

**THE EFFECT OF JIGSAW METHOD IN TEACHING PAST TENSE BY
USING TALI PAS MEDIA**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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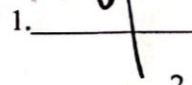
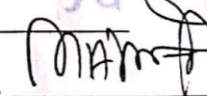

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ABSTRACT

Cici Nurhayati. 1502050076 “The Effect of Jigsaw Method in Teaching Past Tense by Using Tali Pas Media”. Skripsi. English Education Program of Teachers’ Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019

This research deals with Teaching Past Tense through Applying Jigsaw Method assisted by Tali PAS Media. This research was aimed to find out the effect of jigsaw method by using tali PAS media by giving the evaluation in multiple choice form. This research has been conducted at SMA AL-HIKMAH MEDAN, Jl. Marelان Raya Pasar 4 Barat. The population of this research was the tenth grade students of SMA AL-HIKMAH MEDAN. Academic year 2019/ 2020. There were four classes of tenth grade in this school with total number 108 students. Two classes were taken as the samples. The researcher used cluster sampling in choosing the samples. There were 68 students as samples those were divided into two classes, the first one was as the experimental group (X MIA 1) consisted of 33 students and the second for the control group (X IIS 1) consisted of 35 students. The students had been given the multiple choice which consisted 20 items. The finding showed that students who taught by Jigsaw Method by Using Tali PAS Media got the better score than those who taught by using Grammar Translation Method, which was proven from the result of analysis showed that t-observed (6,97) was higher than t-table (1,66). It meant that alternative hypothesis (H_a) was accepted.

Keyword : *Jigsaw Method, Students’ Achievement, Teaching Past Tense*

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the languages in the world used by many people in lot of countries. It is also approved as the main language to communicate with other people from different countries and cultures. Caused by the importance of English as an international language, most of people try to learn and master it as soon as possible so that they will not find any difficulties in communicating with others, especially coming from abroad and English is taught to the young learners (children) early age in Indonesia and almost all over the world. In Indonesia, English has been taught to young learners at elementary school until they take high school in the university.

Structure is an important part of language components. The structure of language sometimes refers to as grammar. In learning English, the students must capable or master not only the four skills, those are speaking, listening, reading and writing, but also language components, they are grammar, pronunciation and vocabulary.

Grammar has its own important role in English. It is one of language components that students should be familiar with it. According to Huddleston and Pullu cited in Septiani (2014: 6), grammar deals with the form of sentences and smaller units such as clauses, phrases and words. If

the students were not good in grammar, then they got difficulties in four language skills especially written and spoken form. In this case, the researcher chose past tense as the material. Based on the researcher's experience, the students were still many errors in grammar on the students' tasks. The students had not been able to arrange the grammatical sentences perfectly and they still felt confused.

However, the researcher observed teaching and learning grammar at SMA Al-HIKMAH MEDAN, The media was not fully realized by the teacher in the classroom. The teacher teaching method was not quite effective for the student. Based on the situation of learning grammar in that school, the researcher thought to create a suitable method that related to the students' characteristics. The students not only got the material, but also an appropriate method. The method was used to make the students be more active and gave them a chance to show their comprehension about the subject in learning process. In this research, the researcher used cooperative learning by using jigsaw method as an alternative way in teaching past tense.

The researcher took jigsaw method in teaching past tense. In jigsaw method, students were assigned to member study terms. The material presented to the students in multiple choice form by using tali PAS media, and each student was responsible to learn the material. Then, when the students finished learning material in expert team, they had to return to their home teams and taught other members what they had learned. Hopefully, by

using jigsaw method and the additional media was tali PAS media, the students enjoyed their learning activities.

Based on the explanation above, the researcher did a research in SMA AL-HIKMAH MEDAN. The researcher used jigsaw method by using tali PAS media in teaching past tense. The title of this research is “**The Effect of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media**” (An Experimental Research at Tenth Grade of SMA AL-HIKMAH MEDAN).

B. The Identification of the Problem

Based on the background of the study above, the identification of the problems identified as follows:

1. The media was not fully realized by the teacher in the classroom.
2. The teacher teaching method was not quite effective for the student.

C. Scope and Limitation of the Study

To avoid the misunderstanding in interpreting this study, it was important to set the scope and limitation of the study. The scope of this study was about grammar and the researcher limited the study in teaching past tense by using jigsaw method and the used of tali PAS media at tenth grade of SMA AL-HIKMAH MEDAN.

D. The Formulation of the Problem

The formulation of the problem in this research was formulated as the following: was there any significant effect on the students' achievement in learning past tense after they taught the lesson by applying jigsaw method assisted by tali PAS media?

E. The Objective of the Study

The objective of the study was to investigate the significant effect of applying jigsaw method by using tali PAS as the media towards students' achievement in learning past tense.

F. The Significance of the Study**a. Theoretically**

Theoretically, this study gave an interesting way in teaching past tense by applying jigsaw method by using tali PAS as the media towards students' achievement in grammar subject. It gave the contribution to make teaching and learning process be successful especially in senior high school.

b. Practically

The researcher expected that the result of the study be useful for the teacher, students and other researchers. For the teacher, this research gave the contribution to English teacher in teaching grammar, in this

case Past Tense, especially giving an alternative way in selecting methods used. For the student, hopefully it made the students thought that past tense was easy to learn if they helped by applying jigsaw method and using tali PAS media. For other researchers, used as a reference in conducting their studies for obtaining the better result.

CHAPTER II

REVIEW OF LITERATURE

A. THEORETICAL FRAMEWORK

1. Past Tense

1.1 Definition of past tense

Tense is a way language expresses the time at which an event described by a sentence occurs. In English, this is a property of a verb forms, and expresses only time related information. Tense, in the grammar of many languages, is a category of time distinctions expressed by any conjugated form of a verb, in Latin inflection the tense of a verb is indicated by suffix that also indicates the verb voice, mood, person and number. Tense specifies whether the verb refers to action in the past, present or future.

According to Grain (2006) tense is a tool that English speaker uses to express time in their language so you learn to think like a native speaker. Furthermore, (Riyanto,2006:15) states that tense is used to show the relation between the actions or state described by the verb and the time, which is reflected in the form of the verb, and used to locate an event or state to a point of time.

According to Azar, Betty Schramper (2017: 12), the simple past indicates that an activity or situation began and ended at a particular time in the past. Simple past tense is a tense, which

shows the event, or the action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened (Riyanto,2006:165).

According to Riyanto (2006: 166) there are two functions of past tense. They are:

- a. Simple Past Tense is a verb form that is used to express one action which happened or took place at a particular time in the past.

Examples :

1. He was in Japan last month
2. They went to China last night
3. You were there yesterday

- b. Simple Past Tense is a verb form that is used to express repeated, habitual actions in the past.

Examples:

1. He used to have five goats and two cows
2. She always went to Mosque at night

1.2 Regular and irregular verbs

Simple past tense indicates that an activity or situation began and ended at a particular time in the past. Since verbs change form to show the time of the action, there are two kinds of verb in the simple past tense. There are: (1) Regular verb and (2) Irregular

verb. When Indonesian students face the simple past tense, they sometimes make some errors in the changing verb, as in Indonesia there is no changing verb because of the changing time.

According to Celcia-Murcia and Larsen Freeman as cited ArisaSetianingsihThesis (2010: 76-77) has several reasons why learners may make mistakes in using regular verbs and irregular verbs. They may:

- a. (Consciously or unconsciously) have learned the wrong form of a particular verb.
- b. Be guessing the form because they do not know what it is.

Richards and Schmidt (2010: 493) defines that regular verb is a verb which has the most typical forms in its language for grammatical categories such as tense or person. I written English regular verbs, form the past tense:

- a) By adding –ed to the verb base; ask → asked
- b) By adding –d to the base; love → loved
- c) By changing –y → -ied; cry → cried

Then irregular verb can be formed by suffixation or by changing the vowel and consonant from the stem. According to Frank as cited PujiAstutiThesis (2011: 30-34). There are five groups of irregular past tense:

- a) Verbs that do not change to past tense form.

Table 2.1
Verbs do not Change

| Verb I | Verb II | Verb III |
|---------------|----------------|-----------------|
| Cost | Cost | Cost |
| Put | Put | Put |
| Cut | Cut | Cut |
| Hit | Hit | Hit |

b) Verbs that undergo a vowel change and add consonant.

Table 2.2
Verbs Undergo a Vowel Change and Add Consonant

| Verb I | Verb II and Verb III |
|---------------|-----------------------------|
| Feel | Felt |
| Meet | Met |
| Sleep | Slept |
| Buy | Bought |
| Teach | Taught |
| Catch | Caught |

c) Verbs that undergo an internal vowel change for past tense but have no distinct form the past participle.

Table 2.3
Verbs Undergo an Internal Vowel Change for Past Tense but Have no Distinct Form the Past Participle

| Verb I | Verb II and Verb III |
|---------------|-----------------------------|
| Wind | Wound |
| Find | Found |
| Say | Said |
| Hear | Heard |

a) Verbs that undergo internal vowel change for past tense and for past participle.

Table 2.4
Verbs Undergo Internal Vowel Change for Past Tense and for Past Participle

| Verb I | Verb II | Verb III |
|---------------|----------------|-----------------|
| Choose | Chose | Chosen |
| Speak | Spoke | Spoken |
| Draw | Drew | Drawn |
| Grow | Grew | Grown |
| Write | Wrote | Written |

- b) Verbs that also undergo internal vowel change for past and for past participle.

Table 2.5
Verbs Undergo Internal Vowel Change for Past and for Past Participle

| Verb I | Verb II | Verb III |
|---------------|----------------|-----------------|
| Begin | Began | Begun |
| Drink | Drank | Drunk |
| Sing | Sang | Sung |
| Swim | Swam | Swum |

2. Jigsaw Method

2.1 Definition of jigsaw method

The jigsaw method is a method which students work together and have many opportunities to process information and improve communication skills. According to Arends and Kilcher (2010: 316) jigsaw cooperative learning is a cooperative learning method consisting of several members in a group who are responsible for mastering the learning material section and they able to teach the material to other members of the group. The jigsaw method of cooperative learning is a cooperative learning model with students

learn in small groups consisting of 4-6 students and work together in positive interdependence and responsible for completing the subject matter that must be learned and conveying the material to other group members.

According to Lie as cited Muhammad Fathurrohman (2015: 63) jigsaw is designed to enhance students' sense of responsibility for their own learning and other people's learning. Students not only learn the material provided, but also they must be ready to provide and teach the material to other group members. Thus, students are interdependent with one another and must cooperate to study the assigned material cooperatively.

2.2 Usage of jigsaw method

The members of different teams with the same topic meet for discussion (the expert team) help each other about the learning topics assigned to them. Then, the student returns to the original team/ group to explain to the other group members what they have learned before at the expert team meeting. In the jigsaw method cooperative learning model, there are groups of origin and expert groups. The original group is a group of students that consisting of diverse abilities, origins, and family backgrounds. The expert group is a group of students consisting of different members of the original group assigned to study and explore certain topics and

complete tasks related to the topic to be explained to members of the original group. The researcher summarizes that in teaching using jigsaw method, the students have one part of the task and each student becomes expert in their own part. Then the students teach their parts in their group.

2.3 The strength and weakness of jigsaw method

a. The strength of jigsaw method such as:

1. Increase students' sense of responsibility towards their own learning and also the learning of others.
2. Students not only learn the material given, but they must be prepared to give and work on the material to other members of the group, so that their knowledge increases.
3. Accept diversity and establish good social relationships in learning relationships.
4. Enhancing cooperative cooperation to study the material assigned.

b. The weakness of jigsaw method, they are:

1. If the teacher does not remind students to always use cooperative skills in their respective groups, it is feared that the group will be stuck in the discussion.
2. If the group members are lacking, it will cause problems.

3. Requires a longer time, especially if the spatial planning has not been well-conditioned so it takes time to change positions that can cause noise.

3. Instructional Media

3.1 Definition of instructional media

Media is a tool used to distribute messages or information from the sender to the recipient of the message. In learning process also use media to make the progress run effective and more interesting. Instructional media are all things that can be manipulated, viewed, heard, read or discussed along with the instruments used for learning activities. Instructional media are everything that is used in the classroom to channel the message and stimulate the mind, feeling, attention, and willingness of the learners to encourage the learning process (Mairso : 2004).

According to Sahid (2010:3) there are four types of instructional media that can be developed and used in teaching activities by teachers, namely:

- a. Visual media: the media which can show information that just can be seen and read. For examples: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.

- b. Audio media: the media which can show information that just can be heard. For examples: radio, tape recorder, language laboratory, MP3 player, etc.
- c. Projected still media: the media that need projector to show the information which inform of no-motion picture/writing. For examples: powerpoint slide, micro film, etc.
- d. Projected motion media: the media that need projector to show information inform of motion picture/writing. For examples: film, television, video, computer, etc.

3.2 Functions of instructional media

The importance of using media for teaching is to help the students be easier in understanding their lesson, all of the materials can be conveyed well. Media also make the learning process be more effective and efficient.

According to Sudjana (2001:64) the functions of instructional media in learning and teaching process as follows:

- a. The using of media in teaching and learning process is not addition function, but it has own function as an aid to express effective teaching and learning situation.
- b. The using of instructional media is an integral part of all learning situation. It means that instructional media is one of elements that should be developed by teachers.

- c. The using of instructional media is more important to accelerate teaching and learning process and it helps the students in comprehend material from teacher.

In addition, instructional media functions based on Mulyani in Dewi (2012:13) are:

- a. Auxiliary tool to create effective learning situation.
- b. Integral part of all learning situation.
- c. To concrete the abstract concept, so it can decrease verbal comprehension.
- d. To build up students' motivation to learn.

3.3 Advantages of instructional media

Instructional media usage in the process of teaching and learning can evoke the new desire and interest of the students, encourage the motivation and stimulate the students to learn, as well as bringing good influences on the students. The use of instructional media in learning orientation will greatly help the effectiveness of learning and delivery the message and content clearly. In addition to arousing the interest and motivation of students, instructional media can also help students to improve their understanding, present the interesting and reliable data, eases data interpretation, and condense information. (Arsyad, 2011:15).

According to Sudjana and Rivai in Azhar (2011: 15) there are three benefits of instructional media, namely:

- a. Learning process will attract students' attention, so that it can foster learning motivation.
- b. Learning materials will be more clearly defined, then they can be more understood by students and enable them to master and achieve learning goals.
- c. The method of teaching will be more varied, not merely verbal communication through the words by the teacher, so the students are not bored and the teacher does not run out of energy, especially if the teacher teaches in each lesson.

4. Tali PAS Media

Tali PAS as the media of this teaching grammar by using Jigsaw Method. Tali PAS has many functions in teaching and learning process and it can be used for many subjects in teaching. The researcher designed tali PAS as a media in teaching English grammar specifically in teaching Past Tense. The researcher wanted to give a way to help the students and supported them to be able and interested in learning grammar by using Tali PAS.

Meanwhile from this tali PAS as a media for the students to explore their skill in teaching grammar through Jigsaw Method. Learning outcomes are the ultimate goal of learning. Learning outcomes

can be improved through conscious effort made systematically leads to positive change then called learning process. In the learning process, the teacher expected the students can achieve a good learning outcomes. Good learning outcomes can be obtained if the learning process is going well. The results of learning form of the success of learning that showed the ability to master the subject matter. How to make this media was not too complicated, the first step to do was to determine the theme, the topics that we wanted to teach.

5. The Rules in Teaching Past Tense by Using Tali PAS as the Media

Based on the explanation about tali PAS as an instructional media. In this media the teacher had requirements to the students to follow the rules in teaching past tense. The teacher used this media to conduct teaching grammar. The researcher's purpose to this media, it was success in supporting the students to be able answer the question about past tense and applying in their daily life. Tali PAS was designed from a set of papers that contained of exercises about past tense. Then, it was given to each small group in using jigsaw method.

The rules :

1. Teacher told the subject matter.
2. Teacher explained the jigsaw method to the students clearly.
3. Teacher showed the media in front of the class.
4. Teacher explained how the way to do.

5. Teacher gave the media to each group.
6. Every student in each group had responsibility to master a part of the subject given.
7. In this media contained of exercises about the subject.

In addition, the way to apply the jigsaw method in teaching past tense according to Elliot Aronson (2000) as follows:

1. Divide students into 5 or 6 person jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments.
4. Assign each student to learn one segment, making sure students have direct access only to their own segment.
5. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and a to rehearse the presentations they will make to their jigsaw group.
7. Bring the students back into their jigsaw groups.
8. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

9. Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count.

B. RELEVANT STUDIES

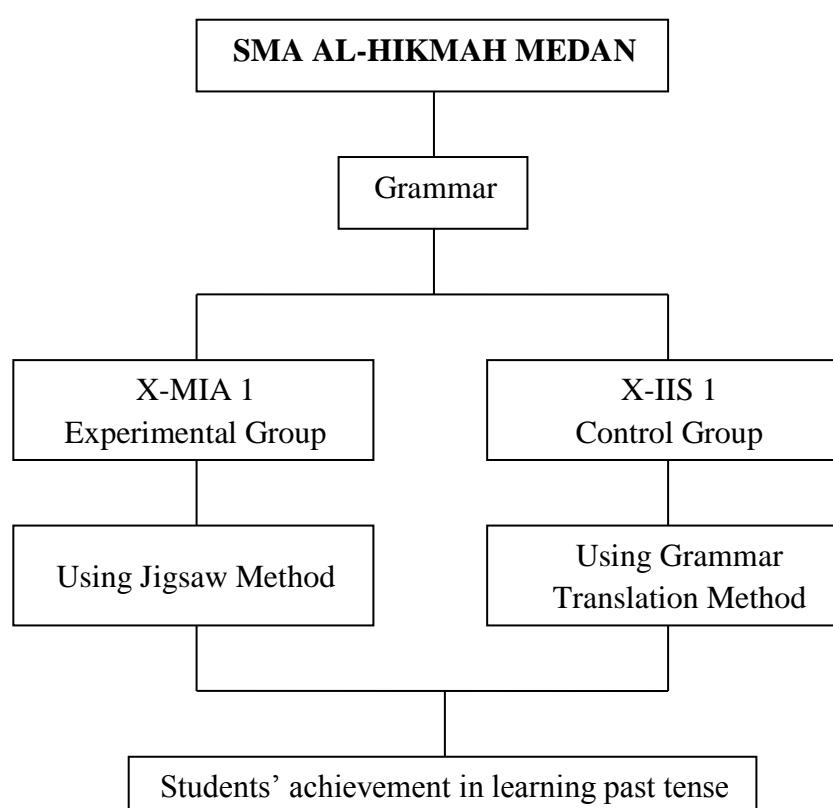
In this research, the researcher summarized the relevant study to prove the originality of the research.

1. The first research was conducted by Ria Reski Awal. In this study, she conducted about Improving the First Year Students' Understanding on Simple Past Tense through Song at SMKN 3 Selayar Island Regency. The research question of this study is "How is the improvement of students' understanding on simple past tense through song at SMKN 3 Selayar Island Regency?". The method of this study is Classroom Action Research (CAR). The classroom action research design applied in this study is a collaborative classroom action research. The result of this study showed that there is improvement of students' mastery on simple past tense by using song.

2. The second research was conducted by Yenny Dwi Nugraheni. This research is aimed to describe the Improving Students' Mastery of the Simple Past Tense by Using Chinese Whispers and Group Grid Technique at PGRI 2 Private Vocational School Salatiga. The research question of this study is "How can Chinese whispers and group grid technique be used in teaching the simple past tense to the eleventh graders of PGRI 2 Private Vocational School Salatiga?", "How can the use of Chinese whispers and group grid technique improve the students' mastery of the simple past tense?". The research design of this study is using Planning, Acting, Observing and Reflecting. The result of this study showed that there is significance influence in teaching the simple past tense by using Chinese whispers and group grid technique.
3. The third research was conducted by Hizbullah. The purpose of this study is to find the empirical evidence whether or not there is significant difference between students' score in learning simple past tense by using cooperative learning at second grade of MTs Pembangunan UIN Jakarta, especially using jigsaw technique and by using Grammar Translation Method in teaching simple past tense. The research question of this study is "is there any significance for students in learning simple past tense by using Cooperative learning, especially using jigsaw technique and by using Grammar Translation

Method in teaching the simple past tense?” He used experimental research design. From this research, the writer found that teaching simple past tense by using Jigsaw technique has positive influence for students.

C. CONCEPTUAL FRAMEWORK



Method is the way to convey information or messages. Teaching methods are ways of presenting the subject matter made by educator in order to place the learning process of students as an effort to achieve goals. Whatever they did the assignment or it was about past tense correctly and

understood it deeply. Surely in choosing method in teaching had a big influence to the students' achievement or comprehension.

In this research, the researcher used jigsaw method as a teaching method and tali PAS as an instructional media. Jigsaw method is one of cooperative learning models that have many benefits in learning process which made the students be active in a small group to achieve their goals in teaching and learning process. Beside the applying of jigsaw method, the researcher used tali PAS as a media in teaching past tense, the aim of this media was to show the students about some exercises about past tense to make them be more comprehend. The researcher's purpose in adopting this media was to tell to the students about new form in giving exercise in their small groups.

D. HYPOTHESIS

Ha (Alternative Hypotheses) = there was effect of jigsaw method in teaching past tense by using tali PAS media ($\mu \neq \mu_0$).

Ho (Null Hypotheses) = there was no effect of jigsaw method in teaching past tense by using tali PAS media ($\mu = \mu_0$).

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of Research

This research conducted at SMA AL-HIKMAH MEDAN, Jalan Marelan Raya Pasar 4 Barat Kecamatan Medan Marelan. The research was focused in the first year of academic year of 2019/ 2020. This school was chosen because the researcher found some problems about students' achievement in learning grammar and teaching by using Jigsaw Method assisted by Tali PAS as the media had not been conducted in teaching grammar at this school.

B. Population and Sample

1. Population

The population of this research was took from tenth grade students of academic year 2019/ 2020 at SMA AL-HIKMAH MEDAN which consisted of four parallel classes such as X-MIA 1 consisted of 33 students, X-MIA 2 consisted of 33 students, X IIS 1 consisted of 35 students, and X IIS 2 consisted of 32 students. So the entire of the students consisted of 133 students.

Table 3.1
Population of the Research

| No. | Class | Population |
|--------------|--------------|-------------------|
| 1 | X-MIA 1 | 33 |
| 2 | X-MIA 2 | 33 |
| 3 | X-IIS 1 | 35 |
| 4 | X-IIS 2 | 32 |
| Total | | 133 |

2. Sample

The sample in this research used Cluster Random Sampling Technique by paper. The paper rolled and shaken for a moment, two rolls of paper randomly selected as the sample of the research. The first chosen was X-MIA 1 which consisted of 33 students as Experimental Group and X-IIS 1 which consisted of 35 students as Control Group.

Table 3.2
Sample of the Research

| No. | Group | Sample |
|--------------|------------------------------|---------------|
| 1 | X-MIA 1 (Experimental Group) | 33 |
| 2 | X-IIS 1 (Control Group) | 35 |
| Total | | 68 |

C. Design of Research

This research was conducted by quantitative research using experimental research design. The researcher conducted experimental research design by teaching two different classes by using two different methods. The first group was an experimental group that taught by using

Jigsaw Method. The second group was a control group that taught by using Grammar Translation Method.

This research began by administering the pre-test and the end by administering the post-test to the students. Then the results of the two tests compared by using the T-test formula to determine the final calculation of the research. The experimental group consisted of 33 students using Jigsaw Method by using tali PAS as the media and control group which consisted of 35 students using Grammar Translation Method. The details showed in the table as follows :

Table 3.3
Research Design

| Group | Pre – test | Treatment | Post – test |
|--------------|-------------------|--|--------------------|
| Experimental | ✓ | Jigsaw Method by using tali PAS as the media | ✓ |
| Control | ✓ | Grammar Translation Method | ✓ |

a. Pre-test

Before the teaching presentation, a pre-test was administrated to the experimental and the control group. The test was chosen to answer the questions about the past tense in multiple choice form, and exercises of the past tense that student should match each question to the right answer by pulling the rope from the top to bottom. All of the tests above related to the instructional media used.

b. Treatment

The experimental and control group were taught by using same topic but different method in treatments. It meant that in the experimental group was taught by using Jigsaw Method, while the control group was taught by using Grammar Translation Method.

Table 3.4
The Experimental Group Procedure

| No | Experimental Group | |
|----|---|--|
| | Teacher's Activities | Student's Activities |
| 1 | The teacher gave the motivation to the students. | The students gave good response to the teacher |
| 2 | The teacher divided students to expert and original group. | The students listened to the teacher's instruction about the division of the members in group. |
| 3 | The teacher told the title of subject matter to the expert group. | The expert groups listened to the topic that conveyed by the teacher. |
| 4 | The teacher observed while the expert groups discussed about the topic. | The students in expert group started thinking and discussing about the subject given. |
| 5 | After the discussion in expert group finished. The teacher asked the members to join with each expert group member and did their task which each member had own responsibility. | The members joined with their own expert group and discussed about the topic deeply. |

c. Post-test

After the treatments, the post-test was given to each group. The items of the post-test were exactly same as the one in the pre-test, it was

intended to discover the t-test score of the experimental and control group.

D. Instrument of Research

In this research, the researcher applied multiple choice test which consisted of 20 items that used as instrument of the research for collecting the data. The calculation for the test was the true answers multiplied by one hundred percent then divided by the total of questions. The materials of test took from the materials which had given from students' paper base test (lks).

E. Technique of Collecting Data

In collecting the data, the researcher collected the data of the research by giving the test in multiple choice form and then the teacher gave one packet of the tali PAS media to each group, its aim was to make the students be more active. The test consisted of pre-test and post-test. The pre-test was given before the treatment and the post-test was given after the treatment. From these data the researcher determined the result of the research. There were some steps in collecting the data:

1. The researcher took the sample from the population of tenth grade of MIA and IIS students of SMA AL-HIKMAH MEDAN. The samples were X-MIA 1 as experimental group and X-IIS 1 as control group.

2. The researcher took the same instrument for the students (pre-test and post-test).
3. The next step was the treatment. The experimental group taught by using Jigsaw Method and the control group taught by using Grammar Translation Method.
4. After doing the treatment, the researcher took the test to the students with the same questions (post-test).
5. Checking the students' activities in their tasks of experimental and control group.
6. Comparing the score of experimental and control group by using t-test
7. Testing the hypothesis.
8. Finally, finding and drawing the conclusion.

F. Technique of Data Analysis

The analysis quantitative data that used in this research was t-test to determine the final calculation of the research. It was used to know the different score between the experimental and control group. The data were calculated by using t-test from Sudijono (2018)

1. Listing the students' score of Experimental and Control Group in Pre-Test and Post-Test
2. Finding the Mean by using the formula
 - a. Mean of Experimental Group.

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2018: 81})$$

b. Mean of Control Group

$$M_y = \frac{\sum Y}{N}$$

3. Finding the Standard Deviation (SD) by using formula

a. Standard Deviation (SD) of Experimental Group

$$SD_1 = \sqrt{\frac{\sum X^2}{N}} \quad (\text{Sudijono, 2018 : 157})$$

b. Standard Deviation of Experimental Group

$$SD_2 = \sqrt{\frac{\sum Y^2}{N}}$$

4. Finding the Standard Error by using the formula

a. Standard Error of Experimental Group

$$SE_{M1} = \sqrt{\frac{SD_1}{N-1}} \quad (\text{Sudijono, 2018 : 282})$$

b. Standard Error of Control Group

$$SE_{M2} = \sqrt{\frac{SD_2}{N-1}}$$

5. Finding the Standard Error diferrential between M_x and M_y by using the formula

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2} \quad (\text{Sudijono : 2018 : 283})$$

6. Finding t_o by using the formula

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}} \quad (\text{Sudijono : 2018 : 284})$$

Where :

M_x = Mean score of experimental group

M_y = Mean score of control group

N_1 = Number of students in experimental group

N_2 = Number of students in control group

SD_x = Standard deviation of experimental group

SD_y = Standard deviation of control group

M_1 : Mean of the difference of experimental group

M_2 : Mean of the difference of control group

SE_{M_1} = Standard Error of Mean of experimental group

SE_{M_2} = Standard Error of Mean of control group

$SE_{M_1-M_2}$ = Standard Error differential between M_x and M_y

t_0 = Test Observation

$$t_0 = \frac{M_1 - M_2}{SE_{M_1-M_2}}$$

G. Statistical Hypothesis

To prove the hypothesis, the data were obtained from the experimental and control group was calculated by using t-test formula with the assumption as follows:

1. If $t_0 > t_{table}$:

The alternative hypothesis (H_a) was accepted and the null hypothesis was rejected. It meant that there was effective of using jigsaw method

in teaching past tense by using tali PAS media at tenth grade of SMA AL-HIKMAH.

2. If $t_0 < t_{table}$:

The alternative hypothesis (H_a) was rejected and the null hypothesis was accepted. It meant that there was no effective of using jigsaw method in teaching past tense by using tali PAS media at tenth grade of SMA AL-HIKMAH MEDAN.

CHAPTER IV
COLLECTING DATA ANALYSIS

A. The Data Collection

The data of this study were gathered from the result to test given to students. They were divided into two groups, experimental and control group. Each group was given pre-test and post-test. After pre-test and post-test were administrated, the score was obtained. It showed that in experimental group the lowest score of the pre-test was 40 and the highest score was 75, while the lowest score in the post-test was 65 and the highest score was 100.

Furthermore, it observed that control group, the lowest score of the pre-test was 35 and the highest score was 65, while the lowest score of the post-test was 50 and the highest post test was 75. The result of pre-test was given by teacher before taught by using treatment (jigsaw method) and teacher gave the post test after taught by using treatment. The result of pre-test and post-test from both of groups could be seen in the table 4.1 and 4.2

1. The Score of Experimental Group

Table 4.1
The Score of Pre-test and Post-test of Experimental Group

| No. | Students' Initial | Pre-Test (X1) | Post-Test (X2) |
|------------|--------------------------|----------------------|-----------------------|
| 1 | APA | 50 | 85 |
| 2 | AN | 45 | 75 |
| 3 | AY | 65 | 85 |

| | | | |
|--------------|------|--------------|--------------|
| 4 | AM | 55 | 90 |
| 5 | CAM | 45 | 80 |
| 6 | DY | 45 | 75 |
| 7 | DA | 60 | 90 |
| 8 | FC | 50 | 80 |
| 9 | FS | 55 | 70 |
| 10 | FAK | 60 | 75 |
| 11 | FPL | 40 | 65 |
| 12 | GRR | 50 | 70 |
| 13 | GSH | 50 | 75 |
| 14 | I | 60 | 80 |
| 15 | JNS | 55 | 80 |
| 16 | K | 45 | 75 |
| 17 | MA | 75 | 100 |
| 18 | MID | 70 | 100 |
| 19 | MR | 65 | 95 |
| 20 | MR | 60 | 85 |
| 21 | MRP | 50 | 70 |
| 22 | MS | 60 | 85 |
| 23 | NNIP | 55 | 90 |
| 24 | NA | 60 | 90 |
| 25 | PA | 45 | 80 |
| 26 | RPA | 50 | 75 |
| 27 | RR | 45 | 70 |
| 28 | R | 45 | 80 |
| 29 | SA | 45 | 70 |
| 30 | S | 50 | 80 |
| 31 | SN | 55 | 85 |
| 32 | SP | 70 | 100 |
| 33 | YA | 45 | 75 |
| Total | | 1.775 | 2.680 |

Table 4.1 showed the scores of experimental group both of pre-test and post-test, based on the total it was showed that there was increasing from the pre-test and post-test, it was 1.775 to 2.680

2. The Score of Control Group

Table 4.2
The Score of Pre-test and Post-test of Control Group

| No. | Students' Initial | Pre-Test (Y1) | Post-Test (Y2) |
|-----|-------------------|---------------|----------------|
| 1 | AM | 40 | 55 |
| 2 | APN | 45 | 65 |
| 3 | AWS | 40 | 60 |
| 4 | ACW | 40 | 55 |
| 5 | AA | 35 | 50 |
| 6 | ATJ | 40 | 60 |
| 7 | BN | 50 | 70 |
| 8 | CR | 35 | 60 |
| 9 | DSH | 50 | 70 |
| 10 | ER | 40 | 55 |
| 11 | FRP | 55 | 70 |
| 12 | FS | 55 | 65 |
| 13 | FS | 45 | 70 |
| 14 | FR | 50 | 65 |
| 15 | IHW | 40 | 55 |
| 16 | M | 55 | 65 |
| 17 | MR | 50 | 70 |
| 18 | MA | 40 | 60 |
| 19 | MRP | 55 | 75 |
| 20 | NW | 35 | 60 |
| 21 | NF | 65 | 70 |
| 22 | NM | 35 | 55 |
| 23 | NF | 40 | 60 |
| 24 | NH | 35 | 55 |
| 25 | PR | 45 | 65 |
| 26 | RJ | 40 | 65 |
| 27 | RADP | 35 | 50 |
| 28 | RD | 45 | 55 |
| 29 | RA | 40 | 60 |
| 30 | RJ | 55 | 70 |
| 31 | S | 45 | 65 |
| 32 | SK | 40 | 70 |
| 33 | TAW | 35 | 55 |

| | | | |
|--------------|-----|--------------|--------------|
| 34 | WRI | 45 | 65 |
| 35 | Y | 45 | 70 |
| TOTAL | | 1.540 | 2.185 |

Table 4.2 showed the scores of control group both of pre-test and post-test. Based on the total was showed that there was increasing from the pre-test and post-test, it was from 1.540 to 2.185

B. Descriptive Analysis

The effect of jigsaw method in teaching past tense by using tali PAS media. Based on the data from the scores were analyzed, it was useful to know the differences between pre-test and post-test in experimental group, it could be seen below.

1. Mean

a. Mean Variable X (Variable 1)

Based on the data from the test in the table, the scores were analyzed that showed the different scores of pre-test and the post-test of experimental and control group.

Table 4.3
The Different Scores of Pre-test and Post-test of Experimental Group

| No. | Students' Initial | Pre-Test (X1) | Post-Test (X2) | X(X2-X1) |
|-----|-------------------|---------------|----------------|----------|
| 1 | APA | 50 | 85 | 35 |
| 2 | AN | 45 | 75 | 30 |
| 3 | AY | 65 | 85 | 20 |
| 4 | AM | 55 | 90 | 35 |
| 5 | CAM | 45 | 80 | 35 |
| 6 | DY | 45 | 75 | 30 |
| 7 | DA | 60 | 90 | 30 |
| 8 | FC | 50 | 80 | 30 |

| | | | | |
|--------------|------|--------------|--------------|------------|
| 9 | FS | 55 | 70 | 15 |
| 10 | FAK | 60 | 75 | 15 |
| 11 | FPL | 40 | 65 | 25 |
| 12 | GRR | 50 | 70 | 20 |
| 13 | GSH | 50 | 75 | 25 |
| 14 | I | 60 | 80 | 20 |
| 15 | JNS | 55 | 80 | 25 |
| 16 | K | 45 | 75 | 30 |
| 17 | MA | 75 | 100 | 25 |
| 18 | MID | 70 | 100 | 30 |
| 19 | MR | 65 | 95 | 30 |
| 20 | MR | 60 | 85 | 25 |
| 21 | MRP | 50 | 70 | 20 |
| 22 | MS | 60 | 85 | 25 |
| 23 | NNIP | 55 | 90 | 35 |
| 24 | NA | 60 | 90 | 30 |
| 25 | PA | 45 | 80 | 35 |
| 26 | RPA | 50 | 75 | 25 |
| 27 | RR | 45 | 70 | 25 |
| 28 | R | 45 | 80 | 35 |
| 29 | SA | 45 | 70 | 25 |
| 30 | S | 50 | 80 | 30 |
| 31 | SN | 55 | 85 | 30 |
| 32 | SP | 70 | 100 | 30 |
| 33 | YA | 45 | 75 | 30 |
| TOTAL | | 1.775 | 2.680 | 905 |

Based on the table above, the mean scores of experimental group was calculated as follow:

$$\begin{aligned}
 M_x &= \frac{\sum fx}{(N)} \\
 &= \frac{(905)}{(33)} \\
 &= 27,42
 \end{aligned}$$

Which :

M_x = The mean score of experimental group

$\sum fx$ = The score of $x_2 - x_1$

N = The sample of experimental group

b. Mean Variable Y (Variable 2)

Table 4.4
The Different Score of Pre-test and Post-test of Control Group

| No. | Students' Initial | Pre-Test (Y1) | Post-Test (Y2) | Y(Y2-Y1) |
|-----|-------------------|---------------|----------------|----------|
| 1 | AM | 40 | 55 | 15 |
| 2 | APN | 45 | 65 | 20 |
| 3 | AWS | 40 | 60 | 20 |
| 4 | ACW | 40 | 55 | 15 |
| 5 | AA | 35 | 50 | 15 |
| 6 | ATJ | 40 | 60 | 20 |
| 7 | BN | 50 | 70 | 20 |
| 8 | CR | 35 | 60 | 25 |
| 9 | DSH | 50 | 70 | 20 |
| 10 | ER | 40 | 55 | 15 |
| 11 | FRP | 55 | 70 | 15 |
| 12 | FS | 55 | 65 | 10 |
| 13 | FS | 45 | 70 | 25 |
| 14 | FR | 50 | 65 | 15 |
| 15 | IHW | 40 | 55 | 15 |
| 16 | M | 55 | 65 | 10 |
| 17 | MR | 50 | 70 | 20 |
| 18 | MA | 40 | 60 | 20 |
| 19 | MRP | 55 | 75 | 20 |
| 20 | NW | 35 | 60 | 25 |
| 21 | NF | 65 | 70 | 5 |
| 22 | NM | 35 | 55 | 20 |
| 23 | NF | 40 | 60 | 20 |
| 24 | NH | 35 | 55 | 20 |
| 25 | PR | 45 | 65 | 20 |

| | | | | |
|--------------|------|--------------|--------------|------------|
| 26 | RJ | 40 | 65 | 25 |
| 27 | RADP | 35 | 50 | 15 |
| 28 | RD | 45 | 55 | 10 |
| 29 | RA | 40 | 60 | 20 |
| 30 | RJ | 55 | 70 | 15 |
| 31 | S | 45 | 65 | 20 |
| 32 | SK | 40 | 70 | 30 |
| 33 | TAW | 35 | 55 | 20 |
| 34 | WRI | 45 | 65 | 20 |
| 35 | Y | 45 | 70 | 25 |
| TOTAL | | 1.540 | 2.185 | 645 |

Based on the table above , the mean scores of control group was calculated as follow :

$$M_y = \frac{(\sum fy)}{(N)}$$

$$= \frac{(645)}{(35)}$$

$$= 18,42$$

2. Standard Deviation

- a. Standard Deviation (SD) for Variable X (Variable 1)

Table 4.5
The Calculation of Standard Derivation in Experimental Group

| No | Students' Initial | X(X2-X1) | x=(X-Mx) | X |
|----|-------------------|----------|----------|---------|
| 1 | APA | 35 | 7,58 | 57,4564 |
| 2 | AN | 30 | 2,58 | 6,6564 |
| 3 | AY | 20 | -7,42 | 55,0564 |
| 4 | AM | 35 | 7,58 | 57,4564 |
| 5 | CAM | 35 | 7,58 | 57,4564 |
| 6 | DY | 30 | 2,58 | 6,6564 |
| 7 | DA | 30 | 2,58 | 6,6564 |

| | | | | |
|--------------|------|------------|-------------|-------------------|
| 8 | FC | 30 | 2,58 | 6,6564 |
| 9 | FS | 15 | -12,42 | 154,2564 |
| 10 | FAK | 15 | -12,42 | 154,2564 |
| 11 | FPL | 25 | -2,42 | 5,8564 |
| 12 | GRR | 20 | -7,42 | 55,0564 |
| 13 | GSH | 25 | -2,42 | 5,8564 |
| 14 | I | 20 | -7,42 | 55,0564 |
| 15 | JNS | 25 | -2,42 | 5,8564 |
| 16 | K | 30 | 2,58 | 6,6564 |
| 17 | MA | 25 | -2,42 | 5,8564 |
| 18 | MID | 30 | 2,58 | 6,6564 |
| 19 | MR | 30 | 2,58 | 6,6564 |
| 20 | MR | 25 | -2,42 | 5,8564 |
| 21 | MRP | 20 | -7,42 | 55,0564 |
| 22 | MS | 25 | -2,42 | 5,8564 |
| 23 | NNIP | 35 | 7,58 | 57,4564 |
| 24 | NA | 30 | 2,58 | 6,6564 |
| 25 | PA | 35 | 7,58 | 57,4564 |
| 26 | RPA | 25 | -2,42 | 5,8564 |
| 27 | RR | 25 | -2,42 | 5,8564 |
| 28 | R | 35 | 7,58 | 57,4564 |
| 29 | SA | 25 | -2,42 | 5,8564 |
| 30 | S | 30 | 2,58 | 6,6564 |
| 31 | SN | 30 | 2,58 | 6,6564 |
| 32 | SP | 30 | 2,58 | 6,6564 |
| 33 | YA | 30 | 2,58 | 6,6564 |
| TOTAL | | 905 | 0,14 | 1.006,0612 |

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow :

$$SD_x = \frac{\sqrt{1.006,06}}{33} = \sqrt{30,48} = 5,52$$

b. Standard Deviation (SD) for Variable Y (Variable 2)

Table 4.6
The Calculation of Standard Derivation in Control Group

| No | Students' Initial | Y(Y2-Y1) | y=(Y-My) | Y |
|----|-------------------|----------|----------|----------|
| 1 | AM | 15 | -3,42 | 11,6964 |
| 2 | APN | 20 | 1,58 | 2,4964 |
| 3 | AWS | 20 | 1,58 | 2,4964 |
| 4 | ACW | 15 | -3,42 | 11,6964 |
| 5 | AA | 15 | -3,42 | 11,6964 |
| 6 | ATJ | 20 | 1,58 | 2,4964 |
| 7 | BN | 20 | 1,58 | 2,4964 |
| 8 | CR | 25 | 6,58 | 43,2964 |
| 9 | DSH | 20 | 1,58 | 2,4964 |
| 10 | ER | 15 | -3,42 | 11,6964 |
| 11 | FRP | 15 | -3,42 | 11,6964 |
| 12 | FS | 10 | -8,42 | 70,8964 |
| 13 | FS | 25 | 6,58 | 43,2964 |
| 14 | FR | 15 | -3,42 | 11,6964 |
| 15 | IHW | 15 | -3,42 | 11,6964 |
| 16 | M | 10 | -8,42 | 70,8964 |
| 17 | MR | 20 | 1,58 | 2,4964 |
| 18 | MA | 20 | 1,58 | 2,4964 |
| 19 | MRP | 20 | 1,58 | 2,4964 |
| 20 | NW | 25 | 6,58 | 43,2964 |
| 21 | NF | 5 | -13,42 | 180,0964 |
| 22 | NM | 20 | 1,58 | 2,4964 |
| 23 | NF | 20 | 1,58 | 2,4964 |
| 24 | NH | 20 | 1,58 | 2,4964 |
| 25 | PR | 20 | 1,58 | 2,4964 |
| 26 | RJ | 25 | 6,58 | 43,2964 |
| 27 | RADP | 15 | -3,42 | 11,6964 |
| 28 | RD | 10 | -8,42 | 70,8964 |
| 29 | RA | 20 | 1,58 | 2,4964 |
| 30 | RJ | 15 | -3,42 | 11,6964 |
| 31 | S | 20 | 1,58 | 2,4964 |

| | | | | |
|--------------|-----|------------|------------|----------------|
| 32 | SK | 30 | 11,58 | 134,0964 |
| 33 | TAW | 20 | 1,58 | 2,4964 |
| 34 | WRI | 20 | 1,58 | 2,4964 |
| 35 | Y | 25 | 6,58 | 43,2964 |
| TOTAL | | 645 | 0,3 | 888,574 |

$$SD_y = \frac{\sqrt{888,57}}{35} = \sqrt{25,38} = 5,03$$

Based on the calculation above shown the following facts:

$$SD_x = 5,52$$

$$SD_y = 5,03$$

$$N1 = 33$$

$$N2 = 35$$

$$X = 905$$

$$Y = 645$$

$$M_x = 27,42$$

$$M_y = 18,42$$

$$(x-M_x)^2 = 1.006,06$$

$$(x-M_y)^2 = 888,57$$

Therefore, the following formula was implemented :

Standard Error of Experimental Group:

$$SE M_1 = \frac{SD}{\sqrt{N1-1}} = \frac{5,52}{\sqrt{33-1}} = \frac{5,52}{\sqrt{32}} = \frac{5,52}{5,65} = 0,97$$

Standard Error of Control Group:

$$SE M_1 = \frac{SD}{\sqrt{N2-1}} = \frac{5,03}{\sqrt{35-1}} = \frac{5,03}{\sqrt{34}} = \frac{5,03}{5,83} = 0,86$$

Next, the following was implemented to find out the error standard deviation between $M_1 - M_2$

$$\begin{aligned}
 SE M_1 - M_2 &= \sqrt{SEM^2_1 + SEM^2_2} \\
 &= \sqrt{(0,97)^2 + (0,86)^2} \\
 &= \sqrt{0,9409 + 0,7396} \\
 &= \sqrt{1,68} \\
 &= 1,29
 \end{aligned}$$

C. Testing Hypothesis

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SEM_{M_1 - M_2}} \\
 &= \frac{27,42 - 18,42}{1,29} \\
 &= \frac{9}{1,29} = 6,97
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows: H_a : the value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} > t_{\text{table}}$), where t_{table} value for the degree of freedom, the calculation showed as follow:

$$\begin{aligned}
 df &= (N_1 + N_2) - 2 \\
 &= (33 + 35) - 2 \\
 &= 68 - 2 \\
 &= 66
 \end{aligned}$$

Based on the table distribution, the pride of t_{table} with degree of freedom (df) 66 at the level significance, while the critical value t_{observe} 6,97. The

result of computing indicated that t_{observe} was higher than t_{table} ($t_{\text{observe}} > t_{\text{table}}$: $6,97 > 1,66$). It meant that hypothesis was accepted.

D. Research Finding

It was found that jigsaw method by using tali PAS media in teaching past tense gave significant effect. The students were taught by jigsaw method by using tali PAS media got higher score than those taught by using grammar translation method. The result of test showed that the t_{observe} was higher than t_{table} ($6.97 > 1.66$). It meant that jigsaw method by using tali PAS media gave the significant effect on the students' achievement in learning past tense.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Grammar was not an easy subject among students at SMA Al-Hikmah Medan, especially studied about regular and irregular verbs of past tense. It was very important to create suitable methods related to students' characteristic. The students needed to be delivered a method that made them intended to learn actively in learning simple past tense. The study investigated the effect of Jigsaw method in teaching past tense by using tali PAS media. An experimental research was used as research design of the study.

Based on the data analysis in chapter IV and the discussion in the previous chapter, the conclusion of the study showed that H_a was accepted and H_0 was rejected. It meant that jigsaw method by using tali PAS media was effective to improve students' achievement in studying past tense. After conducting the research, the final result which was prove from the total score of pre-test and post-test before giving treatment, 1.775 and 2.680 respectively. It was found $t_{\text{observe}} > t_{\text{table}}$ or $6.97 > 1.66$ with $df = (33+35) - 2 = 66$. It meant that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. Therefore, it could be concluded that jigsaw method was effective to improve students' achievement in teaching past tense by using tali PAS media at tenth grade of SMA Al-Hikmah Medan.

B. Suggestion

1. The teacher should be able to select the method and instructional media which suitable with situation and condition of the class.
2. Jigsaw method could be an alternative method in teaching English to improve students' achievement in past tense.
3. Tali PAS media could be the best instructional media that constructed about the subject matter
4. The teacher could increase the students' motivation in learning English by using Jigsaw method
5. The teacher could implement this method and the instructional media to make the students be more interested in learning to improve English teaching-learning process

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LESSON PLAN
(CONTROL GROUP)

School : SMA Al-Hikmah Medan
Topic : Past Tense
Class/ Semester : X IIS 1/ I
Academic Year : 2019/2020
Time : 2x 30minutes

A. Core Competence

1. Living and practise the teaching of religion
2. Living and practising honest behaviour, discipline, responsibility, caring (mutual cooperation, operation, tolerance, and peace), courtesy, responsiveness and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as reflection of the nation in world association.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture and humanities with humanity and nationality state and civilization insights regarding the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interest to solve problems.
4. Processing, reasoning and understanding in the real of congress and the abstract real related to the development of what they learned in school independently, and be able to use methods to scientific.

B. Basic Competence

- 1.1 Being grateful for the opportunity to learn English as medium of instruction for international communication is realized in the spirit of learning.
- 2.1 Demonstrate honesty, diciplined, confident, and responsible the behavior in carrying out the transactional communication with teachers and friends.

- 3.1 Analyze the social functions, text structures, and linguistic elements in the statement and question of actions.
- 4.1 Arrange oral and written to express and ask about actions/ events those are carry out/ happen in past that refer to the time of occurrences refer to the end, by paying attentions to social function, text structures, and linguistic elements, which are correct in context.

C. Indicators of Competence Achievement

1. Students can analyze social functions, text structures, and linguistic elements to state and ask about actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence with which refers to the end, in accordance with the context of its use.
2. Students can compile oral and written texts to express and ask about actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence with those that refer to the end, by paying attention to social functions, text structures and linguistic elements that are correct and in context.

D. Learning Objectives

1. Students can analyze social functions, text structure, and linguistic elements to state and ask about actions / activities / events that were carried out / occurred in the past that refer to the time of occurrence with reference to the end in accordance with the context of its use.
2. Students can compile oral and written texts to state and ask about actions / activities / events that were carried out / happened in the past that refer to the time of occurrence with those that refer to the end, by paying attention to social functions, text structure, and correct language elements and in context.

E. Learning Materials

The simple past indicates that an activity or situation began and ended at a particular time in the past.

- c. Simple Past Tense is a verb form that is used to express one action which happened or took place at a particular time in the past.

Examples :

4. He was in Japan last month
 5. They went to China last night
 6. You were there yesterday
- d. Simple Past Tense is a verb form that is used to express repeated, habitual actions in the past.

Examples:

3. He used to have five goats and two cows
4. She always went to Mosque at night

English regular verbs, form the past tense:

- a) By adding -ed to the verb base; walk → walked
- b) By adding -d to the base; smile → smiled
- c) By changing -y → -ied; cry → cried

Then irregular verb can be formed by suffixation or by changing the vowel and consonant from the stem.

- c) Verbs that do not change to past tense form.

| Verb I | Verb II | Verb III |
|--------|---------|----------|
| Cost | Cost | Cost |
| Put | Put | Put |
| Cut | Cut | Cut |
| Hit | Hit | Hit |

- d) Verbs that undergo a vowel change and add consonant.

| Verb I | Verb II and Verb III |
|--------|----------------------|
| Feel | Felt |
| Meet | Met |

| | |
|-------|--------|
| Sleep | Slept |
| Buy | Bought |
| Teach | Taught |

- d) Verbs that undergo an internal vowel change for past tense but have no distinct form the past participle.

| Verb I | Verb II and Verb III |
|---------------|-----------------------------|
| Wind | Wound |
| Find | Found |
| Say | Said |
| Hear | Heard |

- e) Verbs that undergo internal vowel change for past tense and for past participle.

| Verb I | Verb II | Verb III |
|---------------|----------------|-----------------|
| Choose | Chose | Chosen |
| Speak | Spoke | Spoken |
| Draw | Drew | Drawn |
| Grow | Grew | Grown |
| Write | Wrote | Written |

- f) Verbs that also undergo internal vowel change for past and for past participle.

| Verb I | Verb II | Verb III |
|---------------|----------------|-----------------|
| Begin | Began | Begun |
| Drink | Drank | Drunk |
| Sing | Sang | Sung |
| Swim | Swam | Swum |

F. Learning Methods

Learning method : Grammar Translation Method

G. Tools / Media / Learning Source

Tools / Media:

- Whiteboard
- Marker
- Infocus
- Laptop
- Tali PAS

Learning Source :

- Handbook

H. Learning Activities

| Activity | Description | Time Allocation |
|-------------------------------|---|-----------------|
| Preliminary Activities | <ul style="list-style-type: none">• The students give greeting to the teacher.• The teacher starts the lesson by praying first.• The teacher asks about the previous lesson briefly.• The teacher gives illustration about the material will be studied. | 10 minutes |
| Core Activities | <ul style="list-style-type: none">• The teacher asks to the students about Past Tense.• The teacher divides the | 40 minutes |

| | | |
|--|--|---|
| | <p>students become 5 groups.</p> <ul style="list-style-type: none"> • The teacher divides the students by counting number 1 until 5. • There will be 5 expert group then they will be divided into original group. • The expert groups join be one group. • The students read and discuss about the material. • Every expert group go back to original group. • The students do their text in structure formed. • Then the teacher gives tali PAS media to each group. • Each group presents their working by showing the answer to the teacher. | |
| <p style="text-align: center;">Closing Activities</p> | <p>The reflection to evaluate the students :</p> <ul style="list-style-type: none"> • The teacher gives a strong explanation about the material taught which | <p style="text-align: center;">10 minutes</p> |

| | | |
|--|--|--|
| | <p>included definition, examples and the use of past tense in a sentence.</p> <ul style="list-style-type: none">• The teacher informs to the students about the next material in the next meeting.• The teacher closes the learning process and give greeting to the students | |
|--|--|--|

I. Assessment

Formula :

$$\text{Score} = \frac{\text{true items}}{\text{members of item}} \times 100 \%$$

ANSWER THE QUESTION CORRECTLY BY CIRCLING THE BEST ONE !

1. We _____ David in town a few days ago
 - a. Did see
 - b. Did saw
 - c. Was saw
 - d. Saw

2. It was cold, so I _____ the window
 - a. Shut
 - b. Am shut
 - c. Was shut
 - d. Shutted

3. I _____ to the cinema three times last week
 - a. Was go
 - b. Did go
 - c. Went
 - d. Goed

4. What _____ you _____ last weekend?
 - a. Were / do
 - b. Did/ do
 - c. Did / did
 - d. Do/ did

5. The police _____ me on my way home last night
 - a. Was stop
 - b. Stops
 - c. Stopped
 - d. Stopping

6. The film wasn't very good. I _____ it very much
 - a. Enjoyed
 - b. Didn't enjoyed
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7. The bed was very uncomfortable. I _____ sleep very well
 - a. Didn't
 - b. Wasn't
 - c. Did
 - d. Not

8. The window was open and a bird _____ into the room
 - a. Fly
 - b. Was flew
 - c. Flew
 - d. Did fly

9. I _____ a lot of money yesterday. I _____ an expensive dress
 - a. Spend/ buy
 - b. Spent/ bought
 - c. Spent/ buy
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10. Shakespeare _____ a wife. He was single
 a. Wasn't have c. Didn't have
 b. Had d. Didn't had
11. My brother was so happy because he _____ the school team
 a. Joined c. Joins
 b. Joining d. Did join
12. A: Who _____ Mona Lisa?
 B: Leonarda da Vinci _____ it
 a. Paints/ paint c. Did painted/ painted
 b. Did paint/ painted d. Painted/ painted
13. My father _____ late, so he _____ a taxi
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 a. Has written c. Have written
 b. Wrote d. Were written
15. John _____ the old lady to carry her shopping bags yesterday
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16. Unfortunately, he _____ late last night and _____ the play
 a. Was arriving/ missed c. Arrived/ was missing
 b. Arrived/ missed d. Has arrived/ has missed

**COMPLETE THE LETTER WITH A CORRECT FORM FOR
 NO. 17 – 20**

Dear: Sarah

Sarah, I am writing to you just to memorize about our holiday in your city last year.

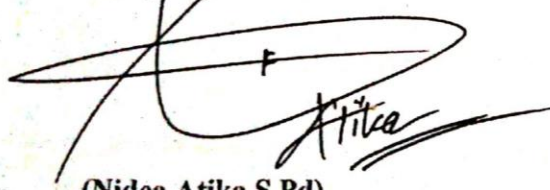
I was so happy being there with you. We ¹⁷ _____ many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the places. We ¹⁸ _____ many foods and souvenirs there. We also ¹⁹ _____ the _____ pictures scenery. We ²⁰ _____ so happy spending time together.

I hope we can visit there again next time.

- | | |
|----------------|---------------|
| 17. a. Visited | c. Did visit |
| b. Visits | d. Visit |
| 18. a. Buying | c. Was buying |
| b. Bought | d. Bought |
| 19. a. Taken | c. Takes |
| b. Taked | d. Took |
| 20. a. Were | c. Was |
| b. Are | d. Did |

Medan, 5 September 2019

English Teacher



(Nidea Atika S.Pd)

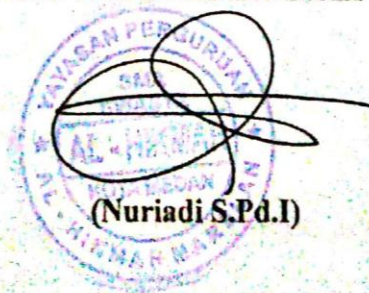
Researcher



(Cici Nurhayati)

Known by:

Headmaster of SMA AL HIKMAH MEDAN



(Nuriadi S.Pd.I)

LESSON PLAN
(EXPERIMENTAL GROUP)

School : SMA Al-Hikmah Medan
Topic : Past Tense
Class/ Semester : X MIA 1/ I
Academic Year : 2019/ 2020
Time : 2x 30minutes

A. Core Competence

1. Living and practise the teaching of religion
2. Living and practising honest behaviour, discipline, responsibility, caring (mutual cooperation, operation, tolerance, and peace), courtesy, responsiveness and showing attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves as reflection of the nation in world association.
3. Understand, apply, analyze factual, conceptual, procedural knowledge based on their curiosity about science, technology, art, culture and humanities with humanity and nationality state and civilization insights regarding the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to their talents and interest to solve problems.
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- b. Simple Past Tense is a verb form that is used to express repeated, habitual actions in the past.

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English regular verbs, form the past tense:

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- b) Verbs that undergo a vowel change and add consonant.

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- e) Verbs that also undergo internal vowel change for past and for past participle.

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| Drink | Drank | Drunk |
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F. Learning Methods

Learning method : Jigsaw Method

G. Tools / Media / Learning Source

Tools / Media:

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Learning Source :

- Handbook

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| Activity | Description | Time Allocation |
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 - c. Was shut
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 - c. Did / did
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 - d. Did fly

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 - b. Spent/ bought
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 a. Wakes up/ got c. Woke up/ got
 b. Is waking up/ getting d. Has woken up/ gets
14. The students _____ stories for homework yesterday
 a. Has written c. Have written
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15. John _____ the old lady to carry her shopping bags yesterday
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16. Unfortunately, he _____ late last night and _____ the play
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**COMPLETE THE LETTER WITH A CORRECT FORM FOR
 NO. 17 – 20**

Dear: Sarah

Sarah, I am writing to you just to memorize about our holiday in your city last year.

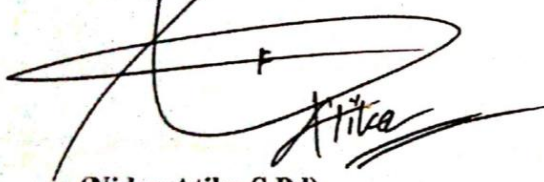
I was so happy being there with you. We ¹⁷ _____ many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the places. We ¹⁸ _____ many foods and souvenirs there. We also ¹⁹ _____ the _____ pictures scenery. We ²⁰ _____ so happy spending time together.

I hope we can visit there again next time.

- | | |
|----------------|---------------|
| 17. a. Visited | c. Did visit |
| b. Visits | d. Visit |
| 18. a. Buying | c. Was buying |
| b. Bought | d. Bought |
| 19. a. Taken | c. Takes |
| b. Taked | d. Took |
| 20. a. Were | c. Was |
| b. Are | d. Did |

Medan, 5 September 2019

English Teacher



(Nidea Atika S.Pd)

Researcher



(Cici Nurhayati)

Known by:

Headmaster of SMA AL HIKMAH MEDAN



(Nuriadi S.Pd.I)

INSTRUMENT OF THE RESEARCH

ANSWER THE QUESTION CORRECTLY BY CIRCLING THE RIGHT !

1. We _____ David in town a few days ago
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 - d. Saw

2. It was cold, so I _____ the window
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 - b. Am shut
 - c. Was shut
 - d. Shuted

3. I _____ to the cinema three times last week
 - a. Was go
 - b. Did go
 - c. Went
 - d. Goed

4. What _____ you _____ last weekend?
 - a. Were / do
 - b. Did/ do
 - c. Did / did
 - d. Do/ did

5. The police _____ me on my way home last night
 - a. Was stop
 - b. Stops
 - c. Stopped
 - d. Stopping

6. The film wasn't very good. I _____ it very much
 - a. Enjoyed
 - b. Didn't enjoyed
 - c. Wasn't enjoy
 - d. Didn't enjoy

7. The bed was very uncomfortable. I _____ sleep very well
 - a. Didn't
 - b. Wasn't
 - c. Did
 - d. Not

8. The window was open and a bird _____ into the room
 - a. Fly
 - b. Was flew
 - c. Flew
 - d. Did fly

9. I _____ a lot of money yesterday. I _____ an expensive dress
 - a. Spend/ buy
 - b. Spent/ bought
 - c. Spent/ buy
 - d. Was spent/ bought

10. Shakespeare _____ a wife. He was single
 a. Wasn't have c. Didn't have
 b. Had d. Didn't had
11. My brother was so happy because he _____ the school team
 a. Joined c. Joins
 b. Joining d. Did join
12. A: Who _____ Mona Lisa?
 B: Leonarda da Vinci _____ it
 a. Paints/ paint c. Did painted/ painted
 b. Did paint/ painted d. Painted/ painted
13. My father _____ late, so he _____ a taxi
 a. Wakes up/ got c. Woke up/ got
 b. Is waking up/ getting d. Has woken up/ gets
14. The students _____ stories for homework yesterday
 a. Has written c. Have written
 b. Wrote d. Were written
15. John _____ the old lady to carry her shopping bags yesterday
 a. Helped c. Helps
 b. Was helped d. Help
16. Unfortunately, he _____ late last night and _____ the play
 a. Was arriving/ missed c. Arrived/ was missing
 b. Arrived/ missed d. Has arrived/ has missed

**COMPLETE THE LETTER WITH A CORRECT FORM FOR
 NO. 17 – 20**

Dear: Sarah

Sarah, I am writing to you just to memorize about our holiday in your city last year. I was so happy being there with you. We ¹⁷ _____ many tourism objects like Parangtritis Beach, Prambanan Temple, and Malioboro. I really enjoyed the places. We ¹⁸ _____ many foods and souvenirs there. We also ¹⁹ _____ the pictures scenery. We ²⁰ _____ so happy spending time

17. a. Visited
b. Visits

c. Did visit
d. Visit

18. a. Buying
b. Bought

c. Was buying
d. Buyed

19. a. Taken
b. Taked

c. Takes
d. Took

20. a. Were
b. Are

c. Was
d. Did

KEY ANSWER

Multiple Choice

1. D. Saw
2. A. Shut
3. B. Went
4. C. Did/ do
5. B. Stopped
6. D. Didn't enjoy
7. A. Didn't
8. B. Flew
9. C. Spent/ bought
10. B. Didn't have
11. A. Joined
12. D. Painted/ painted
13. B. Woke up/ got
14. C. Wrote
15. A. Helped
16. B. Arrived/ missed
17. A. Visited
18. C. Bought
19. D. Took
20. A. Were

ATTENDANCE LIST OF CONTROL GROUP

ATTENDANCE LIST OF CONTROL CLASS

| NO | NAME | 1 st Meeting (Pre-test) | 2 nd Meeting (Treatment and Post-test) | Detail | | |
|----|-----------------------|---------------------------------------|---|--------|---|---|
| | | | | A | S | P |
| 1 | Adinda Marlisa | ✓ | ✓ | | | |
| 2 | Afifah Putri Nabila | ✓ | ✓ | | | |
| 3 | Alhaji Wira Satriaji | ✓ | ✓ | | | |
| 4 | Annisa Cahaya Wiguna | ✓ | ✓ | | | |
| 5 | Ariski Amdani | ✓ | ✓ | | | |
| 6 | Ath- Thahirah M.Jaya | ✓ | ✓ | | | |
| 7 | Bunga Nurhasanah | ✓ | ✓ | | | |
| 8 | Cindy Ramayani | ✓ | ✓ | | | |
| 9 | Dea Shintia | ✓ | ✓ | | | |
| 10 | Epa Ramayani | ✓ | ✓ | | | |
| 11 | Fajar Ramadhan | ✓ | ✓ | | | |
| 12 | Fikri Syahputra | ✓ | ✓ | | | |
| 13 | Firlana | ✓ | ✓ | | | |
| 14 | Imam Hadi | ✓ | ✓ | | | |
| 15 | Maulidina | ✓ | ✓ | | | |
| 16 | Mhd. Rafly | ✓ | ✓ | | | |
| 17 | Mhd. Andreansyah | ✓ | ✓ | | | |
| 18 | Mhd. Rangga | ✓ | ✓ | | | |
| 19 | Nadya Wuladari | ✓ | ✓ | | | |
| 20 | Nur Fadillah | ✓ | ✓ | | | |
| 21 | Nurhadia Masna | ✓ | ✓ | | | |
| 22 | Nurul Fadillah | ✓ | ✓ | | | |
| 23 | Putri Ramdhani | ✓ | ✓ | | | |
| 24 | Rama Juanda | ✓ | ✓ | | | |
| 25 | Ray Angga Dwi Prayoga | ✓ | ✓ | | | |
| 26 | Rina Devina | ✓ | ✓ | | | |
| 27 | Rini Andriani | ✓ | ✓ | | | |
| 28 | Riyadhul Jannadi | ✓ | ✓ | | | |
| 29 | Sarah | ✓ | ✓ | | | |
| 30 | Sofi Karinnina | ✓ | ✓ | | | |
| 31 | T. Agustian Wahyudi | ✓ | ✓ | | | |
| 32 | Wita Rizky | ✓ | ✓ | | | |
| 33 | Yusuf | ✓ | ✓ | | | |
| 34 | Nurul Hidayah | ✓ | ✓ | | | |
| 35 | Ferry Setiawan | ✓ | ✓ | | | |

Medan, September 2019

Researcher



Cici Nurhavati
1502050076

ATTENDANCE LIST OF EXPERIMENT GROUP

ATTENDANCE LIST OF EXPERIMENTAL CLASS

| NO | NAME | 1 st Meeting (Pre-test) | 2 nd Meeting (Treatment and Post-test) | Detail | | |
|----|-------------------------|---------------------------------------|---|--------|---|---|
| | | | | A | S | P |
| 1 | Adinda Puspa Ayumi | ✓ | ✓ | | | |
| 2 | Agung Nugraha | ✓ | ✓ | | | |
| 3 | Alifiah Yusuf | ✓ | ✓ | | | |
| 4 | Andre Maulana | ✓ | ✓ | | | |
| 5 | Chairina Agustin M | ✓ | ✓ | | | |
| 6 | Delima Yustira | ✓ | ✓ | | | |
| 7 | Dina Amelia | ✓ | ✓ | | | |
| 8 | Fadillah Chairunnisa | ✓ | ✓ | | | |
| 9 | Fajar Siddik | ✓ | ✓ | | | |
| 10 | Feby Aulia Khairunnisa | ✓ | ✓ | | | |
| 11 | Fuji Putri Lestari | ✓ | ✓ | | | |
| 12 | Gadis Rara Rengganis | ✓ | ✓ | | | |
| 13 | Ghesya Sabilla Pradinda | ✓ | ✓ | | | |
| 14 | Ilhamsyah | ✓ | ✓ | | | |
| 15 | Junita Nova Siagian | ✓ | ✓ | | | |
| 16 | Khairunnisa | ✓ | ✓ | | | |
| 17 | Maulana Abdullah | ✓ | ✓ | | | |
| 18 | Mhd Ichsan Dhafir | ✓ | ✓ | | | |
| 19 | Muhammad Rafli | ✓ | ✓ | | | |
| 20 | Muhammad Ridho | ✓ | ✓ | | | |
| 21 | Muhammad Rizky Prastia | ✓ | ✓ | | | |
| 22 | Mutia Salvani | ✓ | ✓ | | | |
| 23 | Nadia Nurul Ismi Pane | ✓ | ✓ | | | |
| 24 | Nelli Alamida | ✓ | ✓ | | | |
| 25 | Putri Aisyah | ✓ | ✓ | | | |
| 26 | Rindu Ramadhani | ✓ | ✓ | | | |
| 27 | Rizky | ✓ | ✓ | | | |
| 28 | Sella Arimbi | ✓ | ✓ | | | |
| 29 | Silvia | ✓ | ✓ | | | |
| 30 | Siti Nurhadijah | ✓ | ✓ | | | |
| 31 | Surya Pranata | ✓ | ✓ | | | |
| 32 | Yunana Afra | ✓ | ✓ | | | |
| 33 | Rheinaya Putri Abdillah | ✓ | ✓ | | | |

Medan, September 2019

Researcher



Cici Nurhayati
1502050076

DOCUMENTATION OF RESEARCH









MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Cici Nurhayati
NPM : 1502050076
Prog. Studi : Pendidikan Bahasa Inggris

| Judul | Diterima |
|---|-------------|
| The Effectiveness of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media | <i>recd</i> |

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Khairil, S.Pd, M.Hum

Medan, 11 April 2019
Hormat Pemohon,


Cici Nurhayati



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

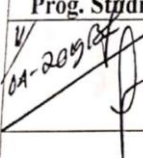
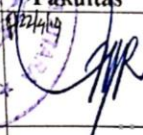
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Cici Nurhayati
NPM : 1502050076
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS

IPK = 3,74

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|--|---|--|
|  | The Effectiveness of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media |  |
| | The Effectiveness of Suggestopedia Method on Students' Vocabulary Mastery by Using Sticky Note Media | |
| | The Effectiveness of Debate Method on Students' Speaking Achievement | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 11 April 2019
Hormat Pemohon,

Cici Nurhayati

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Cici Nurhayati
NPM : 1502050076
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effectiveness of Jigsaw Method in Teaching Past Tense
by Using Tali PAS Media

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Khairil, S.Pd, M.Hum

Acc 29/04/2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 11 April 2019
Hormat Pemohon,

Cici Nurhayati

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1075 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:


Nama : Cici Nurhayati
N P M : 1502050076
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media.

Pembimbing : Khairil. S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 24 Sya'ban 1440 H
29 April 2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



UMSU

Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 4624 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Dzulqaidah 1440 H
15 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
SMA Al-Hikmah Medan
di-
Tempat

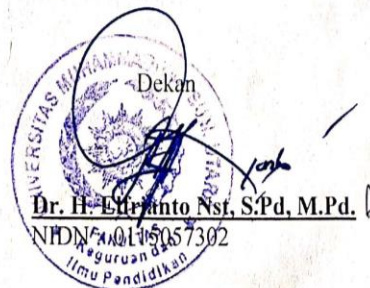
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Cici Nurhayati
N P M : 1502050076
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Jiqsaw Method in Teaching Past Tense by Using Tali PAS Media.

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

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



** Pentingal **



YAYASAN PERGURUAN AL-HIKMAH SMA SWASTA AL-HIKMAH

Alamat: Jl. Marelan I Pasar 4 Kel. Rengas Pulau Kec. Medan Marelan Telp. 061-6841769 Email: sma_al_hikmah@yahoo.co.id

SURAT KETERANGAN Nomor : 066/SMA-AH/IX2019

Berdasarkan surat Dekan Bidang Akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 4624/II.3/UMSU-02/F/2019 tentang permohonan melaksanakan Penelitian/Riset untuk pembuatan Skripsi yang berjudul "**The effect of jigsaw method in teaching past tense by using tali PAS Media**", maka dengan ini yang bertanda tangan di bawah ini Kepala SMA Swasta Al-Hikmah Jl. Marelan I Pasar IV Kel. Rengas Pulau Kec. Medan Marelan Kota Medan menerangkan bahwa:

Nama Mahasiswa : **Cici Nurhayati**
NPM : 1502050076
Program Studi : Pendidikan Bahasa Inggris

Adalah benar nama yang tersebut diatas telah melaksanakan kegiatan Penelitian/Riset sejak tanggal 20 Agustus – 31 Agustus 2019 di SMA Swasta Al-Hikmah Medan Tahun Pelajaran 2019/2020, dan mahasiswa tersebut telah memenuhi dan tanggung jawabnya dengan baik.

Demikianlah surat keterangan ini diperbuat dengan sebenarnya.

Medan, 05 September 2019
Kepala Sekolah,


Nuriadi, S.Pd.I



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Cici Nurhayati
N.P.M : 1502050076
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effectiveness of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media

| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|-----------|------------------------------------|--------------|
| 11/5/2019 | Chapter I | |
| | Chapter II | |
| | References | |
| 17/5/2019 | Chapter III | |
| | Appendix | |
| | ACC for Seminar | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Medan, 11 April 2019

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Khairil, S.Pd, M.Hum)



UMSU
Unggul | Cerdas | Terpercaya

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Cici Nurhayati
N.P.M : 1502050076
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media

Pada hari Kamis tanggal 23 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, 25 Mei 2019

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

Khairil, S.Pd, M.Hum

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Cici Nurhayati
N.P.M : 1502050076
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 25 Mei 2019

Hormat saya

Yang membuat pernyataan,



Cici Nurhayati

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

Kepada : Yth. Bapak Ketua
Program Studi Pendidikan Bahasa Inggris
FKIP Universitas Muhammadiyah Sumatera Utara

Perihal : Permohonan Perubahan Judul Skripsi

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Cici Nurhayati
N P M : 1502050076
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul Skripsi sebagaimana tercantum dibawah ini :

The Effectiveness of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media

Menjadi

The Effect of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media

Demikianlah permohonan ini saya sampaikan untuk mendapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Medan, 25 Mei 2019

Hormat saya

Cici Nurhayati

Diketahui Oleh :

Dosen Pembahas

Mandra Saragih, S.Pd, M.Hum

Dosen Pembimbing

Khairil, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap : Cici Nurhayati
N.P.M : 1502050076
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Jigsaw Method in Teaching Past Tense by Using Tali PAS Media

Benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 23 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas. Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan, 25 Mei 2019

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