**THE USE OF JIGSAW TO IMPROVE VOVABULARY MASTERY ON THE SEVENTH GRADE STUDENTS OF STATE JUNIOR HIGH SCHOOL 2**

**OF PREMBUN IN THE ACADEMIC YEAR 2012/2013**

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**ABSTRACT**

The design of the research is experimental research. The jigsaw method has a great role to improve the students’ vocabulary mastery. It has been proved by analyzing the data from pre-test and post-test. The mean score of the students’ vocabulary in the post-test is 7.32. It increased from 48.065 in the pre-test result. After analyzing the data, the researcher concludes that teaching vocabulary using jigsaw method is effective. As a matter of fact, the result of t-value is 5.797 based on the 5% significant level, the value of t-table is 2.000. The result of computation shows that t-value is higher than t-table, that is 5.797>2.000. So, it proved that the students’ vocabulary mastery improved after the researcher used jigsaw method in teaching-learning activity on the seventh grade students of SMP N 2 Prembun in the academic year 2012/2013.

***Keywords***: *jigsaw, vocabulary mastery*

1. **Introduction**

Vocabulary is one important aspect in learning foreign language. Without a proportional amount vocabulary anyone will get trouble in her speaking, reading, listening, and writing. According to Napa (2005:14), vocabulary is one of the components of language and no language exists without words. Without words, we cannot talk anything with others.

Teach vocabulary is not an easy way. Sometimes the teacher uses a method to help students to learn English more interestingly; any method that can be used is jigsaw. Jigsaw can be a method to teach vocabulary for junior high school students. By using jigsaw, it is expected that the teacher will be able to motivate students to learn and pay attention to the material, so that they will not get bored. Jigsaw will make students easier to understand the vocabulary in English. This method makes them more active to mention the words in English, because this method is interesting and enjoyable. It also gives a way to make teaching vocabulary more effective.

1. **Research Method**

The type of research is experimental research. In this research, the researcher chooses SMP N 2 Prembun. Time of the research is on April 29th – May 11th 2013. The population of this research is seventh grade students especially class VII E & F of SMP N 2 Prembun in academic year 2012/2013. The researcher takes 62 students as the sample of the research. The researcher uses purposive sampling in taking the sample. In this study, the researcher uses written test as the instrument of collecting the data. The researcher gives pre-test and post-test to get the data. The researcher needs a data analysis. This analysis is relative to the computation in answering the problem statement. They are descriptive analysis and inferential analysis. The researcher gives treatment used jigsaw as the media.

1. **Research Finding and Discussion**

The following table will present the analysis of students’ vocabulary mastery in pre-test and post-test.

|  |  |  |
| --- | --- | --- |
| Statistic | Experimental | Control |
| Mean | 75.32 | 60 |
| Median | 80 | 60 |
| Modus | 85 | 55 |
| Range | 35 | 40 |
| Highest Score | 90 | 80 |
| Low Score | 55 | 40 |
| Standard Deviation | 11.175 | 9.574 |
| Variance | 124.89 | 91.67 |

From the data above, the researcher concluded the highest score (H) of experimental group was 90 while the highest score (H) of control group was 80. The lowest score (L) of experimental group was 55 while the lowest score (L) of control group was 40. The average score (M) of experimental group was 75.32 while the average score (M) of control group was 60. The standard deviation (SD) of experimental group was 11.175 while the standard deviation (SD) of control group was 9.574. The median (Me) of experimental group was 80 while the median (Me) of control group was 60. The mode (Mo) of experimental group was 85 while the mode (Mo) of control group was 55. The range (R) of experimental group was 35 while the range (R) of control group was 40. According to the students’ category (table 1), the mean of control group belongs to the sufficient because the mean was in the score 56 – 65. While the mean of experimental group belongs to good because the mean was in the score 66 - 79.

From the previous analysis, the level of significance is 5%, the conclusion of the evaluation of t-value is 5.797. The value of t-table is 2.000. Finally, the evaluation of t-value is higher than t-table that is 5.797>2.000. Based on the explanation above, the use of jigsaw in improving vocabulary mastery on the seventh grade students of state junior high school 2 of Prembun in the academic year of 2012/2013 is effective.

1. **Conclusion and Suggestion**

From the two samples, the mean score of the students who are taught by using jigsaw is 75.32, and the mean score of the students who are taught without it is 60. In addition, the result of t-test was 5.797. Then, the researcher consulted the critical value on the t-table using 5% (0.05) alpha level significance and the 60 degree of freedom was 2.000. Since the obtained t-value was higher than the critical value on the table, the hypothesis is accepted and the effect was significant. It can be concluded that the use of jigsaw in teaching vocabulary is effective to improve their vocabulary mastery at seventh grade in SMP N 2 Prembun in the academic year of 2012/2013.

The researcher hopes that this thesis will be useful and helpful for the teacher, students or the readers who are interested in English vocabulary. Here are some suggestions for English language teacher in teaching vocabulary; for the teacher; The teacher can use jigsaw in the teaching learning process as the alternative way to teach vocabulary that easier to understand by the students, for the students; The students are more active in participation of the learning to build their knowledge.

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