment class is given to VIII 6 consist of 28 students. Class experiment is taught by Jigsaw Learning Technique.

First, control class. The first day, the writer gives pre test to the students. Then, teach the students using conventional method. And the last, the writer gives post test to the students.

Second, experiment class. The first day the writer gives pre test to the students. The second, third and fourth day the writer teaches the students using Jigsaw Learning Technique. So, the learning process is three meetings. And the last day, the writer gives post test to the students.

It can be seen from the following table:

Table 3
Table of the Design of Instrument

Class	Pre test	Treatment	Post test
Experimental	√	X_1	√
Control	√	_	√

H. Technique of Data Analysis

The analysis of data is done to find out the ability of the two groups that have been divided into two classes, in experimental class and control class. The data will be analyzed by using t-test, the following formula.[13]

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_1 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : The value which the statistical significance

M_1 : The average score of experimental class

M_2 : The average score of control class

$X_1{}^2$: Deviation of experimental class

$X_2{}^2$: Deviation of control class

n_1 : Number of experimental class

n_2 : Number of control class

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[13] Sugiyono, *Op Cit,* p., 273.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of jigsaw learning technique on student's speaking ability, the researcher has calculated the data using test, the test consist of pre-test and post test and use quantitative data analysis, the researcher use t-test as the formulation for calculating the data. Next, the researcher described the data as below:

A. Description Of Data Before Using Jigsaw Learning Technique

   1. The Score of Pre-test on Control Class

Table 4
Scores Pre test
Control Class

No	Initial	Gender	Score
1	AHM	Male	54
2	ALD	Male	57
3	AMI	Male	54
4	AUL	Female	57
5	BUN	Female	67
6	DEN	Male	65
7	DIC	Male	55
8	EGA	Male	55
9	ERS	Male	57
10	EVA	Male	57
11	FAH	Male	67

12	FAU	Male	57
13	FIT	Female	69
14	FITR	Female	71
15	ILH	Male	75
16	IND	Male	62
17	JUL	Female	73
18	JULI	Female	69
19	KAS	Male	65
20	MUH	Male	71
21	NAZ	Male	65
22	NOP	Female	70
23	PAZ	Male	65
24	RAF	Male	67
25	RAH	Male	73
26	RAHM	Female	67
27	RET	Female	65
28	REZ	Male	65
29	RIJ	Male	65
30	RON	Male	65
31	SYI	Male	75
32	ZUB	Female	75
	Total		2074
	Highest Score		75
	Lowest Score		54
	Mean		65.06
	Mode		65
	Median		66.50

Based on above table, the sum score in control class was 2074, highest score was 75, lowest score was 54, mean was 65.06, mode was 65, and median was 66.50. Next, the calculation of getting the score can be seen in appendix VIII.

2. The score of Pre-test on Experiment Class

Table 5
Scores Pre test
Experiment Class

No	Initial	Gender	Score
1	ASN	Female	61
2	BAY	Male	59
3	BRY	Male	59
4	CAL	Male	63
5	CLA	Female	69
6	DEA	Female	65
7	DES	Female	65
8	EMA	Female	77
9	ERW	Male	63
10	FAJ	Male	59
11	FEB	Female	65
12	FER	Female	71
13	GRE	Female	77
14	IDA	Female	65
15	LEO	Male	65
16	LIA	Female	77
17	MIC	Male	65
18	NUR	Female	65
19	PUR	Female	67

20	REN	Female	65
21	ROS	Female	71
22	SEL	Female	71
23	SIL	Female	73
24	TRI	Male	71
25	VER	Female	78
26	WIN	Female	69
27	YAL	Female	73
28	YAN	Female	77
	Total		1905
	Highest Score		78
	Lowest Score		51
	Mean		68.36
	Mode		65
	Median		63.49

Based on above table, the researcher get the sum score in experiment class was 1905, highest score was 78, lowest score was 51, mean was 68.36, mode was 65, and median was 63.49. Next, the calculation of getting the score can be seen in appendix IX.

Then, the researcher concluded that student's speaking ability before applying jigsaw learning technique was enough. It was improved by mean of score of control and experiment class was 66.50 and 63.49. It means that student's speaking ability is homogenous ability although there are the different of score but there are no significances different.

B. Description of Data after using Jigsaw Learning Technique

1. The Score of Post-test on Control Class

Table 6
Scores Post test
Control Class

No	Initial	Gender	Score
1	AHM	Male	63
2	ALD	Male	65
3	AMI	Male	63
4	AUL	Female	69
5	BUN	Female	75
6	DEN	Male	71
7	DIC	Male	69
8	EGA	Male	63
9	ERS	Male	65
10	EVA	Male	61
11	FAH	Male	69
12	FAU	Male	63
13	FIT	Female	79
14	FITR	Female	75
15	ILH	Male	79
16	IND	Male	71
17	JUL	Female	75
18	JULI	Female	71
19	KAS	Male	63
20	MUH	Male	75
21	NAZ	Male	63

22	NOP	Female	71
23	PAZ	Male	63
24	RAF	Male	63
25	RAH	Male	71
26	RAHM	Female	79
27	RET	Female	71
28	REZ	Male	69
29	RIJ	Male	71
30	RON	Male	71
31	SYI	Male	79
32	ZUB	Female	75
	Total		2230
	Highest Score		79
	Lowest Score		61
	Mean		69.62
	Mode		71
	Median		7049

Based on above table, the sum score in control class was 2230, highest score was 79, lowest score was 61, mean was 69.62, mode was 71, and median was 70.49. Next, the calculation of getting the score can be seen in appendix X. Then, the computerization and calculation of frequency distribution of student's score of each group can be applied into table frequency distribution as below:

Table 7
Frequency distribution of student's score in control class

No	Interval	Median	Frequency	Percentages
1	61-64	62.5	9	28.125%
2	65-68	66.5	2	6.25%
3	69-72	70.5	12	37.5%
4	73-76	74.5	5	15.625%
5	77-80	78.5	4	12.5%
Total			32	100%

Based on above table, it can be drawn in histogram as below:
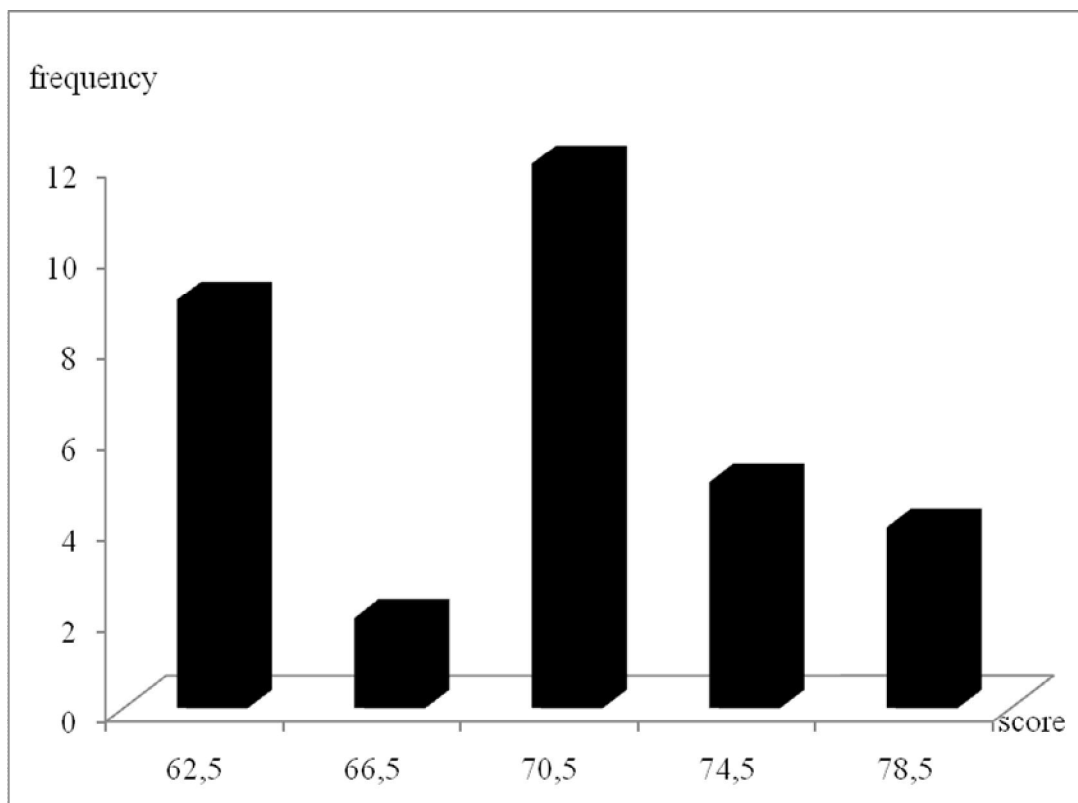
Figure 1: histogram of student's score of control class

2. The score of Post-test on Experiment Class

Table 8
Scores Post test
Experiment Class

No	Initial	Gender	Score
1	ASN	Female	79
2	BAY	Male	75
3	BRY	Male	70
4	CAL	Male	71
5	CLA	Female	79
6	DEA	Female	71
7	DES	Female	71
8	EMA	Female	86
9	ERW	Male	71
10	FAJ	Male	75
11	FEB	Female	79
12	FER	Female	84
13	GRE	Female	86
14	IDA	Female	81
15	LEO	Male	81
16	LIA	Female	86
17	MIC	Male	81
18	NUR	Female	83
19	PUR	Female	81
20	REN	Female	81
21	ROS	Female	84
22	SEL	Female	84
23	SIL	Female	83

24	TRI	Male	81
25	VER	Female	86
26	WIN	Female	84
27	YAL	Female	84
28	YAN	Female	86
	Total		2243
	Highest Score		86
	Lowest Score		70
	Mean		80.21
	Mode		81
	Median		80.49

Based on above table, the researcher get the sum score in experiment class was 2243, highest score was 86, lowest score was 70, mean was 80.21, mode was 81, and median was 80.49. Next, the calculation of getting the score can be seen in appendix XI. Then, the computerization and calculation of frequency distribution of student's score of each group can be applied into table frequency distribution as below:

Table 9
Frequency distribution of student's score in experiment class

No	Interval	Median	Frequency	Percentages
1	70-73	71.5	5	17.857%
2	74-77	75.5	2	7.142%
3	78-81	79.5	9	32.142%
4	82-85	83.5	7	25%
5	86-89	87.5	5	17.857%
			28	100%

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

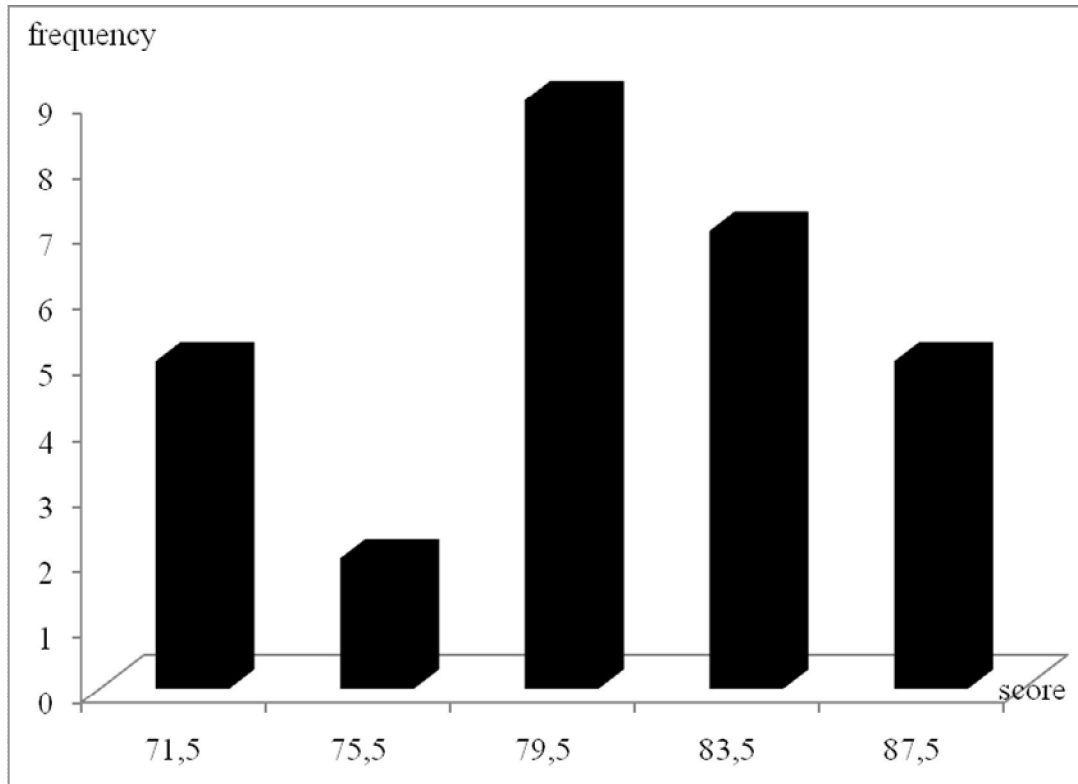Figure 2: histogram of student's experiment of control class

C. Testing Hypothesis

The hypothesis of this research was "Jigsaw Learning Technique has significantly effect on students' ability in speaking in SMP Negeri 2 Padangsidimpuan". Based on the data has been collected before, the data will be analyzed to prove the hypothesis using the formula, t-test. The steps were started. It can be seen as below.

There were many steps to analyze data, namely:

1. The first step, to find out the average score each class:

   a. The average score of control class.

   $$M_2 = \frac{Y_1^2}{Y_1}$$

   $$= \frac{1645}{156}$$

   $$= 10.54487$$

   $$= 10.5$$

   b. The average score of experiment score.

   $$M_1 = \frac{Y_1^2}{Y_1}$$

   $$= \frac{4351}{335}$$

   $$= 12.98805$$

   $$= 12.9$$

2. The second, to find out deviation score of each class.

   a. Deviation score of control class

   $$\Sigma X_1^2 = \Sigma Y_1^2 - \left(\frac{\Sigma Y_1}{n_1}\right)^2$$

   $$= 1645 - \frac{(156)^2}{32}$$

$$= 1645 - \frac{24336}{32}$$

$$= 1645 - 760.5$$

$$= 884.50$$

b. Deviation score of experiment class

$$\sum X_1^2 = \sum Y_1^2 - \left(\frac{\sum Y_1}{n_1}\right)^2$$

$$= 4351 - \frac{(335)^2}{28}$$

$$= 4351 - \frac{112225}{28}$$

$$= 4351 - 4008,035$$

$$= 342.96$$

3. The third step, using the formulation of t-test.

Table 10
List of score

No	Symbols	Score
1	M_1	12.9
2	M_2	10.5
3	$X_1{}^2$	342.96
4	$X_2{}^2$	884.50
5	n_1	28
6	n_2	32

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_1 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{12.9 - 10.5}{\sqrt{\left(\frac{884.50 + 342.96}{28 + 32 - 2}\right)\left(\frac{1}{28} + \frac{1}{32}\right)}}$$

$$= \frac{2.4}{\sqrt{\left(\frac{1227.46}{58}\right)\left(\frac{1}{28} + \frac{1}{32}\right)}}$$

$$= \frac{2.4}{\sqrt{\left(\frac{1227.46}{58}\right)\left(\frac{60}{896}\right)}}$$

$$= \frac{2.4}{\sqrt{\{21.16310\}\left(\frac{60}{896}\right)}}$$

$$= \frac{2.4}{\sqrt{\left(\frac{1269.78620}{896}\right)}}$$

$$= \frac{2.4}{\sqrt{1.4}}$$

$$= \frac{2.4}{1.1}$$

$$= 2.1818$$

$$= 2.18$$

4. $b = (n_1 + n_1 - 2)$

$\quad = (28 + 32 - 2)$

$\quad = 58$

Next, in the t $_{table}$ the score 0.95=1.67 and t $_{observed}$= 2.18, it means 2.18> 1.67. So that, from the calculation of data, it was concluded that the result of experiment is significant, next Jigsaw Learning Technique has significant effect to improve student's speaking ability at SMP Negeri 2 Padangsidimpuan. Finally, the hypothesis is accepted.

Then, to know the categorized what extend is the effect of jigsaw learning technique on student's speaking ability, it will be interpretation from the table below:

Table 11
Table coefficient effect of interpretation

Coefficient Interval	Effect Level
0.00-0.02	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 learning technique on student's speaking ability, to minimized t $_{table}$ (2.18-1.67= 0.51). Next, the result of the interpretive to above table.

So that, the effect of jigsaw learning technique on student's speaking ability is categorized in to enough.

D. Discussion

Based on the principles of jigsaw learning technique in chapter II, Robert E. Slavin said that jigsaw learning technique was acceptable for all lesson especially in social and communicative lesson. Moreover, jigsaw learning technique integrated skill. So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. This fact can be seen from means score between control and experiment class. It is indicated that the score of experiment was bigger than control class (80.21>69.62). Finally, the researcher concluded that jigsaw learning technique was effective to improve speaking ability, but in this case, jigsaw learning technique unsuitable to apply for junior high school level it can be cause of the procedure and the principles of that technique, junior high school doesn't yet to discuss well.

E. Threats of Research

The researcher was found the threats of this research as below:

1. Students always shy to share their ideas in English

2. Student's laziness to practice their speaking so that the researcher felt to collecting the data.

3. Limited of time for doing the test because speaking test need much time

4. Limited of instrument of research

5. Limited of book that supporting for speaking research

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

This chapter is intensive research of the effect of jigsaw learning technique on student's speaking ability showed the significant effect. Based on the result of data analysis that has described in the previous chapter, the researcher concluded as below:

1. Student's speaking ability before learning using jigsaw learning technique at grade VIII SMP Negeri 2 Padangsidimpuan categorized still low and far from hope. It was provided from mean of control and experiment class was 65.06 and 68.36.

2. Student's speaking ability after learning using jigsaw learning technique at grade VIII SMP Negeri 2 Padangsidimpuan increased slowly up to high. It can be seen from mean of experiment class was bigger than control class were (80.21>69.62).

3. From the calculation of t $_{table}$ = 1.67 while t $_{observed}$ = 2.18 so there was positive significantly affect using jigsaw learning technique on student's speaking ability at SMP Negeri 2 Padangsidimpuan.

4. Jigsaw Learning Technique has significantly effect on student's speaking ability at grade VIII SMP Negeri 2 Padangsidimpuan.

B. Suggestion

Based on above conclusion and implication of thus research that have mentioned before, the researcher wants to give some suggestion as below:

1. For headmaster, to make students get the goal of learning, the teachers make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.

2. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the research, jigsaw learning technique can be applied on the English teaching classroom especially for the teachers who want to increase student's speaking ability.

3. For students, students must follow the procedure of learning technique.

4. For other researcher, the writer hopes to the other researcher to do the research about the other technique.

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CURRICULUM VITAE

A. Identity

Name : ADE PURNAMA SARI SINAGA

Reg. No : 08 340 0003

Place and birthday : Padangsidimpuan, 31 Oktober 1990

Sex : Female

Religion : Islamic

Address : Komplek Perumahan Sopo Indah. Jalan Cendrawasih

No. 36 Padangsidimpuan

B. Parent

1. Father's name : JANNER SINAGA

2. Mother's name : NURMAWAN MUNTHE

C. Educational background

1. Graduated from Primary School number 119621 Salambue1996 -2002.

2. Graduated from Darul Mursyid Islamic Boarding School (MTs.S Darul Mursyid) in 2002- 2005

3. Graduated from Darul Mursyid Islamic Boarding School(MAs Darul Mursyid) in 2005-2008

4. Be University student in STAIN Padangsidimpuan.

CURRICULUM VITAE

Ade Purnama Sari Sinaga was born in Purwodadi, 25th February 1990. My mother is Hotmida Pohan and my father is Juhri Harahap and I am the first in my family. In 1996, the writer studied in primary school number 145585 Purwodadi and finished in 2002, the writer continued her study in Baharuddin Islamic Boarding School (MTs.S Baharuddin) and finished in 2005, the writer continued her study in SMA Negeri 2 Padangsidimpuan and finished in 2008. In 2008, the writer was accepted in English Education Study Program State Collage for Islamic Studies.

APPENDIX I

Name of Students
Control Class

No	Name	Gender
1	AHM	Male
2	ALD	Male
3	AMI	Male
4	AUL	Female
5	BUN	Female
6	DEN	Male
7	DIC	Male
8	EGA	Male
9	ERS	Male
10	EVA	Male
11	FAH	Male
12	FAU	Male
13	FIT	Female
14	FITR	Female
15	ILH	Male
16	IND	Male
17	JUL	Female
18	JULI	Female
19	KAS	Male
20	MUH	Male
21	NAZ	Male
22	NOP	Female
23	PAZ	Male
24	RAF	Male
25	RAH	Male
26	RAHM	Female
27	RET	Female
28	REZ	Male
29	RIJ	Male
30	RON	Male
31	SYI	Male
32	ZUB	Female
	Total: 32 Students	

Name of Students
Experiment Class

No	Nama	Gender
1	ASN	Female
2	BAY	Male
3	BRY	Male
4	CAL	Male
5	CLA	Female
6	DEA	Female
7	DES	Female
8	EMA	Female
9	ERW	Male
10	FAJ	Male
11	FEB	Female
12	FER	Female
13	GRE	Female
16	IDA	Female
15	LEO	Male
17	LIA	Female
14	MIC	Male
18	NUR	Female
19	PUR	Female
20	REN	Female
21	ROS	Female
22	SEL	Female
23	SIL	Female
24	TRI	Male
25	VER	Female
26	WIN	Female
27	YAL	Female
28	YAN	Female
	Total:	28 Students

APPENDIX III

PRE TEST OF NARRATIVE SPOKEN

Read the following text, then fill the suitable words in the blank completely and perform it in front of the class correctly and loudly!!!

Mantu's Little Elephant

Little Mantu lived in a [1] _____ deep in the jungle where elephant helped the men with their work. These elephants were so big and [2] _____. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own, his name was Opie's. He was just a baby and Mantu loved him [3] _____ much. Mantu whispered to Opi's ear that someday he would become the biggest, strongest, and bravest elephant in the [4] _____. The other elephants heard this. They began to laugh and made rude noises with their [5] _____, "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephant.

Mantu looked up the huge elephant with a mischievous glint in his [6] _____. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to [7] _____ any slithering snakes that may be a [8] _____. "After hearing the word snakes thundering in fright"

"Did I say there were [9] _____?" giggled Mantu. "No, I don't think so, "smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish [10] _____.

APPENDIX IV

POST TEST OF NARRATIVE SPOKEN TEXT

Read the following text, then fill the suitable words in the blank and perform it in front of the class correctly!!!

The Singer and the Dolphin

Arion was one of the most [1] _____ singers in the ancient world. On one occasion he won an important [2] _____ in Sicily, and as his prize he received so many jewels and golden cups that he was obliged to hire a ship to carry them all home to Corinth.

When the ship finally reached port in Corinth, the wicked sailors began to tell [3] _____ that there had been a storm, during which the famous [4] _____ had been lost at sea. They were struck dumb with amazement, however, when, Arion arrived with a company of soldier to arrest [5] _____.

Arion did not put up a struggle; instead he asked only that he be allowed to sing one last [6] _____. His wish was granted and the sailors were so enchanted by his [7] _____ that they were hardly aware of what happened next. At the first notes of his song, a dolphin swam alongside, attracted by the beautiful [8] _____. Immediately Arion jumped overboard onto the dolphin's back and was carried back across the sea.

Unfortunately, this huge treasure made the sailors very [9] _____, and in order to have it for themselves, they attacked the singer and were about to throw him overboard.

In memory of this [10] _____, a statue, of a young man of the back of a dolphin, was erected in the port of Corinth. This statue is still there today.

APPENDIX V

SPEAKING RUBRIC

Name   : _____

Class   : _____

Scholl   : _____

Weighting Table

Speaking Indicators	Level						Score
	1	2	3	4	5	6	
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	12	15	19	23	
					Total		_____

Adapted from Adams and Frith 1979:35-8 in Athur Hughes's book untitled Testing for Language Teachers

APPENDIX VI

Key Answers of test

A. Key answers of Pre Test

1. Village
2. Strong
3. Very
4. Jungle
5. Trunks
6. Eye
7. See
8. Danger
9. Snakes
10. Elephants

B. Key Answers of Post Test

1. Famous
2. Festival
3. Everyone
4. Singer
5. Them
6. Song
7. Voice
8. Music
9. Jealous
10. Event

APPENDIX VII

**PLANNING OF TEACHING
CLASS EXPERIMENT**

School   : SMP Negeri 2 Padangsidimpuan
Subject   : English
Class/ Semester   : VIII (Eight)/ 2
Standard Competence : The students can practice their speaking ability
Basic Competence : The students are able to produce their speaking ability
                    The students are able to perform their speaking skill
Aspect/Skills   : Speaking
Time   : 10 x 40 menit

1.   Indicator

   a.   Students are able to produce their speaking ability

   b.   The students are able to perform their speaking skill

2.   Objectives

   a.   To make students are able to produce their speaking ability

   b.   To make students are able to perform their speaking skill

3.   Learning Material

My Hobby in Collecting Stamps

Hobby is different from work because it is done to get rid of the boredom and to [2]_____ one's mind after exhausting physical mental work. There are many [1]_____ of hobby but my hobby is stamps collection.

I started collection [3]_____ in my childhood and gradually I developed my hobby. Now I exchange stamps with my friends and make purchases even in the market. I have also [4]_____ a number of philatelic societies. Thus, I have collected about three thousand stamps of different countries and various denominations. Most

of these stamps are a ^{5}_____ variety and I have arranged them in a number of albums in a systematic manner.

I ^{6}_____ stamps which delineate great men of history, a country's historical events, flora and fauna, achievement in different fields, etc. ^{7}_____ stamps depict great festival or international days and events.

I spend my ^{8}_____ time among my lovely stamps and forget all worries of the world for a moment.

Instruction:

Read the following text, then fill the suitable words in the blank and perform it in front of the class correctly and fluency!!!

4. **Method** : **Jigsaw Learning Technique**

5. **Steps**

Meeting 1

NO	Kegiatan Belajar	Waktu
1	Introduction ➢ Greeting ➢ Give the paper test	10 minutes
2	Main Activity ➢ Explain how to do the test ➢ Order the students to do the test ➢ Perform the test correctly and fluency	60 minutes 10 minutes
3	Closing ➢ Collect the paper test ➢ Greeting	

Meeting 2, 3 and 4

NO	Kegiatan Belajar	Metode	Waktu

1	Introduction
	  ➢ Greeting
	  ➢ Motivation
	  ➢ Appersepsi
			10 minutes

2	Main Activity
	  ➢ Students are divided up into groups. The number in each group depends on the number of subtopics.
	  ➢ Each member of the group is assigned a section or portion of the material.
	  ➢ Each student meets with the members of the other groups who have the same assigned section forming an expert group.
	  ➢ The expert group learns the material together and decides on how to teach the material to the original groups.
	  ➢ Students later return to their original groups, whose members are each now an expert in one of the different areas of the topics is being studied, and teach their area of
		Jigsaw Learning Technique	60 minutes

NO	Kegiatan Belajar	Waktu
	expertise to the other group members. ➢ A quiz is given in the end. At that time no team members may help each other.	10 minutes
3	Closing ➢ Conclusion ➢ Greeting	

Meeting 5

NO	Kegiatan Belajar	Waktu
1	Introduction ➢ Greeting ➢ Give the paper test	10 minutes
2	Main Activity ➢ Explain how to do the test ➢ Order the students to do the test	60 minutes
3	Closing ➢ Collect the paper test ➢ Greeting	10 minutes

6.   Evaluation

Indicator	Technique	Form	Instrument
Mampu memahami dan mengucapakan serta menampilkan teks dalam bentuk narrative spoken teks secara tepat dan benar	Oral Test	Essay Test	*Read the following text, then fill the suitable words in the blank and perform it in front of the class correctly and fluency!!!*

Key answers:

1. Fresh
2. Kinds
3. Stamps
4. Joined

5. Rare
6. Have
7. Some
8. Leisure

APPENDIX VIII

**PLANNING OF THE TEACHING
CLASS CONTROL**

School : SMP Negeri 2 Padangsidimpuan
Subject : English
Class/ Semester : VIII (Eight)/ 2
Standard Competence : The students can practice their speaking ability
Basic Competence : The students are able to produce their speaking ability
The students are able to perform their speaking skill
Aspects/Skill : Speaking
Time : 10 x 40 menit

1.   Indicator

a.   Students are able to produce their speaking ability

b.   Students are able to perform their speaking skill

2.   Objectives

a.   To make students are able to produce their speaking ability

b.   To make students are able to perform their speaking skill

3.   Learning Material

My Hobby in Collecting Stamps

Hobby is different from work because it is done to get rid of the boredom and to ^{1}_____ one's mind after exhausting physical mental work. There are many ^{2}_____ of hobby but my hobby is stamps collection.

I started collection ^{3} ———— in my childhood and gradually I developed my hobby. Now I exchange stamps with my friends and make purchases even in the market. I ^{4}_____ also joined a number of philatelic societies. Thus, I have collected about three thousand stamps of different countries and various denominations. Most of these stamps are a ^{5}_____ variety and I have arranged them in a number of albums in a systematic manner.

I ^{6}_____ stamps which delineate great men of history, a country's historical events, flora and fauna, achievement in different fields, etc. ^{7}_____ stamps depict great festival or international days and events.

I spend my ^{8}_____ time among my lovely stamps and forget all worries of the world for a moment.

Question:

Read the following text, then fill the suitable words in the blank and perform it in front of the class correctly and fluency!!!

4. **Method : Conventional Method**

5. **Steps**

Meeting 1

NO	Kegiatan Belajar	Waktu

1	Introduction
	   ➤ Greeting
	   ➤ Give the paper test
		10 minutes

2	Main Activity ➤ Explain how to do the test	60 minutes

NO	Kegiatan Belajar		Waktu
	➢ Order the students to do the test		
	➢ Perform the test correctly and fluency	10 minutes	
3	Closing		
	➢ Collect the paper test		
	➢ Greeting		

Meeting 2, 3 and 4

NO	Kegiatan Belajar	Metode	Waktu
1	Introduction ➢ Greeting ➢ Motivation ➢ Appersepsi		10 minutes
2	Main Activity ➢ Asking the students to give their opinion about the topic ➢ Response student's opinion ➢ Concluding the topic ➢ Answer the question	Conventional Method	60 minutes
3	Closing ➢ Conclusion ➢ Greeting		10 minutes

Meeting 5

NO	Kegiatan Belajar	Waktu

1	Introduction	10 minutes
	➢ Greeting	
	➢ Give the paper test	
2	Main Activity	60 minutes
	➢ Explain how to do the test	
	➢ Order the students to do the test	10 minutes
3	Closing	
	➢ Collect the paper test	
	➢ Greeting	

5. **Evaluation**

Indicator	Technique	Form	Instrument
Mampu memahami dan mengucapakan serta menampilkan teks dalam bentuk narrative spoken teks secara tepat dan benar	Oral Test	Essay test	*Read the following text, then fill the suitable words in the blank and perform it in front of the class correctly and fluency!!!*

Key answers:

1. Fresh   5. Rare

2. Kinds   6. Have

3. Stamps   7. Some

4. Joined   8. Leisure

APPENDIX IX

Scores Pre test

Control Class

1. The scores of pre test in control class from the lowest to highest score

54	57	65	65	67	71	75
54	57	65	65	67	71	75
55	57	65	65	69	73	
55	57	65	67	69	73	
57	62	65	67	70	75	

2. Highest score = 75

3. Lowest score = 54
4. Range = highest score-lowest score

   = 75-54

   = 21

5. Total of classes (BK) = 1 + 3,3 log n

   = 1 + 3,3 log 32

   = 1 + 3,3 (1,50514)

   = 1 + 4,96699

   = 5,96699

   = 5

6. Interval (i) = $\dfrac{Range}{BK}$

   = $\dfrac{21}{5}$

   = 4,2

   = 4

7. Mean score (x) = $\sum \dfrac{f_i x_i}{f_i}$

Interval (i)	Fi	xi	fixi
54-58	9	56	504
59-63	1	61	61
64-68	12	66	792
69-73	7	71	497
74-78	3	76	228

$i = 4$	32	330	2082

Mean score $(x) = \sum \dfrac{f_i x_i}{f_i}$

$$= \sum \dfrac{2082}{32}$$

$$= 65{,}0625$$

$$= 65{,}06$$

8. Median

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

$$b = \dfrac{64 + 63}{2}$$

$$= \dfrac{127}{2}$$

$$= 63{,}5$$

$p = 12$

$F = 12 + 1$

$= 13$

$f = 12$

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

$$= 63,5 + 12 \left\{ \frac{\frac{1}{2}32 - 13}{12} \right\}$$

$$= 63,5 + 12 \left\{ \frac{16 - 13}{12} \right\}$$

$$= 63,5 + 12 \left\{ \frac{3}{12} \right\}$$

$$= 63,5 + 12 \{0,25\}$$

$$= 63,5 + 3$$

$$= 66,5$$

9. Mode = 65,00

APPENDIX X

Scores Pre test

Experiment class

1. The scores of pre test in experiment class from the lowest to highest score

59	63	65	69	71	77
59	65	65	69	73	77
59	65	65	71	73	78
61	65	67	71	77	
63	65	68	71	77	

2. Highest score = 78
3. Lowest score = 51
4. Range = highest score-lowest score

      = 78-59

      = 19

5. Total of classes (BK) = 1 + 3,3 log n

                    = 1 + 3,3 log 28

                    = 1 + 3,3 (1,44715)

                    = 1 + 4, 77562

                    = 5, 77562

                    = 5

6. Interval (i) = $\dfrac{Range}{BK}$

           = $\dfrac{19}{5}$

           = 3,8

           = 3

7. Mean score (x) = $\sum \dfrac{f_i x_i}{f_i}$

Interval (i)	fi	xi	fixi
59-62	4	60,5	242
63-66	9	64,5	580,5
67-70	4	68,5	274
71-74	6	72,5	435
75-78	5	76,5	382,5
i=3	28	342,5	1914

Mean score (x) = $\sum \dfrac{fixi}{fi}$

$$= \sum \dfrac{1914}{28}$$

$$= 68,3671$$

$$= 68,36$$

8. Median

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

$$b = \dfrac{63 + 62}{2}$$

$$= \frac{125}{2}$$

$$= 62,5$$

$$p = 9$$

$$F = 9 + 4$$

$$= 13$$

$$f = 9$$

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

$$= 62,5 + 9 \left\{ \frac{\frac{1}{2}28 - 13}{9} \right\}$$

$$= 62,5 + 9 \left\{ \frac{14 - 13}{9} \right\}$$

$$= 62,5 + 9 \left\{ \frac{1}{9} \right\}$$

$$= 62,5 + 9 \{0,11111\}$$

$$= 62,5 + 0,99999$$

$$= 63,49999$$

$$= 63,49$$

9. Mode = 65,00

APPENDIX XI

Scores Post test

Control Class

1. The scores of post test in control class from the lowest to highest score

61	63	65	71	71	75	79
63	63	69	71	71	75	79
63	63	69	71	71	75	
63	63	69	71	75	79	
63	65	69	71	75	79	

2. Highest score = 79
3. Lowest score = 61
4. Range = highest score-lowest score

$$= 79\text{-}61$$

$$= 18$$

5. Total of classes (BK) = 1 + 3,3 log n

$$= 1 + 3,3 \log 32$$

$$= 1 + 3,3\,(1,50514)$$

$$= 1 + 4,96699$$

$$= 5,96699$$

$$= 5$$

6. Interval (i) $= \dfrac{Range}{BK}$

$= \dfrac{18}{5}$

$= 3,6$

$= 3$

7. Mean score (x) $= \sum \dfrac{fixi}{fi}$

Interval (i)	fi	xi	fixi
61-64	9	62,5	562,5
65-68	2	66,5	133
69-72	12	70,5	846
73-76	5	74,5	372,5
77-80	4	78,5	314
i= 3	32	352,5	2228

Mean score (x) $= \sum \dfrac{fixi}{fi}$

$= \sum \dfrac{2228}{32}$

$= 69,625$

$= 69,62$

8. Median

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

$$b = \frac{69 + 68}{2}$$

$$= \frac{137}{2}$$

$$= 68,5$$

$p = 12$

$F = 12 + 2$

$$= 14$$

$f = 12$

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

$$= 68,5 + 12 \left\{ \frac{\frac{1}{2}32 - 14}{12} \right\}$$

$$= 68,5 + 12 \left\{ \frac{16 - 14}{12} \right\}$$

$$= 68,5 + 12 \left\{ \frac{2}{12} \right\}$$

$$= 68,5 + 12 \ \{0,166666\}$$

$$= 68,5 + 1,99999$$

$$= 70,492$$

$$= 70,49$$

9. Modus $= 71,00$

APPENDIX XII

<div align="center">

Scores Post test
Experiment class

</div>

1. The scores of post test in experiment class from the lowest to highest score

70	75	81	81	84	86
71	75	81	83	84	86
71	79	81	83	84	86
71	79	81	84	86	
71	79	81	84	86	

2. Highest score $= 86$
3. Lowest score $= 70$
4. Range $=$ highest score-lowest score

$$= 86 - 70$$

$$= 16$$

5. Total of classes (BK) $= 1 + 3,3 \log n$

$$= 1 + 3,3 \log 28$$

$$= 1 + 3,3 \ (1,44715)$$

$$= 1 + 4, 77562$$

$$= 5,77562$$

$$= 5$$

6. Interval (i) = $\dfrac{Range}{BK}$

$$= \dfrac{16}{5}$$

$$= 3,2$$

$$= 3$$

7. Mean score (x) = $\sum \dfrac{f_i x_i}{f_i}$

Interval (i)	Fi	xi	fixi
70-73	5	71,5	357,5
74-77	2	75,5	151
78-81	9	79,5	715,5
82-85	7	83,5	584,5
86-89	5	87,5	437,5
i=3	28	397,5	2246

Mean score (x) = $\sum \dfrac{f_i x_i}{f_i}$

$$= \sum \frac{2246}{28}$$

$$= 80,21428$$

$$= 80,21$$

8. Median

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

$$b = \frac{78 + 77}{2}$$

$$= \frac{155}{2}$$

$$= 77,5$$

p = 9

F = 9 + 2

$$= 11$$

f = 9

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

$$= 77{,}5+ 9 \left\{ \frac{\frac{1}{2}\, 28-11}{9} \right\}$$

$$= 77{,}5+ 9 \left\{ \frac{14-11}{9} \right\}$$

$$= 77{,}5+ 9 \left\{ \frac{3}{9} \right\}$$

$= 77{,}5+9 \{0{,}33333\}$

$= 77{,}5+ 2{,}99999$

$= 80{,}499999$

$= 80{,}49$

9. Mode = 81

APPENDIX XIII

The Score of Control Class

Name of students	Pre test						Post test					
	Acc	Gra	Voc	Flu	Com	Total	Acc	Gra	Voc	Flu	Com	Total
AHM	2	12	24	4	12	54	2	18	24	4	15	63
ALD	1	18	20	6	12	57	2	24	20	4	15	65
AMI	2	12	24	4	12	54	2	18	24	4	15	63
AUL	1	18	20	6	12	57	2	30	24	8	5	69
BUN	2	18	20	6	15	67	2	24	24	6	19	75
DEN	1	24	24	4	12	65	2	24	24	6	15	71
DIC	1	18	20	4	12	55	2	30	24	8	5	69
EGA	2	24	8	6	15	55	2	18	24	4	15	63
ERS	1	18	20	6	12	57	1	24	24	4	12	65
EVA	1	18	20	6	12	57	2	18	20	6	15	61

FAH	2	18	20	6	15	67	2	24	16	8	19	69
FAU	1	18	20	6	12	57	2	18	24	4	15	63
FIT	2	30	24	8	5	69	2	30	24	8	15	79
FITR	2	24	24	6	15	71	2	24	24	6	19	75
ILH	2	24	24	6	19	75	2	30	24	8	15	79
IND	1	18	24	4	15	62	2	24	24	6	15	71
JUL	2	18	24	10	19	73	2	24	24	6	19	75
JULI	2	30	24	8	5	69	2	24	24	6	15	71
KAS	2	24	20	4	15	65	2	18	24	4	15	63
MUH	2	24	24	6	15	71	2	24	24	6	19	75
NAZ	2	24	20	4	15	65	2	18	24	4	15	63
NOP	1	24	24	6	15	70	2	24	24	6	15	71
PAZ	1	24	24	4	12	65	2	18	24	4	15	63
RAF	2	18	24	8	15	67	2	18	24	4	15	63
RAH	2	18	24	10	19	73	2	24	24	6	15	71
RAHM	2	18	24	8	15	67	2	30	24	8	15	79
RET	2	24	20	4	15	65	2	24	24	6	15	71
REZ	2	18	24	6	15	65	2	24	16	8	19	69
RIJ	1	24	24	4	12	65	2	24	24	6	15	71
RON	2	24	20	4	15	65	2	24	24	6	15	71
SYI	2	24	24	6	19	75	2	30	24	8	15	79
ZUB	2	24	24	6	19	75	2	24	24	6	19	75

Ac : **Accent**
Gra : **Grammar**
Voc : **Vocabulary**
Flu : **Fluency**
Com : **Comprehension**

APPENDIX XIV

The Score of Experiment Class

Name of students	Pre test						Post test					
	Acc	Gra	Voc	Flu	Com	Total	Acc	Gra	Voc	Flu	Com	Total
ASN	2	18	20	6	15	61	2	30	24	8	15	79
BAY	1	18	24	4	12	59	2	24	24	6	19	75
BRY	1	18	24	4	12	59	1	24	24	6	15	70
CAL	2	18	24	4	15	63	2	24	24	6	15	71
CLA	2	24	16	8	19	69	2	30	24	8	15	79
DEA	2	24	20	4	15	65	2	24	24	6	15	71
DES	2	18	24	6	15	65	2	24	24	6	15	71
EMA	2	24	24	8	19	77	3	30	24	10	19	86

ERW	2	18	24	4	15	63	2	24	24	6	15	71
FAJ	1	18	24	4	12	59	2	24	24	6	19	75
FEB	1	24	24	4	12	65	2	30	24	8	15	79
FER	2	24	24	6	15	71	3	30	24	8	19	84
GRE	2	24	24	8	19	77	3	30	24	10	19	86
IDA	2	24	20	4	15	65	2	30	24	6	19	81
LEO	2	18	24	6	15	65	2	30	24	6	19	81
LIA	2	24	24	8	19	77	3	30	24	10	19	86
MIC	1	24	24	4	12	65	2	30	24	6	19	81
NUR	2	18	24	6	15	65	2	30	24	8	19	83
PUR	2	18	24	8	15	67	2	30	24	6	19	81
REN	1	24	24	4	12	65	2	30	24	6	19	81
ROS	2	24	24	6	15	71	3	30	24	8	19	84
SEL	2	24	24	6	15	71	3	30	24	8	19	84
SIL	2	18	24	10	19	73	2	30	24	8	19	83
TRI	2	24	24	6	15	71	2	30	24	6	19	81
VER	3	24	24	8	19	78	3	30	24	10	19	86
WIN	2	24	16	8	19	69	3	30	24	8	19	84
YAL	2	24	24	8	15	73	3	30	24	8	19	84
YAN	2	24	24	8	19	77	3	30	24	10	19	86

Ac : **Accent**
Gra : **Grammar**
Voc : **Vocabulary**
Flu : **Fluency**
Com : **Comprehension**

APPENDIX XV

The Total Score of Control Class

Name of Students	Pre test	Post test	Y_1	Y_1^2
AHM	54	63	9	81
ALD	57	65	8	64
AMI	54	63	9	81
AUL	57	69	12	144
BUN	67	75	8	64
DEN	65	71	6	36
DIC	55	69	14	196
EGA	55	63	8	64
ERS	57	65	8	64
EVA	57	61	4	16

FAH	67	69	2	4
FAU	57	63	6	36
FIT	69	79	10	100
FITR	71	75	4	16
ILH	75	79	4	16
IND	62	71	9	81
JUL	73	75	2	4
JULI	69	71	2	4
KAS	65	63	-2	4
MUH	71	75	4	16
NAZ	65	63	-2	4
NOP	70	71	1	1
PAZ	65	63	-2	4
RAF	67	63	-4	16
RAH	73	71	-2	4
RAHM	67	79	12	144
RET	65	71	6	36
REZ	65	69	4	16
RIJ	65	71	6	36
RON	65	71	6	36
SYI	75	79	4	16
ZUB	75	75	0	0
Total			**156**	**1645**

APPENDIX XVI

The Total Score of Experiment Class

Name of Students	Pre test	Post test	Y_1	Y_1^2
ASN	61	79	18	324
BAY	59	75	16	256
BRY	59	70	11	121
CAL	63	71	8	64
CLA	69	79	10	100
DEA	65	71	6	36
DES	65	71	6	36
EMA	77	86	9	81
ERW	63	71	8	64
FAJ	59	75	16	256
FEB	65	79	14	196

FER	71	84	13	169
GRE	77	86	9	81
IDA	65	81	16	256
LEO	65	81	16	256
LIA	77	86	9	81
MIC	65	81	16	256
NUR	65	83	18	324
PUR	67	81	14	196
REN	68	81	13	169
ROS	71	84	13	169
SEL	71	84	13	169
SIL	73	83	10	100
TRI	71	81	10	100
VER	78	86	8	64
WIN	69	84	15	225
YAL	73	84	11	121
YAN	77	86	9	81
Total			**335**	**4351**

APPENDIX XVII

Tabel Harga Kritik dari r Product Moment

N	Interval Kepercayaan		N	Interval Kepercayaan		N	Interval Kepercayaan	
	95%	99%		95%	99%		95%	99%
(1)	(2)	(3)	(1)	(2)	(3)	(1)	(2)	(3)
3	0.997	0,999	27	0,381	0,487	55	0,226	0,345
4	0.950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0.811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	1,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270

11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,095
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0.361			

N = Jumlah pasangan yang digunakan untuk menghitung r

APPENDIX XVII

Daftar Nilai Persentil Untuk Distribusi t

V	$t_{0.995}$	$t_{0.99}$	$t_{0.975}$	$t_{0.95}$	$t_{0.90}$	$t_{0.80}$	$t_{0.75}$	$t_{0.70}$	$t_{0.60}$	$t_{0.55}$
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129

12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1.645	1,28	0,842	0,674	0,524	0,253	0,126

KEMENTRIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
PADANGSIDIMPUAN

Sekretariat : Jl. Imam Bonjol Km. 4,5 Sihitang Telp. 0634-22080 Padangsidimpuan 22733

nor : Sti.14/USB/P /2012
ip : -
: Pembimbing Skripsi

Padangsidimpuan, 17 April 2012
Kepada Yth :
1. Drs.H.Syahid Muammar Pulungan, SH
2. Zainuddin, SS., M. Hum
di –

Padangsidimpuan

alamu'alaikum Wr. Wb.

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

Nama / NIM : **ADE PURNAMA SARI SINAGA** / 08 340 0003
Jurusan / Prog.Studi : Tarbiyah / Tadris Bahasa Inggris I
Judul Skripsi : **The Effect of Jigsaw Learning Technique on Students' Speaking Ability at Grade VIII SMP Negeri 2 Padangsidimpuan**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak / Ibu menjadi Pembimbing I dan bimbing II penelitian penulisan skripsi mahasiswa dimaksud.

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

ssalamu'alaikum Wr. Wb.

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Padangsidimpuan, 03 Mei 2012

Nomor : Sti.14/I.B.4/PP.00.9/ 947 /2012

Lamp : -

Hal : *Mohon Bantuan Informasi*
Penyelesaian Skripsi

Kepada Yth,

Kepala SMP Negeri 2

di-

    Padangsidimpuan

    Assalamu'alaikum Wr.Wb

    Dengan Hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: Ade Purnama Sari Sinaga
Nomor Induk Mahasiswa	: 08. 340 0003
Jurusan/Prog.Studi	: Tarbiyah/ TBI
Alamat	: Jl. Cendrawasih No. 36 Komplek Perumahan Sopo Indah Padangsidimpuan

adalah benar mahsiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul " **The Effect Of Jigsaw Learning Technique On Students' Speaking Ability At Grade VIII SMP Negeri 2 Padangsidimpuan**".

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

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

    Wassalamu'alaikum Wr.Wb

Ketua
Pembantu Ketua I

Drs. H. Irwan Saleh Dalimunthe, MA
NIP. 19610615 199103 1 004

Tembusan :

1. Bina Skripsi

SURAT KETERANGAN PENELITIAN
NOMOR : 823.4 /195/ SMP.2 / 2012

Kepala SMP Negeri 2 Padangsidimpuan di Kecamatan Padangsidimpuan Selatan Kota Padangsidimpuan Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama lengkap	:	ADE PURNAMA SARI SINAGA
N I M	:	08.340 0003
Program Studi	:	Tarbiyah/TBI
Alamat	:	Jl. Cendrawasih No. 36 Komplek Perumahan Sopon Indah Padangsidimpuan

Adalah benar telah melaksanakan riset atau pengumpulan data sesuai dengan surat permohonan Bantuan Informasi Penyelesian Skripsi dari Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dengan Nomor : Sti.14/1.B.4/PP.00.9/947/2012 tanggal 03 Mei 2012. dalam rangka penelitian untuk penulisan Skripsi dengan judul:

"THE EFFECT OF JIGSAW LEARNING TECHNIQUE ON STUDENTS' SPEAKING ABILITY AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN".

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperiunya.

Padangsidimpuan, 18 Juni 2012
KEPALA SEKOLAH

Drs. ZAINAL ABIDIN TAMBUNAN
NIP. 19571106 198103 1 004

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