**THE EFFECTIVENESS OF JIGSAW METHOD IN TEACHING SIMPLE PAST TENSE AT THE EIGHTH GRADE STUDENTS OF SMP N 14 PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

by ary kristinawati

english education study program, teacher training and education sciences faculty, muhammadiyah university of purworejo.

[kristinawatiary@yahoo.com](mailto:kristinawatiary@yahoo.com)

**Abstract**

This research is experimental research because in conducting the data the researcher uses the treatment, that is jigsaw method. The objectives of this research is to find out the effectiveness of jigsaw method in teaching simple past tense at the eighth grade students of SMP N 14 Purworejo in the academic year 2012/2013. In collecting the data, the writer uses two group, they are experimental group which is taught using jigsaw method and control group which is taught without jigsaw method. The subject of the study is the eighth grade students of SMP N 14 Purworejo in second semester 2012/ 2013. The researcher chooses randomly VIII A as the control group and VIII B as the experimental group. The number of the subject is 63, they are 31 students of VIII A nad 32 students of VIII B. The instrument used in this research is pre-test and post-test for both group. The result of this research shows that there is the positive and significant effectiveness of jigsaw method in teaching simple past tense at the eighth grade students of SMP N 14 Purworejo in the academic year 2012/2013. It shown from the post test mean score from the experimental group is higher than the control group ( 78.37 > 75.10). Beside that, the result of t-value is higher than t-table. The t-value is 2.690 and the t-table shows 2.021 in the level significant of t-table is 5% (2.690>2.021).

Key words: *effectiveness, jigsaw method, simple past tense*

1. **Introduction**

Language is an important tool in our life. We communicate with other using language. We use language as a human speech whether spoken and writen. As a part of world communities, we cannot apart from others country aids. We need to learn foreign language to communicate with other people who come from different countries in order to reach our goal and make good relationship with them. English has been choosen as the international language by the world communities. English has spread all over the world during colonialization era.

English has been taught in Indonesia for many years. However the result has not been satisfied. It can be seen from the score of English subject of National Examination score. The low score of English is caused by the low competence of students in mastering English grammar. Grammar is the system of language, and sometimes people says that grammar is the “rules” of the language. According to Hornby (2005:675), grammar is the rules in a language for changing the form of words and joining them into sentence. In grammar we also absolutely face tense. There are three tenses in English, they are present, future and past tense. Simple past tense is generally expresses the events or situations that existed or happened at a particular point in the past.

In studying grammar, especially simple past tense, study in groups is better than study individually because the students can exchange their knowledge to each other. One of the methods to teach grammar is by using jigsaw. Jigsaw is a cooperative learning method. Through this method, the sudents will study in groups and their friends will be the teacher.

1. **Research Method**

The writer conducts the research to find out the positive and significant effectiveness of jigsaw method in teaching simple past tense. This research belongs to experimental research. The writer uses two group in conducting the data, they are experimental and control group. The steps used by the researcher are pre-test, treatment and post-test. Pre-test is given before the treatment and the post-test is given after the treatment. In experimental group, the treatment is given using jigsaw method, while in control without jigsaw method. In giving the test, the researcher uses multiple choice test.

After get the data, the writer analyzes it using desrciptive analysis and inferentoial analysis. In descriptive analysis, the writer find the highest score, the low score, the mean, the median, the range, the standart deviation, and the variance of both group. Meanwhile, in inferential analysis the writer finds the normality test, homogeneity test, and t-test finding.

1. **Finding and Discussion**

The result shows that there is an effectiveness of jigsaw method in teaching simple past tense. It can be seen from the data calculation that the writer got. For the desciprive analysis, the calculation of the pre-test and post-test of experimental group can be seen from the table below:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Experimental |  | H | L | M | Me | Mo | R | SD | V |
| Pre | 80 | 56 | 69.63 | 70 | 72 | 24 | 5.912 | 34.95 |
| Post | 88 | 64 | 78.375 | 80 | 76 | 24 | 5.824 | 33.919 |

From the table above, the highest score of is 88 (post-test) and 80 (pre-test), the low score is 64 (post-test) and 56 (pre-test), the mean score is 78.375 (post-test) and 69.63 (pre-test), the median is 80 (post-test) and 70 (pre-test), the mode (76 (post-test) and 72 (pre-test), and the range is 24 (post-test) and 24 (pre-test).

Meanwhile, the calculation of pre-test and post-test of control group can be seen from the table below

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Control |  | H | L | M | Me | Mo | R | SD | V |
| Pre | 80 | 56 | 69.94 | 68 | 68 | 24 | 5.644 | 31.862 |
| Post | 84 | 64 | 75.096 | 76 | 76 | 24 | 5.133 | 26.357 |

From the table above, the highest score of is 84 (post-test) and 80 (pre-test), the low score is 64 (post-test) and 56 (pre-test), the mean score is 75.096 (post-test) and 69.94 (pre-test), the median is 76 (post-test) and 68 (pre-test), the range 24 (post-test) and 24 (pre-test), and the mode 76 (post-test) and 68 (pre-test).

In inferential analysis, the writer gets the data as follows:

1. Test of normality

The distribution test of experiment group is normal. It can be seen from the value of chi-square in the significant level 5%. The t-value is lower than t-table (9.114 < 11.070). The distribution test of control group also normal bacause the t-value is also lower that t-table (7.098 < 11.070)

1. Test of homogeneity

The value of F is 1.29. If the t-value is compared with the F-table with df numerator (32-1=31), the F-value is lower than F-table ((1.286<1.81). It means that the variance of two samples is homogeneous.

1. T-test finding

The result of t-test is 2.37. It can be concluded that between experimental and control group have same variance. Moreover, it also shows that the score of t-test is 2.37, so t-test is accepted.

1. **Conclusion**

After analyzing the data, the writer concludes that there is the effectiveness of jigsaw method in teaching simple past tense at the eighth grade students of SMP N 14 Purworejo in the academic year 2012/2013. It’s seen from the mean score of experimental group is higher than the mean score of control group (78.375>75.096). Besides, the the result of t-test is higher than t-table that is 2.690>2.021.

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