

**THE EFFECT OF USING JIGSAW LEARNING TECHNIQUE IN INCREASING
STUDENTS' SPEAKING ABILITY IN THE ENGLISH DEBATE CLASS**

THESIS

Submitted in Partial Fulfilment as the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

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ABSTRACT

DIO HARYANTO, 1202050343. “*The Effect of Using Jigsaw Learning Technique in Increasing in Student’s Speaking Ability in the English Debate Class*”. Thesis, English Departement Faculty of Teacher’s Training and Education, Univercity of Muhammadiyah Sumatera Utara, Medan : 2017

This study was conducted as an attempt to discover the effect of using jigsaw learning technique in increasing students’ speaking ability in the english debate class. It was an experimental research. The subject was students of semester seventh in UMSU English Education Major specifcly in english debate class. Two classes were takeng by total sampling which divided into 2 groups. 43 students in VII-A Morning as Experimental group and 42 students in VII-B Afternoon as Control group. The instrument used in this research is oral test. The analysis were showed that the score of the students in the experimental group were significantly higher than the score of the students in control goup at the level of significance. Jigsaw Technique was proven significant enough to raise students idea, especially in debating class.

Keyword : *Jigsaw Learning Technique, Speaking, English Debate Class*

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Medan, 20 October 2017

The writer

Dio Haryanto

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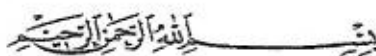
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CHAPTER I

INTRODUCTION

A. Background of problems

Speaking is a productive language skill “it means that speaking is a person’s skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication”. So based on the theory above we could take the point that learning to speak is really important, because we will learn how to express what is in our mind and heart. Speaking is not only about utterance and sound, but speaking also about moving people’s hearts, the better is your ability in arranging the words, the better is your speaking skills. Having a good speaking skill makes people easier to receive the point of what you trying to say.

To be a good in speaking, we need to take ourself to the higher level of speaking skills, speaking activity can take place in anytime and anywhere in our live. As long as there are more than one person communicating with spoken language, but the speaking skills that the researcher try to improve, not only the regular conversation. But in advance, to take it to the higher level, the researcher would like to improve the students public speaking skills. A good public speaker need a lot of knowledges and a critical way of thingking. This kind of speaking skills are so important especially to get a job. With these skills, students will be ready to face the interview and will be ready to do presentation in front of public. One of the way to be a critical and artistic public speakers is through debating.

English Debate promotes both creative and critical thinking, this method forces us to have more knowledge, to make sure that we have a better speaking skills. English debate teach us how to respond to every issue, which will stimulate us to speak more and it is necessary for students to be a better speakers. In international level, this kind of debate activity used by United Kingdom government for their parliamentary members to discuss and provide new policies or revising old policies for their country. But most of the students have difficulties in learning and practicing debate, because debate obligates the students to have all-round knowledge, it is because in a single debate topic, we are not only discussing about one discipline, but multi disciplines, for example in the debate topic “This House Would invade North Korea” in this topic. We are discussing if we concede a military invasion to north korea would it stop North Korea from threatening worlds with their nuclear missiles ?, but not only that, we need to consider other solutions, softer solutions rather than invasion, such as doing embargo to North Korea or giving them harder economic sanction. So many disciplines to be added in one debate topic.

So to overcome the difficulties in debate the researcher chooses Jigsaw Learning to be discussed, this technique proven to be effective technique because this is because it is a cooperative learning. Where the students will share the burden of proof of the debates, where this method provides group learning where each students in a group focuses in one discipline to be discuss, and at the end of the lesson they will share every results of the discussion. It has been tested by past related studiy that uses this technique, one of the related study that inspire the

researcher most is “L2 Vocabulary learning through collaborative techniques” this study can be found in the “international Journal of Language Learning and Applied Linguistics World”, By “Abbas Ali Zarei and Maryam Sahami Gilani” September 2013. The findings of the this study can have implication for teachers and learners. The present study can help teachers and learners to understand the importancy of collaborative techniques in language learning. Not only do they help learners to be stronger, but they also make vocabulary learning more enjoyable.

Based on the experience of the researcher see in the field, that the students in University Muhammadiyah Sumatera Utara find difficulties to learn debates, because the majority of the students in English Education Major. They learn english in general, and also how to teach english to their students, while debate is not only about english but a lot of other disciplines, such as politics, democracy, and many others, they are not used to discuss material outside teaching material. And they dont have courage and ability to discuss other discipline, they dont know how important other disciplines in working place.

By learning english debate through jigsaw method which is focused on a group discussion and decision, student would be easier to find their courage and also confidence in order to interpret ideas through the spoken language in one class hopefully this will spread among other classes. Based on the fact above is the reason why the researcher likes to bring new technique in learning english debate to the students, in order to motivate and help them in learning english especially spoken language and help them pass an english presentation, especially

in english debate which is so useful at international level, such as international university presentation, speech, and many more.

B. The identification of the problem

Based on the background above, there were two questions proposed to identify the problems of the study, as following:

1. The students found difficulties to speak in English Debate class
2. The students lack of creativity in elaborating their ideas in English Debate class

C. The scope and limitation

The scope of this study was focused on the Speaking, especially about english debate in the class and limited to the use of jigsaw technique in english debates

D. Formulation of the problem

The formulation of the study were:

1. Was there any significant effects of applying jigsaw learning techniques on the students creative speaking achievement
2. What are students difficulties in learning english debate

E. The Objective of the study

The goal of this research were expected to achieve:

1. To investigate the significant effects of applying jigsaw learning techniques in english debates class
2. To investigate the students difficulties in learning english debate

F. The Significance of the study

The significant of this study are:

a. Theoritically :

The findings of this study under the theory will provide new techniques which is efficient and effective to alter students difficulties in learning especially in speaking class, where this methods provide effective group discussion where all students are involve in a disscusion, where teacher only act as supervisor in the class

b. Practically :

1. Students, in order to boost their participation in discussion and increase their knowledge by having a intensive class discussion. It helped them improve in many factors, which is courage, speaking fluency, and knowledge

2. Teachers, this research of course will give new fresh reference to the teachers as their methods in teaching a class, some teachers stuck in conventional methods, this why they need new and fresh methods
3. Other researcher, to help other researcher who are interested in this study. It is hoped that other researchers would use this research as refrence

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Frame Work

In conducting a research, theories are needed to explain some concept of explanation applied in the research concerned. In this the following part of theoretical frame work on the term will be presented.

1. Speaking

1.1 Definition Of Speaking

Speaking is one of basic skills that must be mastered by students since it is very important for them to communicate in the class or out of the class. They must practice it especially in learning process in order to be fluent in speaking. Speaking is an interaction process of communication which conveys the message and a listener has to decode or interpret the message, which contains information. The speaker and the listener interaction takes place in real time, thereby allowing time for the listener to respond to the speaker if the rule of a conversation is to be maintained. Sanggam Siahaan (2008 : 95) speaking is a productive language skill "it means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication". Briffiths (2008 : 218) states that speaking or oral communication involves an interactive social aspect which sets it apart from other

language skills and create a whole extra dimension which with the learners must come to term.

Wendy and Listbeth (2011 : 33) stated that “speaking is perhaps the demanding skill for the teacher to reach. In their own language children are able to express emotions, communicate intonations and reactions, explore the language and make fun of it, so they expect to be able to do the same in English”. Since the listening and speaking are the product of skill, there are many relationships each other. The ability of listening and speaking have some information which is gained from listening. In other words, the topic to be discussed in speaking is relevant to what the speaker has heard from another person. That is the reason why listening is always related to speaking.

The communicative interaction can be identified through the existence of participants negotiating a meaning, in a general term their existence is to control interaction by noticing who is saying to whom the speaker are saying, what is discussed and when the interaction occurs. It means that in speaking, there are process between speaker and listener. That is a interaction between them. There are using of language as the medium of speaking in students skill it is necessary to use acceptable form of correct language, the forms involve grammar, vocabulary, and pronunciation. To improve the students speaking skill, the teacher need to help the students as produce forms in the foreign language. It is a part of teacher's job to help the students in producing form in foreign language. It means that one

communicate naturally while thinking about form of the message rather than the message itself.

Based on the statement above, the students have the competence of speaking in order to be able to speak English well. The students need to understand words and connect them that link together. The students need to practice the language which they learned. When the students want to develop their skill of speaking in a foreign language, the student must have continual practice in communication. By improving students' speaking English, the teacher needs to encourage them to practice their speaking.

1.2 Element of Speaking

In order to measure ability, there are some elements that should have got attention, there are :

a. Pronunciation

Pronunciation is still obviously influenced by LI though clearly intelligible, in this case, the students who were able to pronounce correctly will be marked as "foreign accent". Not two people pronounce exactly alike.

b. Grammar

Grammar is description of the structure of the language and the ways in which linguistic units such as words and phrases are combined to produce

sentence in the language. Most of foreign learners were afraid to speak when they do not know the grammar.

c. Vocabulary

Vocabulary is more than list of the target of language word. A spoken word is a sound of sequence of sound, which communicate in the ideas to mind should express them with precisely, a speaker should precise word rather than general words.

d. Fluency

Fluency as the ability to fill the time with talk. In this definition, the speakers can use the time of talking most productively. The definition of fluency is derived as the ability of an individual to speak without undue hesitation.

1.3 Types of Classroom Speaking Performance

According to Brown (2004:271) "There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom".

As follow:

a. Imitative Speaking

It is a type of speaking performance that is to simply parrot back (imitate) a word or phrase or possibly a sentence. It is very limited portion of classroom speaking time where the students or human like "tape recorder" speech, where the

students are learner. Imitative of this kind carried out not for the purpose meaningful interaction, but just focus on some particular element of language form, such as vowel sound.

b. Intensive Speaking

It is a speaking performance that is designed to practice some phonological or grammatical aspect of language, such a intonation, sterss, rhythm, etc. Example of intensive assesssment tasks including response tasks, reading Aloud.

c. Responsive Speaking

Responsive assessment tasks include interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings, small talk, sample requests, comments, etc. It is a good deal of students speech in the classroom. There replies are usually sufficient and do not extend into dialogues.

d. Transactional Speaking

It is carried out the purpose of conveying or exchanging specific information, is an extended form of responsive language conversation, for example, may have more negotiated nature and then responsive the speech.

e. Interpersonal Speaking

Interpersonal dialogue carried out more for the purpose of maintaining social relationship than for the facts or informations.

f. Extensive Speaking

Extensive speaking extended monologues in the form oral reports, summaries, storytelling or perhaps shorts speeches from the speaker to listeners.

1.4 Student's Improvement in Speaking

Based on the concept of learning speaking, students are called well in speaking if they can express their feeling, ideasm emotion, through verbal sense effectively. Teacher as guidance has a responsibility to help students in improving their speaking skill by making some correction regarding to the problem in teaching learning progress. If the students have a problem for example speaking anxiety, the teacher has to find out the way to solve it, Applying a suitable teaching technique can be solution.

In speaking, the students include verbal techiques in oral presentation. The students can tell to the class about the story or something that they want to discuss in their group by using verbal and nonverbal technique to deliver and clarify an oral presentation for a specific audience and purpose

1.5 Expressing Giving Opinion

Asking for on opinion

- What's your idea?
- What are your thoughts on all of this?
- How do you feel about that?

- Do you have anything to say about this?
- What do you think?
- Do you agree?
- Wouldn't you say?
- What do you think, (Dila) ?
- What's your opinion, (Maulani) ?
- What your ideas (Difa) ?

Giving an opinion

Table 2.1

| Politely | Strongly |
|----------------------------|------------------------------|
| In my opinion... | I think... |
| I feel... | I believe that... |
| I guess... | The way i see... |
| In my view... | That's why i feel that... |
| As for as i'm concerned... | If you ask me,... |
| Well, as i see it,... | What i'm trying to say is... |

2 Definition of Debate

A debate is a speaking situation in which opposite points of view are presented and argued. It has also been pointed out that a debate may be defined as verbal action or a form of formal argument on a topic or issue about which two groups or teams of people do not agree. Moreover it has been suggested, that debate is data in which people take up positions, pursue arguments and expound on their opinions on a range of matters with or without some sort of lead figure or chairperson. Ronald Carter and Mc Carthy argue that debate is a process of presenting an idea or opinion in which two opposing parties try to defend their idea or opinion. Krieger states that that debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. Halvorsen (2005) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another. Wood (1972) explains debate is a competitive-educational activity it teaches communication skills, and the context for the learning is the competitive situation. One of the most important skills that debaters gain is the ability to communicate verbally with another person in a condition that involves both pressure and spontaneity for excellence. He states that debate can be a very competitive learning process because the learners need the linguistic ability to guide the audience to their opinion. Debate is still an important way for students to enhance their language although it may cause pressure for learners. Therefore we can work on the hypothesis that debate is competition of argument or ideas or opinions involving a critical thinking process

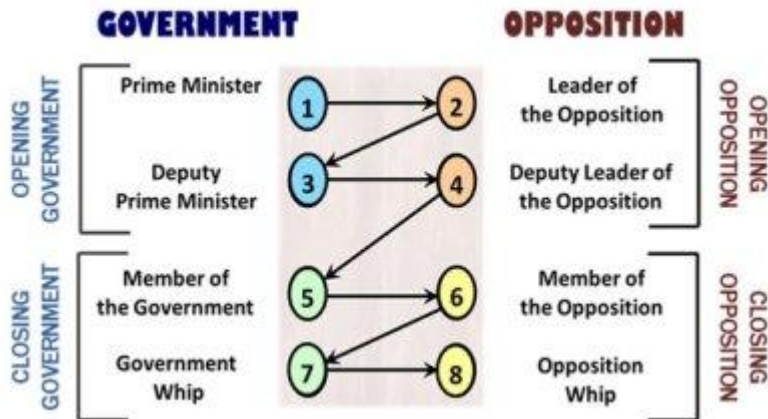
2.1 Types of Debate

According to Victor Frinkel (2009:2) there are many different styles of debating around the world such as US Parliamentary, Australs, even the Dutch do it differently, but the one that concerns us here is British Parliamentary Debating, or BP, for short. This is the standard form used at university level and differs radically from the schools style to which some young debaters are used. BP debates consist of four teams of two speakers each, broken down as follows: 1st Proposition (sometimes called 1st Government) , 1st Opposition, 2nd Proposition (or Government) , 2nd Opposition The speakers speak in rotation, beginning with the first team member of 1st Proposition (“the Prime Minister”). He or she is followed by the opening speaker for 1st Opposition (“Leader of the Opposition”), who in turn is followed 1st Propositions second speaker (“the Deputy Prime Minister”) and so on down the table until all speeches have been completed. The table below explains this

Table 2.2

| | | | |
|-------------|-----------------------|-----------------------------|-------------|
| 1st Speaker | Prime minister | Leader of opposition | 2nd Speaker |
| 3rd Speaker | Deputy prime minister | Deputy leader of opposition | 4th Speaker |
| 5th Speaker | Government member | Opposition member | 6th Speaker |
| 7th Speaker | Government whip | Opposition whip | 8th Speaker |

Picture 2.1



3 Definition of Jigsaw Learning Techniques

According to Aris Shoimin (2016: 90) jigsaw model of a "model of cooperative learning in a way students learn in small groups of four to six people are heterogeneous". students cooperate positive interdependence and responsible independently. This technique has similarities to exchange technique from group to group with an important difference that each learner teach something. This is an interesting alternative when there is material learned can be shortened and when there is no instructional material previously taught. each learner to learn something that is combined with the material that has been studied by other learners.

to measures jigsaw learning model

3.1 Process of Jigsaw Learning Techniques

According Hamnuri (2011: 168) procedure jigsaw learning model includes the steps as follows:

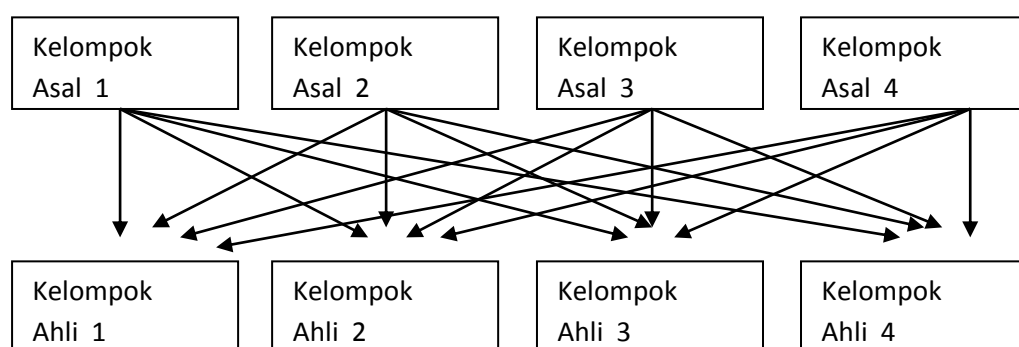
- a. Selection of material that can be divided into several segments / sections.
- b. The teacher divides the students into small groups according to the segment / section material. In this jigsaw models are the home group and expert groups. home group is the initial group of students consists of several members of the expert group formed by taking into account the diversity of backgrounds. kelompok ahli while the group of students consisting of members of other groups (home group) were assigned to explore specific sub-topics for later explained to members of the original group.
- c. Each group has the task to read and understand the material or sub topics vary.
- d. Each home group sending its members to other groups or groups of experts. In the group of experts, students discuss the same part of the learning materials. Then each member to plan how to teach the sub topics that are part of the original group members (group home)
- e. Upon completion discussant members then returned to the home group and a group of their friends to teach the knowledge of what they have earned during a meeting at the expert group.

- f. Furthermore, the presentation of each group tau do draw one to present the results of group discussions have been done in order to equalize teacher perception on learning materials that have been discussed
- g. The teacher gives a quiz to students individually.
- h. The teacher gives awards to the group through the award scores based on the acquisition value of individual learning outcome of the next quiz score.

Based on the opinion on the above steps, the relationship between the other groups can be described as follows:

Picture 2.2

Source: (Hamruni 2011: 168)



3.2 The Application of Jigsaw Learning Technique

The application of jigsaw learning technique focused on a several groups of student, and it shows on the process below:

- a. Formed several students group, the number of groups is based on necessity, with maximum 5 students on each groups
- b. Every students on the group given different reading material
- c. And the students complete the tasks given by the teacher based on material given by the teacher
- d. The teacher form a new groups, where every students with the same tasks and readding material disscusing in one new group called expert group
- e. Then after finished the disscusion, all students going back to their original group, and one by one of the students explain the results of their disscusion in the expert group
- f. In final step, the teacher executing the english debate between groups
- g. Evaluation By teacher

3.3 The Advantages and Disadvantages of the Jigsaw Learning Technique

a. Advantages of Jigsaw Learning Technique:

1. Teacher would be easier to transfer the knowledge, because the students will explain the material to their friends after discussing in a several groups
2. Develop the students abilities in expressing their ideas and thoughts, and also solving the problems
3. Increasing social ability in interpersonal interaction with better character
4. Students is more active in the class in terms of spoken english because the students gets more chances to express their ideas
5. Students gets better understanding of the materials given

b. Disadvantages of Jigsaw Learning Technique:

1. Students that lack of self-confidence to speak in discussion would harder to express their ideas
2. Active students will dominating the discussions platform
3. Smarter students will gets bored easily
4. Students that lack of sense of competitiveness will find hard to follows the progress of the material
5. Takes a lot of time to manage the class, and also to control the discussion loudness in the class

B. Previously Related Studies

1. Related To Jigsaw

One of the related study to this research “L2 Vocabulary learning through collaborative techniques” this study can be found in the “international Journal of Language Learning and Applied Linguistics World”, By “Abbas Ali Zarei and Maryam Sahami Gilani” In September 2013

The present study examined the effects of selected collaborative techniques on second language (L2) vocabulary comprehension and production. The participants of the study were 86 adult preintermediate level english learners in institutes in Qazvvin. They were in five groups and each group received instruction through one of the following collaborative techniques for 21 sessions. the collaborative techniques included jigsaw, Rotating Circles, Snowball, Think-Pair-Square, and work webbing. two separate one-way ANOVA procedures were used to analyze data. The results showed that word webbing was the most effective technique on both vocabulary comprehension and production. The findings of the present study may have theoritical as well as practical implications

2. Related To Jigsaw

The second related study is “Using Jigsaw Technique as an effective way of promoting cooperative learning among primary six pupils in Fijai” By Francis Hull Adams in 2013, this study can be found in International Journal of Education and Practice.

The focus of the study was to improve upon cooperative learning with the use of Jigsaw technique in Basic six of Holy Child Practice Primary School. Action research design was used in addition to a Case study design to conduct the study. The research instruments were observation and questionnaire. The researcher employed the Jigsaw technique as the intervention. The sample size used was 40, made up of 30 pupils and 10 teachers from the same institution. Responses gathered from both the observation and the administration of the instruments indicate that some of the causes of pupils poor performance in school were poor teaching methods during lessons and the inability of teachers to vary teaching techniques. It was observed during the research period that pupils had problems in actively participating in lessons. More so pupils did not know how to learn in groups. It also came to light that lack of understanding of collaborative and cooperative learning was the pupils’ deficiency. The study therefore empowered both teachers and pupils to resort to the use of collaborative learning due to its immense benefits.

3. Related To debate

The third related study is “The use of Debate technique to debate technique to develop speaking ability of graden ten students at bodindecha (Sing Singhaseni) School” By Satit somjai and Anchalee Janssem in 2015, this journal can be found in International Journal of Technical Research and Applications.

English has become the global language and the primary method of communication for the peoples of the world in fact it is now common for English to be referred to as International or even Global English. Within this global environment fluent English is vital for wider economic and to some extent social success Any company in the modern world of open economies, the ability to speak English is one of the principle requirements of employees and stakeholders alike, to meet the demands of the global economy, a sound English speaking skill has become the medium for the ease of communication

C. Conceptual Framework

Public speaking in this present times is a crucial skill on our life, we need this soft skill in every layers of our life, in higher education or even in advance this skill is one of the factor to be accepted in famous university or in higher level of company, so by mastering this ability, it is possible that someone who mastering this skill having a better communication skill which is so much important to make sure people understand the value that we are trying to deliver. However to master this skill we need to consider the other factor, which is knowledge that we can get from reading, and the creative thinking ability that need critical thinking awareness that we can get from practice and read new information.

Jigsaw learning technique is a proven technique which provide flexibility in the teaching process, where this technique give the students more chances to explore their critical thinking through multiple groups discussion and multi tasking program, focused on student learning result. Actually this process could be difficult for most of the student, because they will face lack of confident problems where most of the students not having a quite sufficient knowledge to begin with, or maybe some students are inactive in the discussions, they are less contributive, where the quality of the results could be reduced. The researcher decides to use jigsaw learning technique in order to boost the college students creative thinking ability especially in debate class, because debate need rasonality and reasoning which is need extra focus and more practices, jigsaw provide more groups discussion where it will stimulate the students motivation to

explore the creative thinking even more, and this will achieve the researcher goals.

D. Hypothesis

Based on the conceptual framework, the researcher formulated a hypothesis, which still need a research and investigation as follow “are there any significancies in using jigsaw learning technique to a creative speaking ability and achievement especially in english debate class”. This hypothesis will show a results only after the research finished to be implemented. To know if there is any significant effect of jigsaw learning technique in debate class, the researcher use these formula below:

Ha: Is there any significancies in using jigsaw learning technique to a creative speaking ability and achievement especially in english debate class

Ho: Is there no significancies in using jigsaw learning technique to a creative speaking ability and achievement especially in english debate class

CHAPTER III

METHOD OF RESEARCH

A. Location and time

The location of this research was conducted at University Muhammadiyah of Sumatera Utara located at Jalan Muchtar Basri, the research was conducted during the academic year 2017/2018. The reason for choosing this university because researcher found that most of the student having difficulties when they having a performance to do debate in the class because most of the student are not having sufficient knowledge to do creative public speaking which is needed to perform a good standard of debating and also they having lack of participation in respond and discussing a material which is related to the lesson.

B. Population and Sample

1. Population

In this research the population was the seventh grade of University Muhammadiyah of Sumatera Utara on the academic year of 2017/2018. There were 11 classes, which is 5 classes on the morning, 5 classes for the afternoon, and 1 class for the evening. with the total number of the student are 430 students.

Table 3.1
Population of the Research

| No | Class | Population |
|-------|-----------------|------------|
| 1 | VII-A MORNING | 44 |
| 2 | VII-B MORNING | 43 |
| 3 | VII-C MORNING | 42 |
| 4 | VII-D MORNING | 41 |
| 5 | VII-E MORNING | 43 |
| 6 | VII-A AFTERNOON | 41 |
| 7 | VII-B AFTERNOON | 42 |
| 8 | VII-C AFTERNOON | 43 |
| 9 | VII-D AFTERNOON | 40 |
| 10 | VII-E AFTERNOON | 41 |
| Total | | 420 |

2. Sample

Sample is a procedures of taking data, where only a part of population is taken and used to determine the characteristics from the population, According to sugiyono. From eleven classes researcher have found 44 students of class VII-A MORNING as experimental group and 42 students of class VII-B AFTERNOON as control group. Thus, the overall number of the research sample are 86 students

Tabel 3.2

The Sample of the Research

| Class | Class | Sample |
|-------|--------------------|--------|
| VII-A | Experimental group | 44 |
| VII-B | Control group | 43 |
| Total | | 87 |

C. Research Design

This research was using experimental research, the sample were divided into two groups, the experimental group was taught using jigsaw learning technique, meanwhile the control group was taught by using conventional method. The design of this research can be seen on the table below.

Tabel 3.3
Research Design

| Group | Treatment | Pre-test | Post-test |
|---------------|----------------------------------|----------|-----------|
| Experimemntal | Jigsaw Learning Technique (X) | ✓ | ✓ |
| Control | Conventional Method (Y) | ✓ | ✓ |

1. Pre-test

Pre-test was conducted to find out the students achievement in creative speaking skill, especially in debate topic, the pre-test is spoken test. In this case, the researcher make the test by himself

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group is taught by applying jigsaw learning technique, while the control group is taught by using lecture method

Table 3.4
Design of the process in the treatment

| Teaching Procedures in Experimental Group | |
|---|---|
| Researcher's Activities | Student's Activities |
| 1. The researcher formed a group of three or more students by make sure that they brought a pen and a | 1. The formed a random group with the member that they choose by their own, consist three and more in |

| | |
|---|--|
| <p>book for discussion</p> <ol style="list-style-type: none"> 2. The researcher announced the task to the students, which they need to discuss a material with a separated part of discussion where each group having different part of context(social,economy,democracy, etc) with the final results is motion of the debate which is” to be discuss 3. The researcher asked the groups to start their disscusion and choose one leader from each groups and explain the regulation and process of the discussion and the researchers will supervise the process of the discussions to make sure they do their job descriptions 4. The researcher asks the students to do british parliamentary debates style in order to test the result of their discussion 5. The researchers asks the groups to evaluate themshelves about how important is this assignment for their future | <p>one group with maximum 4 groups</p> <ol style="list-style-type: none"> 2. The students paying attention to the context that researcher provide and take one specific context to be discused on the groups with the final results is about the debate motion which is” 3. Students starts the discussion with the process below: <ol style="list-style-type: none"> a. Each groups are given sub topic to be read and discused for 20-25 minutes b. Each individuals have an obligation to give their perspective about the sub topic c. The leaders of each groups will “travel” to others group in sequences that has been set by the researchers to complete the “jigsaw” or in other word they gather info from other group to finish the sub topic into one hollistic topic 4. The students will do british parliamentary debates style against any other groups to check the result of their discussions 5. The groups of students to evaluate themshelves about how important is this assignment for their future |
|---|--|

3. Post-test

After having a treatment, the post-test was given to the students. The post-test was same as the pre-test. the post-test is the final test in this research, especially in measuring the treatment, whether it is significant or not, it means to know whether the treatment give the effect or not to the students achievement in speaking. Also, in the experimental and control group, a post-test is administrate. The administrating of the post-test is mean to find out the differences scores of both experimental scores of both experimental and control group before and after treatment

D. The Instrument of the Research

In collecting data that is needed , the researcher was using pre-test and post-test by using an oral test, to know their fluency, pronounce, vocabulary and structure. And also manner, method and matter. The instrument of this research was a speaking test which consist of one item. The source materials would be taken from the english debate book for university students with the topic of brtitish parliamentary debate which it consisted one topic of the debate. Then, the students performed in the class by using the material and the topic given by the researcher to check their speaking ability

In scoring the test, the researcher use five indicators of measurement to scores the speaking achievement. According to Brown (2001: 406-407), there are five indicators in assesing speaking.

Tabel 3.5

The five Components to Evaluate Speaking Ability And English Debate Quality

1. Vocabulary (20)

| Level | Descriptions |
|--------------|--|
| 16-20 | Very Good : rarely has trouble. |
| 11-15 | Good : sometimes using inappropriate term about language. |
| 6-10 | Fair : frequent using wrong word speech limited to simply vocabulary |
| 1-5 | Unsatisfactory : very limited vocabulary and make the comprehension quite difficult |

2. Pronunciation (20)

| Level | Explanation |
|--------------|---|
| 16-20 | Very good : Understandable |
| 11-15 | Good : Few noticeable errors |
| 6-10 | Fair : Error of basic pronunciation |
| 1-5 | Unsatisfactory : Hard to understand because of sound, accent, pitch, difficulties and incomprehensible |

3. Fluency (20)

| Level | Explanation |
|--------------|---|
| 16-20 | Very good : Understandable |
| 11-15 | Good : Speech is generally natural |
| 6-10 | Fair : some define stumbling but manage to rephrase and continue |

| | |
|------------|--|
| 1-5 | Unsatisfactory : Speed of speech and length of utterances are far below normal, long pauses, utterances left unfinished |
|------------|--|

4. Grammar (20)

| Level | Explanation |
|--------------|---|
| 16-20 | Very Good : errors in grammar are quite rare |
| 11-15 | Good : control of grammar is good |
| 6-10 | Fair : construction quite accurate but does through or confident grammar |
| 1-5 | Unsatisfactory : error in grammar is frequent |

English Debates Score

5. Matter (20)

| Level | Score |
|--------------|---|
| 1-5 | The analysis of the arguments is lack of elaboration, less examples, less reasonable |
| 5-10 | The analysis of the arguments is rather good to excellent, with a good of elaboration with several examples, and also sub arguments |
| 10-20 | The argumentation is flawless, with complete research, perfect examples and elaboration |

E. Technique for collecting the Data

In collecting the data, some steps would be applied as follows:

1. Give a pre-test for both of the classes
2. Give a treatment to the experimental group by applying Jigsaw Learning Technique
3. Give treatment to the control group by using Individual learning method
4. Give post-test to both of the classes
5. Evaluate the effect of Jigsaw Learning Technique

F. Technique of Data Analysis

After collecting data, the researcher implement some step of data analysis which is show on the list below :

1. Scoring the students spoken ability using the measurement that the researcher have set
2. Listing their scores in two tables, first of all the researcher will list the scores of the experimental class and second off all list the control class scores
3. Calculating the total score of post-test in experimental group and control group :
 - a. $y = a + b$ where a and b were got by :

$$a = \frac{(\sum Y)(\sum X) - (\sum X)(\sum XY)}{N(\sum Y^2) - (\sum Y)^2}$$

$$b = \frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum Y^2) - (\sum Y)^2}$$

b. Determining coefficient r^2 by formulation (Sudjana, 2005)

$$r = \frac{b\{N(\sum XY - (\sum X)(\sum Y))\}}{N \sum Y^2 - (\sum Y)^2}$$

c. The statistical hypothesis could be determined by using :

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

d. Percentages in total :

$$D = R^2 \times 100\%$$

G. Statistical Hypothesis

The following statistical hypothesis criteria are used to reject or to accept the null-hypothesis.

If $t_{\text{observe}} > t_{\text{table}} = H_a$ is accepted H_o is rejected, and

If $t_{\text{observe}} < t_{\text{table}} = H_o$ is accepted H_a is rejected

In order to answer the hypothesis on the chapter II which is

Ha: Is there any significancies in using jigsaw learning technique to creative speaking ability and achievement especially in english debate class

Ho: Is there no significancies in using jigsaw learning technique to creative speaking ability and achievement especially in english debate class

CHAPTER IV

DATA ANALYSIS AND FINDINGS

This chapter explain the data and the analysis such as the name of the students, the score of the students in pre-test and post-test group (Experimental class).

A. Data Collection

The following are the result of the pre-test and the post test of the group. After the pre-test was done, the experimental was conducted. It was conducting in semester seventh included the post-test.

In the first week, the researcher was administering the regulations after that would done. The researcher directly did the pre-test to class. In the next meeting, the treatment had given to the experimental class, the effect of the technique of using jigsaw learning was not that significant, but in the last meeting the effect was significantly increased. The students feel comfortable and have a better ideas in a spoken language. although they still had a problem in fluency.

The data of this study were obtained from the test score. there were two kinds of the test for experimental group, pre-test and post-test. The cummutative score of each students was based on five indicators.

V : Vocabulary
P : Pronunciation
F : Fluency
G :Grammar
M : Matter

The following were students, score on the pre-test and post-test of the experimental group.

Table 4.1

The score of pre-test of Experimental Group

| No | Student's Initial | Indicators | | | | | Score |
|-----|-------------------|------------|----|----|----|----|-------|
| | | V | P | F | G | M | |
| 1. | AD | 10 | 10 | 12 | 10 | 15 | 57 |
| 2. | AF | 10 | 15 | 11 | 10 | 10 | 56 |
| 3. | AGV | 9 | 11 | 10 | 10 | 12 | 52 |
| 4. | BFG | 10 | 14 | 15 | 10 | 11 | 50 |
| 5. | BS | 10 | 10 | 10 | 15 | 14 | 59 |
| 6. | CL | 10 | 12 | 12 | 10 | 11 | 55 |
| 7. | CRW | 10 | 15 | 12 | 11 | 10 | 58 |
| 8. | DE | 10 | 10 | 10 | 10 | 10 | 50 |
| 9. | DF | 9 | 10 | 10 | 12 | 11 | 52 |
| 10. | DH | 15 | 15 | 12 | 14 | 16 | 62 |
| 11. | EFT | 12 | 11 | 14 | 10 | 15 | 67 |
| 12. | EKG | 10 | 10 | 11 | 10 | 10 | 51 |
| 13. | FAD | 15 | 11 | 10 | 14 | 10 | 65 |
| 14. | FAT | 10 | 10 | 10 | 9 | 11 | 50 |
| 15. | FD | 12 | 10 | 11 | 12 | 15 | 59 |
| 16. | FM | 15 | 16 | 16 | 15 | 15 | 72 |
| 17. | GTA | 12 | 13 | 15 | 10 | 10 | 60 |
| 18. | GUP | 10 | 10 | 10 | 10 | 10 | 50 |
| 19. | GRN | 10 | 10 | 12 | 13 | 10 | 55 |
| 20. | HRV | 12 | 13 | 15 | 10 | 10 | 60 |
| 21. | IJD | 10 | 12 | 11 | 10 | 10 | 53 |
| 22. | KLO | 12 | 10 | 15 | 12 | 11 | 59 |
| 23. | KRS | 10 | 13 | 15 | 12 | 10 | 60 |
| 24. | LFR | 10 | 10 | 12 | 13 | 14 | 59 |
| 25. | LTA | 10 | 10 | 10 | 10 | 10 | 50 |
| 26. | MAS | 10 | 16 | 14 | 12 | 13 | 65 |
| 27. | MAT | 10 | 13 | 12 | 15 | 10 | 60 |
| 28. | NOF | 10 | 11 | 14 | 10 | 10 | 55 |
| 29. | NN | 10 | 12 | 13 | 10 | 10 | 55 |
| 30. | NR | 10 | 15 | 15 | 15 | 10 | 65 |
| 31. | NSA | 10 | 10 | 10 | 10 | 10 | 50 |
| 32. | OL | 12 | 12 | 11 | 12 | 11 | 53 |
| 33. | PKS | 10 | 10 | 10 | 10 | 10 | 50 |
| 34. | PR | 15 | 15 | 15 | 15 | 15 | 75 |

| | | | | | | | |
|-----|-----|----|----|----|----|----|--------------------------|
| 35. | PHS | 10 | 10 | 10 | 10 | 10 | 50 |
| 36. | RA | 11 | 12 | 13 | 14 | 10 | 60 |
| 37. | RDC | 16 | 14 | 15 | 15 | 10 | 70 |
| 38. | RH | 15 | 15 | 15 | 16 | 10 | 70 |
| 39. | SM | 10 | 10 | 11 | 9 | 10 | 50 |
| 40. | TAG | 10 | 5 | 15 | 16 | 14 | 60 |
| 41. | UTR | 10 | 10 | 15 | 15 | 15 | 65 |
| 42. | VLP | 15 | 15 | 10 | 10 | 10 | 60 |
| 43. | WAT | 10 | 10 | 10 | 15 | 15 | 60 |
| 44. | YTA | 12 | 13 | 10 | 10 | 10 | 55 |
| | | | | | | | $\sum T_1 =$ 2549 |

The data in the table above showed that lowest score of the pre-test in the experimental group was 50 while the highest score of the pre-test was 75. In this case the student's score in speaking was calculated based on oral test, they are Vocabulary, Pronunciation, Fluency, Grammar and Matter.

Table 4.2

The score of post-test of Experimental Group

| No | Student's Initial | Indicators | | | | | Score |
|-----|-------------------|------------|----|----|----|----|-------|
| | | V | P | F | G | M | |
| 1. | AD | 15 | 15 | 16 | 14 | 15 | 65 |
| 2. | AF | 15 | 15 | 16 | 15 | 14 | 65 |
| 3. | AGV | 18 | 18 | 15 | 14 | 14 | 80 |
| 4. | BFG | 15 | 15 | 15 | 14 | 16 | 85 |
| 5. | BS | 15 | 17 | 14 | 13 | 15 | 74 |
| 6. | CL | 15 | 15 | 17 | 13 | 15 | 75 |
| 7. | CRW | 16 | 14 | 17 | 13 | 15 | 75 |
| 8. | DE | 18 | 12 | 17 | 13 | 15 | 75 |
| 9. | DF | 18 | 17 | 18 | 12 | 13 | 70 |
| 10. | DH | 18 | 19 | 12 | 11 | 15 | 75 |
| 11. | EFT | 19 | 11 | 19 | 11 | 15 | 75 |
| 12. | EKG | 20 | 19 | 11 | 12 | 13 | 75 |
| 13. | FAD | 16 | 14 | 16 | 14 | 19 | 79 |
| 14. | FAT | 18 | 12 | 18 | 12 | 17 | 77 |
| 15. | FD | 19 | 19 | 11 | 18 | 12 | 79 |

| | | | | | | | |
|-----|-----|----|----|----|----|----|-----------------------------|
| 16. | FM | 20 | 19 | 11 | 18 | 12 | 80 |
| 17. | GTA | 20 | 20 | 15 | 15 | 12 | 82 |
| 18. | GUP | 15 | 16 | 14 | 16 | 14 | 75 |
| 19. | GRN | 19 | 11 | 20 | 19 | 11 | 80 |
| 20. | HRV | 20 | 19 | 11 | 20 | 10 | 80 |
| 21. | IJD | 15 | 16 | 14 | 15 | 19 | 79 |
| 22. | KLO | 18 | 17 | 12 | 13 | 20 | 70 |
| 23. | KRS | 15 | 15 | 15 | 15 | 15 | 75 |
| 24. | LFR | 20 | 19 | 11 | 20 | 14 | 84 |
| 25. | LTA | 18 | 12 | 17 | 13 | 15 | 75 |
| 26. | MAS | 17 | 13 | 18 | 12 | 19 | 79 |
| 27. | MAT | 18 | 18 | 15 | 15 | 14 | 80 |
| 28. | NOF | 15 | 15 | 16 | 14 | 18 | 78 |
| 29. | NN | 20 | 15 | 15 | 17 | 13 | 80 |
| 30. | NR | 19 | 11 | 19 | 11 | 15 | 75 |
| 31. | NSA | 20 | 20 | 16 | 14 | 15 | 85 |
| 32. | OL | 20 | 19 | 11 | 15 | 15 | 80 |
| 33. | PKS | 20 | 19 | 11 | 15 | 14 | 79 |
| 34. | PR | 15 | 16 | 14 | 17 | 17 | 79 |
| 35. | PHS | 20 | 19 | 11 | 17 | 13 | 80 |
| 36. | RA | 20 | 18 | 12 | 17 | 13 | 80 |
| 37. | RDC | 18 | 12 | 17 | 13 | 19 | 79 |
| 38. | RH | 18 | 12 | 19 | 11 | 15 | 75 |
| 39. | SM | 20 | 20 | 15 | 15 | 15 | 85 |
| 40. | TAG | 20 | 15 | 19 | 13 | 12 | 79 |
| 41. | UTR | 19 | 11 | 15 | 15 | 18 | 78 |
| 42. | VLP | 18 | 17 | 18 | 17 | 19 | 71 |
| 43. | WAT | 20 | 19 | 11 | 16 | 18 | 84 |
| 44. | YTA | 20 | 19 | 15 | 15 | 15 | 84 |
| | | | | | | | $\sum T_2 =$ 3414 |

The data in the table above showed that highest score of the pre-test in the experimental group was 71 while the highest score of the post-test was 85. The score is calculated based on oral test, and show a big differences of scores between pre-test and post-test. In this case experimental group was using “Jigsaw learning technique”

Table 4.3**The score of pre-test of Control Group**

| No | Student's Initial | Indicators | | | | | Score |
|-----|-------------------|------------|----|----|----|----|-------|
| | | V | P | F | G | M | |
| 1. | AC | 11 | 10 | 12 | 15 | 12 | 60 |
| 2. | ABW | 12 | 14 | 11 | 10 | 11 | 58 |
| 3. | ACA | 10 | 11 | 14 | 10 | 12 | 57 |
| 4. | B | 13 | 10 | 16 | 10 | 11 | 60 |
| 5. | BM | 12 | 10 | 15 | 14 | 13 | 64 |
| 6. | CA | 10 | 10 | 10 | 10 | 9 | 49 |
| 7. | CH | 10 | 10 | 12 | 11 | 13 | 56 |
| 8. | CRW | 10 | 10 | 10 | 10 | 10 | 50 |
| 9. | DNP | 10 | 10 | 10 | 12 | 11 | 53 |
| 10. | DO | 15 | 13 | 12 | 14 | 15 | 69 |
| 11. | DK | 12 | 11 | 14 | 10 | 11 | 63 |
| 12. | EDP | 10 | 10 | 10 | 10 | 10 | 50 |
| 13. | EDR | 12 | 11 | 10 | 14 | 10 | 62 |
| 14. | FK | 10 | 10 | 10 | 10 | 11 | 51 |
| 15. | FR | 12 | 10 | 11 | 12 | 15 | 59 |
| 16. | FST | 10 | 16 | 10 | 15 | 15 | 61 |
| 17. | GAT | 12 | 13 | 15 | 10 | 10 | 60 |
| 18. | GUY | 10 | 10 | 10 | 10 | 10 | 50 |
| 19. | GSN | 10 | 10 | 12 | 13 | 10 | 55 |
| 20. | HRD | 12 | 13 | 15 | 10 | 10 | 60 |
| 21. | ITR | 10 | 12 | 11 | 10 | 10 | 53 |
| 22. | KKS | 12 | 10 | 15 | 12 | 11 | 59 |
| 23. | KRT | 10 | 13 | 15 | 12 | 10 | 60 |
| 24. | LAK | 10 | 10 | 12 | 13 | 14 | 59 |
| 25. | LT | 10 | 10 | 10 | 10 | 10 | 50 |
| 26. | MS | 10 | 16 | 14 | 12 | 13 | 65 |
| 27. | MT | 10 | 13 | 12 | 15 | 10 | 60 |
| 28. | NF | 10 | 11 | 14 | 10 | 10 | 55 |
| 29. | NA | 10 | 12 | 13 | 10 | 10 | 55 |
| 30. | NS | 10 | 15 | 15 | 15 | 10 | 65 |
| 31. | NR | 10 | 10 | 10 | 10 | 10 | 50 |
| 32. | OK | 12 | 12 | 11 | 12 | 11 | 53 |
| 33. | PK | 10 | 10 | 10 | 10 | 10 | 50 |
| 34. | PS | 15 | 15 | 15 | 13 | 10 | 68 |
| 35. | PT | 10 | 10 | 10 | 10 | 10 | 50 |
| 36. | RAS | 11 | 12 | 13 | 14 | 10 | 60 |
| 37. | RD | 10 | 14 | 15 | 15 | 10 | 64 |

| | | | | | | | |
|-----|-----|----|----|----|----|----|----------------------|
| 38. | RM | 15 | 15 | 14 | 10 | 10 | 64 |
| 39. | SB | 10 | 10 | 11 | 9 | 10 | 50 |
| 40. | TAY | 10 | 5 | 15 | 16 | 14 | 60 |
| 41. | UT | 10 | 10 | 15 | 15 | 15 | 65 |
| 42. | VL | 15 | 15 | 10 | 10 | 10 | 60 |
| 43. | WAK | 10 | 10 | 10 | 15 | 15 | 60 |
| | | | | | | | $\sum T_1 =$ 2482 |

The data in the table above showed that the lowest score of the pre-test in the control group was 49 while the highest score of the pre-test was 68.

Table 4.4
The score of post-test of Control Group

| No | Student's Initial | Indicators | | | | | Score |
|-----|-------------------|------------|----|----|----|----|-------|
| | | V | P | F | G | M | |
| 1. | AC | 11 | 15 | 12 | 15 | 12 | 65 |
| 2. | ABW | 12 | 14 | 12 | 15 | 12 | 65 |
| 3. | ACA | 10 | 11 | 14 | 13 | 12 | 60 |
| 4. | B | 13 | 15 | 13 | 13 | 11 | 65 |
| 5. | BM | 12 | 15 | 11 | 14 | 13 | 65 |
| 6. | CA | 10 | 10 | 10 | 12 | 18 | 60 |
| 7. | CH | 10 | 15 | 12 | 11 | 12 | 60 |
| 8. | CRW | 10 | 10 | 10 | 15 | 15 | 60 |
| 9. | DNP | 10 | 10 | 10 | 12 | 13 | 55 |
| 10. | DO | 15 | 13 | 13 | 14 | 15 | 70 |
| 11. | DK | 12 | 11 | 14 | 12 | 11 | 65 |
| 12. | EDP | 10 | 10 | 10 | 10 | 15 | 55 |
| 13. | EDR | 12 | 11 | 10 | 14 | 13 | 65 |
| 14. | FK | 10 | 10 | 10 | 18 | 12 | 60 |
| 15. | FR | 12 | 10 | 11 | 13 | 15 | 60 |
| 16. | FST | 10 | 16 | 14 | 15 | 15 | 65 |
| 17. | GAT | 12 | 13 | 15 | 10 | 15 | 65 |
| 18. | GUY | 10 | 10 | 10 | 20 | 20 | 70 |
| 19. | GSN | 10 | 10 | 12 | 13 | 15 | 60 |
| 20. | HRD | 12 | 13 | 15 | 15 | 10 | 65 |
| 21. | ITR | 10 | 12 | 11 | 11 | 16 | 60 |
| 22. | KKS | 12 | 10 | 15 | 12 | 12 | 60 |
| 23. | KRT | 10 | 13 | 15 | 12 | 15 | 65 |

| | | | | | | | |
|-----|-----|----|----|----|----|----|----------------------|
| 24. | LAK | 10 | 10 | 12 | 13 | 15 | 60 |
| 25. | LT | 10 | 10 | 10 | 15 | 20 | 65 |
| 26. | MS | 10 | 16 | 14 | 15 | 13 | 68 |
| 27. | MT | 10 | 13 | 12 | 15 | 15 | 65 |
| 28. | NF | 10 | 11 | 14 | 15 | 10 | 60 |
| 29. | NA | 10 | 12 | 13 | 10 | 15 | 60 |
| 30. | NS | 10 | 15 | 15 | 15 | 15 | 70 |
| 31. | NR | 10 | 15 | 15 | 15 | 15 | 70 |
| 32. | OK | 12 | 12 | 11 | 12 | 13 | 55 |
| 33. | PK | 10 | 10 | 10 | 10 | 15 | 55 |
| 34. | PS | 15 | 15 | 15 | 13 | 12 | 70 |
| 35. | PT | 20 | 10 | 10 | 15 | 15 | 70 |
| 36. | RAS | 11 | 12 | 13 | 14 | 15 | 65 |
| 37. | RD | 10 | 14 | 15 | 15 | 11 | 65 |
| 38. | RM | 15 | 15 | 15 | 13 | 12 | 70 |
| 39. | SB | 10 | 10 | 11 | 11 | 18 | 70 |
| 40. | TAY | 10 | 10 | 15 | 16 | 14 | 65 |
| 41. | UT | 10 | 15 | 15 | 15 | 15 | 70 |
| 42. | VL | 15 | 15 | 10 | 12 | 18 | 70 |
| 43. | WAK | 10 | 10 | 15 | 15 | 15 | 65 |
| | | | | | | | $\sum T_2 =$ 2748 |

The data in the table above showed that the lowest score of the pre-test in the control group was 50 while the highest score of the pre-test was 70.

B. Data Analysis

Based on the data, the table 4.1 and 4.2 showed that the different scores between pre-test and post-test in both experimental and control group, as presented in table 4.5

Table 4.5**The differences between Pre-test and Post-test scores in Experimental group**

| | | Score | | | | |
|-----|-----|----------|---------|-----------|---------|---------------|
| | | Pre-test | T_1^2 | Post-test | T_2^2 | $X=(T_2-T_1)$ |
| 1. | AD | 57 | 3249 | 65 | 4225 | 8 |
| 2. | AF | 56 | 3136 | 65 | 4225 | 9 |
| 3. | AGV | 52 | 2704 | 80 | 6400 | 28 |
| 4. | BFG | 50 | 2500 | 85 | 7225 | 35 |
| 5. | BS | 59 | 3481 | 74 | 5476 | 15 |
| 6. | CL | 55 | 3025 | 75 | 5625 | 20 |
| 7. | CRW | 58 | 3364 | 75 | 5625 | 17 |
| 8. | DE | 50 | 2500 | 75 | 5625 | 25 |
| 9. | DF | 52 | 2704 | 70 | 4900 | 18 |
| 10. | DH | 62 | 3844 | 75 | 5625 | 13 |
| 11. | EFT | 67 | 4489 | 75 | 5625 | 8 |
| 12. | EKG | 51 | 2601 | 75 | 5625 | 24 |
| 13. | FAD | 65 | 4225 | 79 | 6241 | 14 |
| 14. | FAT | 50 | 2500 | 77 | 5929 | 27 |
| 15. | FD | 59 | 3481 | 79 | 6241 | 20 |
| 16. | FM | 72 | 5184 | 80 | 6400 | 8 |
| 17. | GTA | 60 | 3600 | 82 | 6742 | 22 |
| 18. | GUP | 50 | 2500 | 75 | 5625 | 25 |
| 19. | GRN | 55 | 3025 | 80 | 6400 | 25 |
| 20. | HRV | 60 | 3600 | 80 | 6400 | 20 |
| 21. | IJD | 53 | 2809 | 79 | 6241 | 26 |
| 22. | KLO | 59 | 3481 | 70 | 4900 | 11 |
| 23. | KRS | 60 | 3600 | 75 | 5625 | 15 |
| 24. | LFR | 59 | 3481 | 84 | 7056 | 25 |
| 25. | LTA | 50 | 2500 | 75 | 5625 | 25 |
| 26. | MAS | 65 | 4225 | 79 | 6241 | 14 |
| 27. | MAT | 60 | 3600 | 80 | 6400 | 20 |
| 28. | NOF | 55 | 3025 | 78 | 6084 | 23 |
| 29. | NN | 55 | 3025 | 80 | 6400 | 25 |
| 30. | NR | 65 | 4225 | 75 | 5625 | 10 |
| 31. | NSA | 50 | 2500 | 85 | 7225 | 35 |
| 32. | OL | 53 | 2809 | 80 | 6400 | 27 |
| 33. | PKS | 50 | 2500 | 79 | 6241 | 29 |
| 34. | PR | 75 | 5625 | 79 | 6241 | 4 |
| 35. | PHS | 50 | 2500 | 80 | 6400 | 30 |
| 36. | RA | 60 | 3600 | 80 | 6400 | 20 |
| 37. | RDC | 70 | 4900 | 79 | 6241 | 9 |

| | | | | | | |
|-------|-----|-----------------------------|-----------------------------------|-----------------------------|-----------------------------------|------------------------------------|
| 38. | RH | 70 | 4900 | 75 | 5625 | 5 |
| 39. | SM | 50 | 2500 | 85 | 7225 | 35 |
| 40. | TAG | 60 | 3600 | 79 | 6241 | 19 |
| 41. | UTR | 65 | 4225 | 78 | 6084 | 13 |
| 42. | VLP | 60 | 3600 | 71 | 5041 | 11 |
| 43. | WAT | 60 | 3600 | 84 | 7056 | 24 |
| 44. | YTA | 55 | 3025 | 84 | 7056 | 29 |
| Total | | $\sum T_1 =$ 2549 | $\sum (T_1)^2 =$ 149567 | $\sum T_2 =$ 3414 | $\sum (T_2)^2 =$ 265852 | $\sum (T_2 - T_1) =$ 840 |

Table 4.6 above shown that the total score of pre-test in experimental group was 2549 while the total score of post-test was 3414

The Calculation in Experimental Group

a. The Calculation for Pre-test in Experimental group

1. Mean

$$M(T_2 - T_1) = \frac{\sum T_1}{N}$$

$$= \frac{2549}{44}$$

$$= \mathbf{57,93}$$

2. Variances

$$S^2 = \sum T_1^2 \frac{(T_1)^2}{N}$$

$$= 149567 - \frac{(2549)^2}{44}$$

$$= 149567 - \frac{6497401}{44}$$

$$= 149567 - 147668$$

$$S^2 = 1889$$

$$S = \sqrt{1889}$$

$$= \mathbf{43,4}$$

3. Standard Deviation

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum T_1 - T_2}{N}} \\ &= \sqrt{\frac{(149567)^2}{44}} \\ &= \sqrt{\frac{22370287489}{44}} \\ &= \sqrt{508415625} \\ &= \mathbf{22,54} \end{aligned}$$

b. The Calculation for Post-test in Experimental group

1. Mean

$$\begin{aligned} M(T_2 - T_1) &= \frac{\sum T_2}{N} \\ &= \frac{\mathbf{3414}}{44} \\ &= \mathbf{77.59} \end{aligned}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(T_2)^2}{N} \\ &= 265852 - \frac{(3414)^2}{44} \\ &= 265852 - \frac{11655396}{44} \\ &= 265852 - 264895 \\ S^2 &= 957 \\ S &= \sqrt{957} \\ &= \mathbf{30,93} \end{aligned}$$

3. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{(\sum T_2)^2}{N}} \\&= \sqrt{\frac{(265852)^2}{44}} \\&= \sqrt{\frac{70677285904}{44}} \\&= \sqrt{1606301952} \\&= \mathbf{40,00}\end{aligned}$$

c. The total calculation for Pre-test and Post-test in experimental group

1. Mean

$$\begin{aligned}M (T_2 - T_1) &= \frac{\sum(T_2 - T_1)}{N} \\&= \frac{840}{44} \\&= \mathbf{19.09}\end{aligned}$$

2. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{(\sum T_2 - T_1)^2}{N}} \\&= \sqrt{\frac{(840)^2}{44}} \\&= \sqrt{\frac{705600}{44}} \\&= \sqrt{16036} \\&= \mathbf{126.6}\end{aligned}$$

Table 4.6**The differences between Pre-test and Post-test scores in Control Group**

| | | Score | | | | |
|-----|-----|----------|---------|-----------|---------|---------------|
| | | Pre-test | T_1^2 | Post-test | T_2^2 | $X=(T_2-T_1)$ |
| 1. | AC | 60 | 3600 | 65 | 4225 | 5 |
| 2. | ABW | 58 | 3364 | 65 | 4225 | 7 |
| 3. | ACA | 57 | 3249 | 60 | 3600 | 3 |
| 4. | B | 60 | 3600 | 65 | 4225 | 5 |
| 5. | BM | 64 | 4096 | 65 | 4225 | 1 |
| 6. | CA | 49 | 2401 | 60 | 3600 | 9 |
| 7. | CH | 56 | 3136 | 60 | 3600 | 4 |
| 8. | CRW | 50 | 2500 | 60 | 3600 | 10 |
| 9. | DNP | 53 | 2809 | 55 | 3025 | 2 |
| 10. | DO | 69 | 4761 | 70 | 4900 | 1 |
| 11. | DK | 63 | 3969 | 65 | 4225 | 2 |
| 12. | EDP | 50 | 2500 | 55 | 3025 | 5 |
| 13. | EDR | 62 | 3844 | 65 | 4225 | 3 |
| 14. | FK | 51 | 2601 | 60 | 3600 | 9 |
| 15. | FR | 59 | 3481 | 60 | 3600 | 1 |
| 16. | FST | 61 | 3721 | 65 | 4225 | 4 |
| 17. | GAT | 60 | 3600 | 65 | 4225 | 5 |
| 18. | GUY | 50 | 2500 | 70 | 4900 | 20 |
| 19. | GSN | 55 | 3025 | 60 | 3600 | 5 |
| 20. | HRD | 60 | 3600 | 65 | 4225 | 5 |
| 21. | ITR | 53 | 2809 | 60 | 3600 | 7 |
| 22. | KKS | 59 | 3481 | 60 | 3600 | 1 |
| 23. | KRT | 60 | 3600 | 65 | 4225 | 5 |
| 24. | LAK | 59 | 3481 | 60 | 3600 | 1 |
| 25. | LT | 50 | 2500 | 65 | 4225 | 15 |
| 26. | MS | 65 | 4225 | 68 | 4624 | 3 |
| 27. | MT | 60 | 3600 | 65 | 4225 | 5 |
| 28. | NF | 55 | 3025 | 60 | 3600 | 5 |
| 29. | NA | 55 | 3025 | 60 | 3600 | 5 |
| 30. | NS | 65 | 4225 | 70 | 4900 | 5 |
| 31. | NR | 50 | 2500 | 70 | 4900 | 20 |
| 32. | OK | 53 | 2809 | 55 | 3025 | 2 |
| 33. | PK | 50 | 2500 | 55 | 3025 | 5 |
| 34. | PS | 68 | 4624 | 70 | 4900 | 2 |
| 35. | PT | 50 | 2500 | 70 | 4900 | 20 |
| 36. | RAS | 60 | 3600 | 65 | 4225 | 5 |
| 37. | RD | 64 | 4096 | 65 | 4225 | 1 |

| | | | | | | |
|-------|-----|-----------------------------|-----------------------------------|-----------------------------|-----------------------------------|------------------------------------|
| 38. | RM | 64 | 4096 | 70 | 4900 | 6 |
| 39. | SB | 50 | 2500 | 70 | 4900 | 20 |
| 40. | TAY | 60 | 3600 | 65 | 4225 | 5 |
| 41. | UT | 65 | 4225 | 70 | 4900 | 5 |
| 42. | VL | 60 | 3600 | 70 | 4900 | 10 |
| 43. | WAK | 60 | 3600 | 65 | 4225 | 5 |
| Total | | $\sum T_1 =$ 2482 | $\sum (T_1)^2 =$ 144578 | $\sum T_2 =$ 2748 | $\sum (T_2)^2 =$ 176524 | $\sum (T_2 - T_1) =$ 264 |

Table 4.6 above shown that the total score of pre-test in control group was 2482 while the total score of post-test was 2784.

The Calculation in control group

a. The calculation for Pre-test in Control Group

1. Mean

$$\begin{aligned}
 M(T_2 - T_1) &= \frac{\sum T_1}{N} \\
 &= \frac{2482}{43} \\
 &= \mathbf{57.72}
 \end{aligned}$$

2. Variances

$$\begin{aligned}
 S^2 &= \sum T_1^2 - \frac{(T_1)^2}{N} \\
 &= 144578 - \frac{(2482)^2}{43} \\
 &= 144578 - \frac{6160324}{43} \\
 &= 144578 - 143263 \\
 S^2 &= 1315 \\
 S &= \sqrt{1315} \\
 &= \mathbf{36.26}
 \end{aligned}$$

3. Standard Deviation

$$\begin{aligned} \text{SD} &= \sqrt{\frac{\sum T_1 - T_2}{N}} \\ &= \sqrt{\frac{(144578)^2}{43}} \\ &= \sqrt{\frac{20902798084}{43}} \\ &= \sqrt{486111583} \\ &= \mathbf{22,04} \end{aligned}$$

b. The calculation for post test in control group

1. Mean

$$\begin{aligned} M(T_2 - T_1) &= \frac{\sum T_2}{N} \\ &= \frac{2748}{43} \\ &= \mathbf{64.74} \end{aligned}$$

2. Variances

$$\begin{aligned} S^2 &= \sum T_2^2 - \frac{(T_2)^2}{N} \\ &= 176524 - \frac{(2748)^2}{43} \\ &= 176524 - \frac{7551504}{43} \\ &= 176524 - 175616 \\ S^2 &= 908 \\ S &= \sqrt{908} \\ &= \mathbf{30.13} \end{aligned}$$

3. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{(\sum T_2)^2}{N}} \\&= \sqrt{\frac{(176524)^2}{43}} \\&= \sqrt{\frac{31160722576}{43}} \\&= \sqrt{724667966} \\&= \mathbf{26,91}\end{aligned}$$

c. The calculation in total for Pre-test and Post-test in control group

1. Mean

$$\begin{aligned}M (T_2 - T_1) &= \frac{\sum(T_2 - T_1)}{N} \\&= \frac{840}{44} \\&= \mathbf{19.09}\end{aligned}$$

2. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{(\sum T_2 - T_1)^2}{N}} \\&= \sqrt{\frac{(264)^2}{43}} \\&= \sqrt{\frac{69696}{43}} \\&= \sqrt{1620} \\&= \mathbf{40.24}\end{aligned}$$

Table 4.7**The Calculation of Table**

| No | X | Y | X ² | Y ² | XY |
|-----|----|----|----------------|----------------|------|
| 1. | 65 | 65 | 4225 | 4225 | 4225 |
| 2. | 65 | 65 | 4225 | 4225 | 4225 |
| 3. | 80 | 60 | 6400 | 3600 | 4800 |
| 4. | 85 | 65 | 7225 | 4225 | 5525 |
| 5. | 74 | 65 | 5476 | 4225 | 4810 |
| 6. | 75 | 60 | 5625 | 3600 | 4500 |
| 7. | 75 | 60 | 5625 | 3600 | 4500 |
| 8. | 75 | 60 | 5625 | 3600 | 4500 |
| 9. | 70 | 55 | 4900 | 3025 | 3850 |
| 10. | 75 | 70 | 5625 | 4900 | 5250 |
| 11. | 75 | 65 | 5625 | 4225 | 4875 |
| 12. | 75 | 55 | 5625 | 3025 | 4125 |
| 13. | 79 | 65 | 6241 | 4225 | 5135 |
| 14. | 77 | 60 | 5929 | 3600 | 4620 |
| 15. | 79 | 60 | 6241 | 3600 | 4740 |
| 16. | 80 | 65 | 6400 | 4225 | 5200 |
| 17. | 82 | 65 | 6724 | 4225 | 5330 |
| 18. | 75 | 70 | 5625 | 4900 | 5250 |
| 19. | 80 | 60 | 6400 | 3600 | 4800 |
| 20. | 80 | 65 | 6400 | 4225 | 5200 |
| 21. | 79 | 60 | 6241 | 3600 | 4740 |
| 22. | 70 | 60 | 4900 | 3600 | 4200 |
| 23. | 75 | 65 | 5625 | 4225 | 4875 |
| 24. | 84 | 60 | 7054 | 3600 | 5040 |
| 25. | 75 | 65 | 5625 | 4225 | 4875 |
| 26. | 79 | 68 | 6241 | 4624 | 5372 |
| 27. | 80 | 65 | 6400 | 4225 | 5200 |
| 28. | 78 | 60 | 6084 | 3600 | 4680 |
| 29. | 80 | 60 | 6400 | 3600 | 4800 |
| 30. | 75 | 70 | 5625 | 4900 | 5250 |
| 31. | 85 | 70 | 7225 | 4900 | 5950 |
| 32. | 80 | 55 | 6400 | 3025 | 4400 |
| 33. | 79 | 55 | 6241 | 3025 | 4345 |
| 34. | 79 | 70 | 6241 | 4900 | 5530 |
| 35. | 80 | 70 | 6400 | 4900 | 5600 |
| 36. | 80 | 65 | 6400 | 4225 | 5200 |
| 37. | 79 | 65 | 6241 | 4225 | 5135 |
| 38. | 75 | 70 | 5625 | 4900 | 5250 |
| 39. | 85 | 70 | 7225 | 4900 | 5950 |
| 40. | 79 | 65 | 6241 | 4225 | 5135 |

| | | | | | |
|--------------|---------------------------|---------------------------|-------------------------------|-------------------------------|------------------------------|
| 41. | 78 | 70 | 6084 | 4900 | 5460 |
| 42. | 71 | 70 | 5041 | 4900 | 4970 |
| 43. | 84 | 65 | 7054 | 4225 | 5460 |
| Total | $\sum X =$ 3330 | $\sum Y =$ 2748 | $\sum X^2 =$ 258774 | $\sum Y^2 =$ 176524 | $\sum XY =$ 212877 |

C. Testing The Hypothesis

1. The equation of linear regression

$y = a + b$ where a and b got by :

$$\begin{aligned}
 a &= \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{N(\sum X^2) - (\sum X)^2} \\
 &= \frac{(2748)(258774) - (3330)(212877)}{43(258774) - (3330)^2} \\
 &= \frac{711110952 - 708880410}{11127282 - 11088900} \\
 &= \frac{2230542}{38382} \\
 &= \mathbf{58.11}
 \end{aligned}$$

$$\begin{aligned}
 b &= \frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \\
 &= \frac{86(212877) - (3330)(2748)}{86(258774) - (3330)^2} \\
 &= \frac{18307422 - 9150840}{22254564 - 11088900} \\
 &= \frac{9156582}{11088900} \\
 &= 0.82
 \end{aligned}$$

$$Y = a + b$$

$$= 58,11 + 0,82$$

2. Coeficient r

$$r^2 = \frac{b\{N(\sum XY - (\sum X)(\sum Y))\}}{N \sum Y^2 - (\sum Y)^2}$$

$$= \frac{0,82(86)(212877) - (3330)(2748)}{86(176524) - (2748)^2}$$

$$= \frac{15012086 - 9150840}{15181064 - 7551504}$$

$$= \frac{5861246}{7629560}$$

$$r^2 = 0,768$$

$$r = \sqrt{0,768}$$

$$= 0,876$$

3. Examination of the statistic hypothesis

$H_a : P \neq 0$ There is significant effect of applying jigsaw learning technique on the students' achievement in speaking

$H_0 = P = 0$ There is no significant effect of applying jigsaw learning technique on the students' achievement in speaking

The statistical hypothesis could be determined by using :

$$\frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination a H_0 is accepted if $t_{\text{observe}} > T_{\text{table}}$ or H_0 is rejected if $t_{\text{observe}} < T_{\text{table}}$ with degree of freedom or $df = N-2 = 84$, $\alpha = 5\% = 0,05$

$$\begin{aligned}
 t_{\text{observe}} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0,876\sqrt{86-2}}{\sqrt{1-0,876^2}} \\
 &= \frac{0,876\sqrt{84}}{\sqrt{1-0,767}} \\
 &= \frac{0,876(9.1)}{0.233} \\
 &= \mathbf{34,2^{df}}
 \end{aligned}$$

$$\begin{aligned}
 T_{\text{table}} &= t \left(\left(1 - \frac{1}{2} 0,05 \right) \right)^{df} \\
 &= t \left(1 - \frac{1}{2} 0,05 \right)^{84} \\
 &= t(1 - 0,025)^{84} \\
 &= \mathbf{0,96}
 \end{aligned}$$

Based on the calculation above, where $t_{\text{observed}} > T_{\text{table}}$ ($34,2 > 0,96$) it could be concluded that H_0 was rejected. Its means that H_a was accepted or " there is significant effect of applying jigsaw learning technique on the students' achievement in speaking skill, formula was use :

$$\begin{aligned}
 D &= R^2 \times 100\% \\
 &= 0,678 \times 100\% \\
 &= 67,8 \%
 \end{aligned}$$

$$\begin{aligned} X &= 100\% - 67,8\% \\ &= 32,2\% \end{aligned}$$

Its means that the effect of applying jigsaw learning technique on the students' achievement in speaking was 67,8% and 32,2 % was influenced by the other factor.

D. Research Finding

After Pre-test and Post-test were conducted, then the fiindings could be report as follows :

1. There was significant effect of applying Jigsaw learning technique on the students' speaking achievement in learning english debate.

Which is proved from the result test $t_{\text{observed}} > T_{\text{table}}$ or (34,2 > 0,96) it means, null hypothesis was rejected and the alternative hypothesis was accepted.

2. The percentage of the effect of applying Jigsaw learning technique on the students' speaking achievement was 67,8% and 32,2 % was influenced by the another factor.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on findings and analyzing the data, so the researcher make the conclusion as follows :

1. There was significant effect of applying Jigsaw learning technique on the students' speaking achievement in learning english debate. Which is proved from the result test $t_{\text{observed}} > T_{\text{table}}$ or $(34,2 > 0,96)$ it means, null hypothesis was rejected and the alternative hypothesis was accepted.
2. The percentage of the effect of applying Jigsaw learning technique on the students' speaking achievement was 67,8% and 32,2 % was influenced by the another factor.

B. Suggestion

Based on the result of this study, suggestion put forwards as follows :

1. For the students achievement in speaking especially in english debate class, where the students would be easily to find the main idea for the debate, they will have more idea, because jigsaw use cooperaative leraning style, where every students involve in the discussions
2. For the teachers, teacher can use this method to increase students critical thinking related to speaking, teacher can easily manage students by divide their task to sub material.
3. For other researcher, they can this method for other english class with higher level spoken test, more material to discuss

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- <http://www.sciedu.ca/journal/index.php/ijhe/article/viewFile/9346/5654>



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| Judul | Diterima |
|--|----------|
| The Effect of Using, Jigsaw Learning Method in Increasing Student's Creative Thinking and Speaking Ability in the English Debate Class | AC |

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

Disetujui oleh
Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

Medan, 21 Oktober 2016
Hormat Pemohon,

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|--|---|------------------------------------|
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| | Non Verbal Communication in Inside Out Movie | |
| | The Students' Difficulties in Using Request and Question Sentences | |

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

Medan, 21 Oktober 2016
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Dengan hormat, yang bertanda tangan dibawah ini:

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

The Effect of Using, Jigsaw Learning Method in Increasing Student's Creative Thinking and Speaking Ability in the English Debate Class

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Mandra Saragih, S.Pd, M.Hum

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, 03 November 2016

Hormat Pemohon,

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- 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 : 7360 /II.3-AU /UMSU-02/F/2016
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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 : **DIO HARYANTO**
N P M : 1302050343
Program Studi : Pend. Bahasa Inggris
Judul Penelitian : **THE EFFECT OF USING JIGSAW LEARNING
METHOD IN INCREASING STUDENTS'
CREATIVE THINKING AND SPEAKING
ABILITY IN THE ENGLISH DEBATE CLASS**

Pembimbing : Mandra Saragih.,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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **19 Desember 2017**

Medan, 19 Rab. Awwal 1438 H
19 Desember 2016 M

Wassalam
Dekan


Efrianto .,M.Pd.
NIDN 0115057302



Dibuat rangkap 4 (Empat) :

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



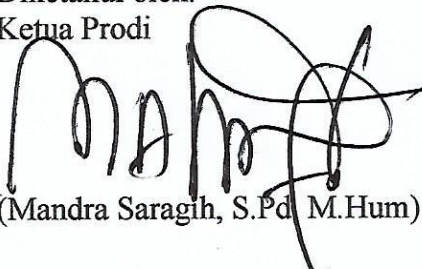
BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Dio Haryanto
N.P.M : 1202050343
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Jigsaw Learning Method in Increasing Student's Creative Thinking and Speaking Ability in the English Debate Class


| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|---------|------------------------------------|--------------|
| | Chapter I | BP |
| | Back Ground | |
| | Population and Sample | |
| | Chapter II | BP |
| | indicators of speaking | |
| | Chapter III | BP |
| | population and sample instrument | |
| | ACC 05 / 06-2017 | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Medan, 5 Juni 2017

Diketahui oleh:
Ketua Prodi


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

Dosen Pembimbing


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

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Dio Haryanto
N.P.M : 1202050343
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Jigsaw Learning Technique in Increasing the Students' Speaking Ability in English Debate Class

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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, 20 Juni 2017

Hormat saya

Yang membuat pernyataan,



Dio Haryanto

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**

Jl. 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



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Dio Haryanto
N.P.M : 1202050343
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Jigsaw Learning Technique in Increasing the Students' Speaking Ability in English Debate Class

Pada hari Sabtu tanggal 10 bulan Juni tahun 2017 sudah layak menjadi proposal skripsi.

Medan, 20 Juni 2017

Disetujui oleh:

Dosen Pembahas

Imelda Darmayanti Manurung, SS, M.Hum

Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas & Terpercaya

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

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 3884/II.3-AU/UMSU-02/F/2017
Lamp : ---
Medan, 23 Zulkaidah 1438 H
18 Agustus 2017 M

Kepada : Yth, Bapak Dekan
FKIP UMSU MEDAN
Di
Tempat

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

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 memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Mahasiswa : DIO HARYANTO
N P M : 1202050343
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : THE EFFECT OF USING JIGSAW LEARNING
TECHNIQUE IN INCREASING THE STUDENTS'
SPEAKING ABILITY IN ENGLISH DEBATE CLASS

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
Dekan



** Pertiinggal**

Cetakan WSI. *Judi 2/8/2017*
Di proses sesuai ketentuan
Munir Berlob...



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 Fax. (061) 6625474 - 6631003
Website : <http://fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

SURAT KETERANGAN

Nomor : 4204/KET/II.3-AU/UMSU/F/2017

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan bahwa :

Nama Mahasiswa : **DIO HARYANTO**
N P M : 1202050343
Program Studi : Pendidikan Bahasa Inggris

Benar telah mengadakan Riset di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara mulai 18 Agustus 2017 s/d 12 September 2017, dengan judul :

Demikianlah surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya. Amin

Dikeluarkan pada Tanggal :
Medan, 21 Zulhijah 1438 H
13 September 2017 M

Wassalam
Dekan

Dr. R. F. TRIANTO . M.Pd
NIDN 0115057302

**** Peringatan**

