

A THESIS

**INCREASING STUDENTS' IN MASTERY TENSES BY USING
JIGSAWSTRATEGY AT THE EIGHT GRADE STUDENTS' OF
Mts ISLAMIC BOARDING SCHOOL DDI PATOBONG
KAB. PINRANG**



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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE OF
PAREPARE**

2022

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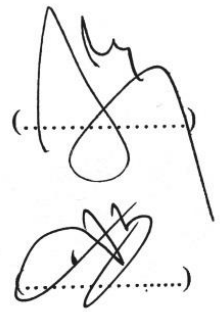
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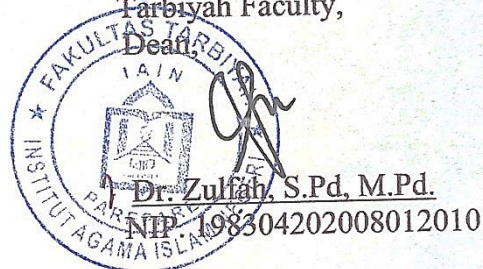
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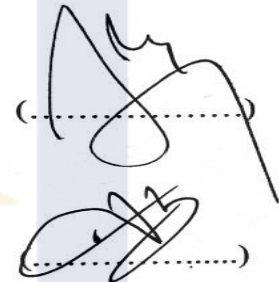
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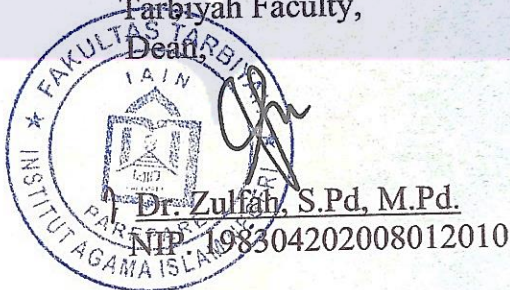
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ABSTRACT

Ifa Muliana. 2022. *Increasing Students' In Mastery Tenses By Using Jigsaw Strategy At The Eight Grade of Mts Islamic Boarding School DDI Patobong Kab. Pinrang.* (Supervised by Ismail Latief and Mujahidah).

Tense is set form of an action within certain time in the sentences which divided into three times, namely, past, present, and future in all three parts of that can be divided into four parts, namely, simple, continuous, perfect. The purpose of this study was to find out the increase students' in mastery tenses by using jigsaw strategy at the eight grade of Mts Islamic Boarding School DDI Patobong Kab. Pinrang.

This research used quantitative method and the research design used is a quasi-experimental design. The samples are assigned into two groups: class VIII A as an experimental class consisted of 25 students and VIII B as a control class consisted of 25 students. The instrument of the research was multiple choice test, including pre-test and post-test. The result of this research was obtained from calculating the data using t- test with the significance level of 0.05 and also calculated the effect size. The study of indicate that there are increasing students in mastery tenses by using jigsaw strategy.

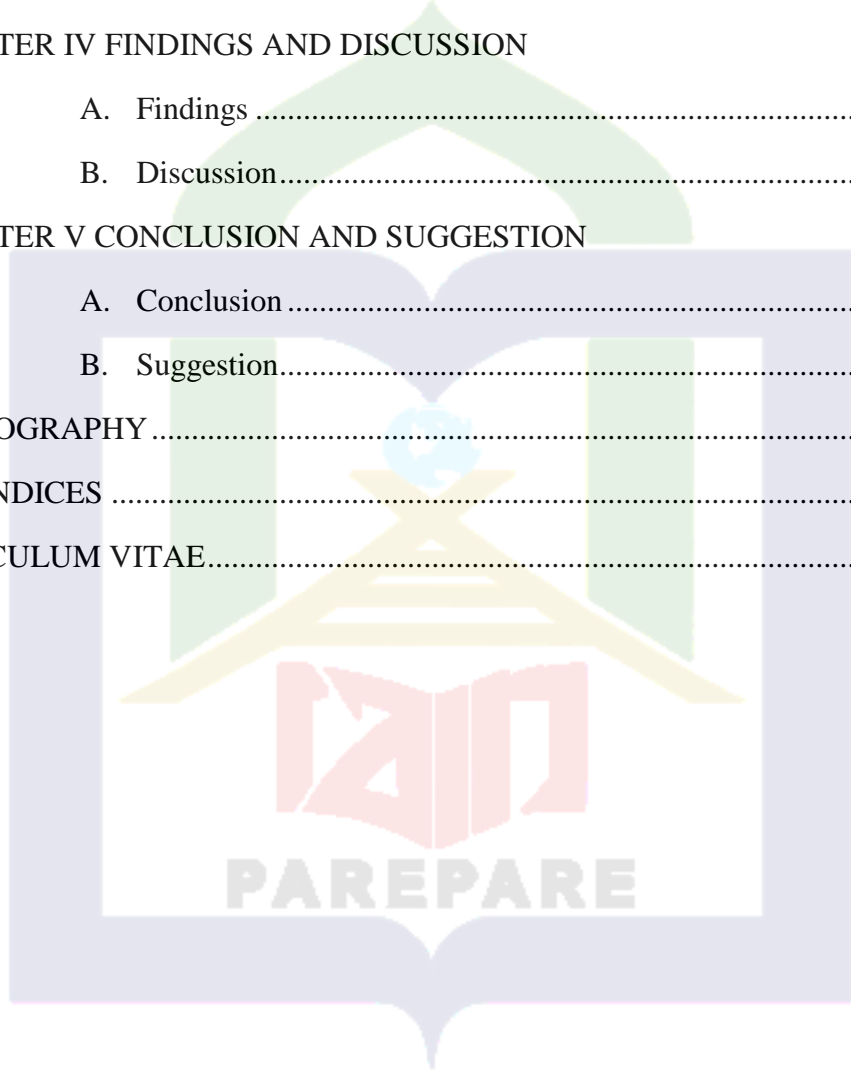
The pre-test score obtained by the experimental class (59.4) and the post-test score obtained by the experimental class (84.56) And the standard deviation of the experimental pre-test (18,50 and post-test (6,93). Then the mean value of the pre-test in control class (51,8), the mean score of control class post-test (80,84). And the standard deviation of the control class pre-test (16,44) and post-test (7,93) T- test evaluation of all question where the T-test value of 300,726 is greater than the T-table of 1,677 at a significant level of 5% / 0,05 and the degree of truth (df) is 49. The results show that the jigsaw model is able to improved students' mastery in tenses and can add to their new knowledge about tenses. Then the hypothesis (H_0) accepted students mastery in tenses at eight graders Mts DDI Patobon Kab. Pinrang because value T-test (300,726) > than T-table < (1,677) maka (H_a) rejected.

Keywords: Mastery Tenses, Using Jigsaw

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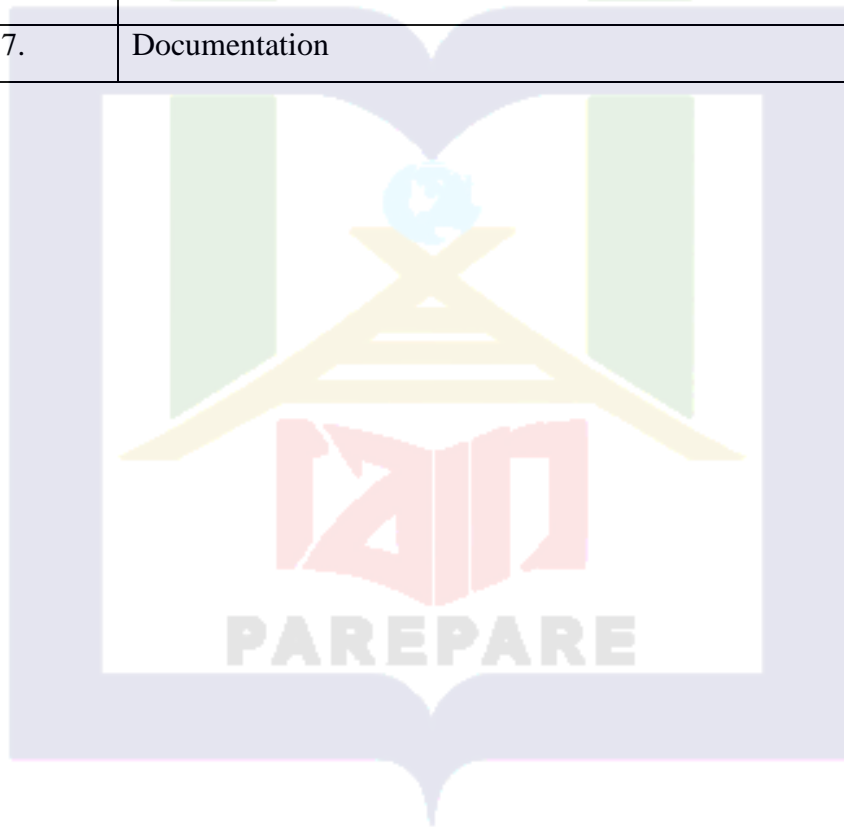


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CHAPTER I

INTRODUCTION

A. Background

Language is means of communication or interacting to convey something that comes the human mind as directly from a human heart. English is a very popular Internasional language that can be said of English used throughout the world. Language is made up of a number of components that have a fixed pattern and can be addressed, so in learning the main language English is necessary to master the skill, namely speaking, writing, listening, and also two components namely vocabulary, and grammar. English learning skills are taught to every level of secondary school in Indonesian. One of components that is difficult to learn for students' is tenses because it is also seen from the understanding of tenses it is change in the form of a verb based on the adverb of time and the nature of the activity.

Therefore, students mastering tenses are not only able to produce English sentence correctly but they are also able to communicate in English effectively. There five types of tenses that will be discussed in this study namely : Simple present, Past Tense, Future tense, Present continuous tense, Present perfect tense.

The word 'tense' is derived ultimately from the Latin word 'tempus' meaning time. Tense is a form of verb used to indicate the time. In discussing tense and time A.S Hornby state that "the words 'time' and 'tense' must not be confused. Tenses may indicate whether an action, activity, or state."¹

Therefore, learning a grammar that is easier for students' to understand is to provide learning from the basic, because when someone wants to master English they

¹ Lia Ratna Komala, An Analysis of Students' Errors In Using English Tenses (Universitas Islam Negeri Syarif Hidayatullah Jakarta 2014).

must master the tenses from the basic because tenses are a form of verbs that can be used to express time, tenses have different signals when forming a sentence. Tenses are from time in English, Tenses are used to express when an event or incident occurs.

The tenses is a description or explanation, when an event, incident, statement, news and action occurs in a sentence in accordance with the circumstance, including: present, past or future or a change in the tense of the verb in simple terms, tenses mean the form of words that show time, be it from an action, activity or level of completeness.²

Learning English, especially in learning tenses from basic, and also it is necessary to master vocabulary because vocabulary is very important in practicing making sentences. Vocabulary can make it easier for us to express ideas when making sentence to compiling a paragraph. Certainly it cannot be separated from the use of minimal tenses from the basic such as, simple present tense, simple past tense, simple future, present continuous tense. To reveal when someone can express their daily activity, it uses tenses such as, simple present tense, simple future tense etc. Based on the observations of researcher from students' junior high school grade VIII Islamic Boarding School DDI Patobong there are still many of them who have difficulties in mastering grammar.

Students have very low ability in learning English. Students do not focus when learning English because the teacher immediately gave material to make paragraphs in English without knowing the tenses.

Mastering tenses to junior high school students 'of Islamic Boarding School DDI Patobong to increase their mastery tenses. Regarding the explanation above, the

² A.Faidlal Rahman Ali, SE.Par, *Cara Cepat Belajar 16 Tenses*.2009.

researcher used the jigsaw model because this model can motivate students' and make them more active and focused in learning English, including learning tenses because sometime students' get bored if they often study in a serious state in their class. Then with the advantages of this jigsaw strategy it teaches students to work together respect and be responsible for helping fellow group members to learn. I hope that the teacher also uses this jigsaw model and adds games to teach students, especially in learning English, namely learning tenses. They easily understand the material and are one of the solutions for students' to develop learning tenses.

Based on all the explanationn for the results of observation of boarding researchers at the junior high school level are still lacking in tenses ability namely, Islamic Boarding School DDI Patobong then researchers are interested in conducting research with the title ***:Increasing Students' In Mastery TensesBy Using Jigsaw Strategy at the Eight Grade of Mts Islamic Boarding School DDI Patobong Kab. Pinrang.***

B. Research Question

Based on the background above, the researcher until formulates her research questions as following:

1. Is there any significant different between experimental class and control class in mastery tenses by using jigsaw strategy ?
2. Is using jigsaw able to increase students in mastery tensesat the eighth grade of Mts DDI Patobong Pinrang?

C. Objective of the Research

The objective of this research is:

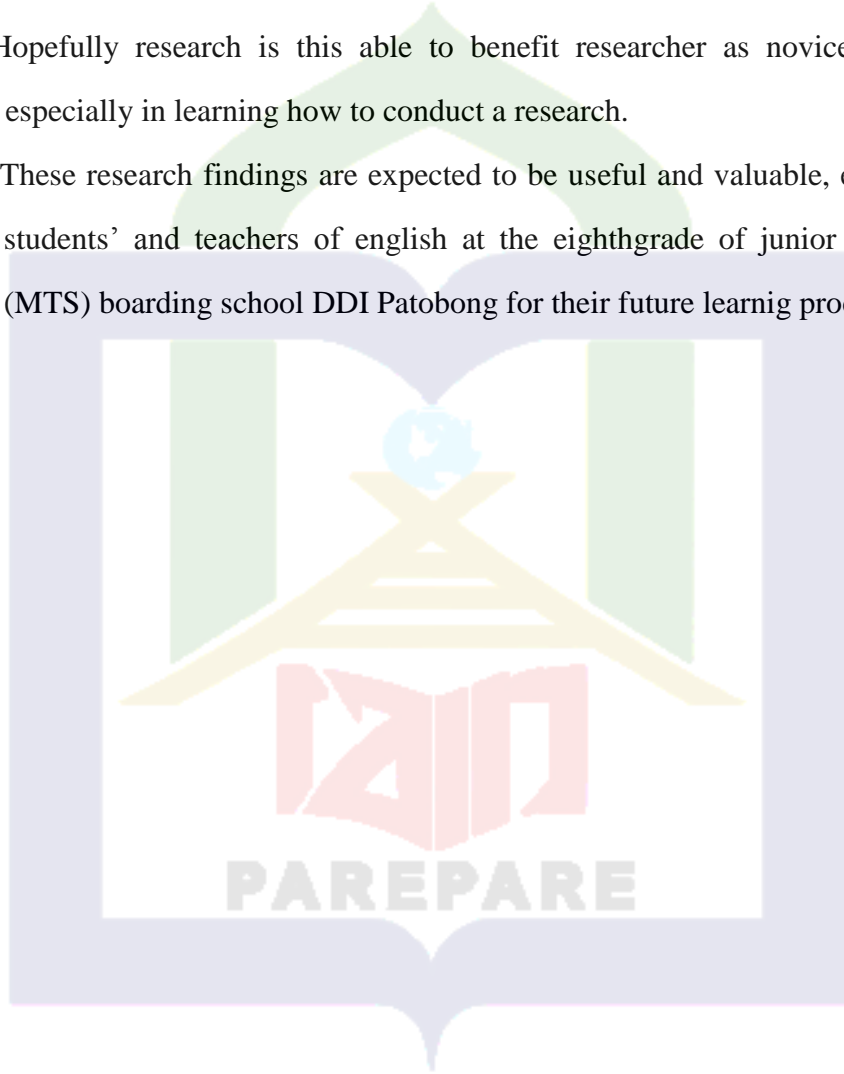
1. To know the different between experimental class and control classin mastery tenses by using jigsaw strategy.

2. To find out the increasing students' tense mastery by using jigsaw at the grade MTS DDI Patobong Kab. Pinrang.

D. Significance of the Research

There is a use in this research.

1. Hopefully research is this able to benefit researcher as novice a research especially in learning how to conduct a research.
2. These research findings are expected to be useful and valuable, especially for students' and teachers of English at the eighth grade of junior high school (MTS) boarding school DDI Patobong for their future learning process.



CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Related Research Finding

Several studies dealing with the basic tenses using jigsaw with a brief description of the study described as follows.

1. The first is research is written by Fitri Iswari, Puri Kurniasi. In her research The Jigsaw Cooperative Learning Model is Used to Improve Student Learning Tenses DKV UNINDRA. She said that jigsaw cooperative learning outcomes in learning the jigsaw method, jigsaw learning model much more effective than the method conventional from of lectures. With this model students have many opportunities to express opinions and increase self-confidence. From the results of this research is action research, while researchers take quasi experiment. Based on the data, there was 52.6% improvement learning outcomes of experiment class 3 and 47.6% improvement learning outcomes of experiment class 4. It shows that jigsaw model can improve students' learning outcomes.³
2. The second research comes from S.B. Panggabean from jurnal” Five Basic Tenses”. University of Sumatra Utara Faculty of since and Teacher Training. Based on the results of this study the same as using variables by increasing their tenses ability and differentiate from research methods using descriptive.
3. The next research is written by Anisa Solihat, Trisnendri Syahrizal from Professional Journal of English Education, IKIP Siliwangi. “ The Implementation of Jigsaw Method in Teaching Simple Present Tense”. The

³ Fitria Iswari, Puri Kurniasih, *Model Pembelajaran Kooperatif Jigsaw Untuk Meningkatkan Hasil Belajar (Tenses) Mahasiswa DKV UNINDRA (2020)*. P .229

research take the results from the study because the simple present tense is one part of the tenses. This research used descriptive qualitative the writer used tenth-grade Hotel Accomodation's students of SMK Dwi Putra Sindangkerta as a subject research We teach simple present tense easier using any method. One of them is the jigsaw method. This method often used more teacher in Indonesia because of this method easy to implement it.⁴

Based on the research previous above, the researcher can be concluded that using the jigsaw method is more effective and able to improve students' tenses learning. As for the differences between the research above and the latest research, the research above applies the CAR research method, while this latest research uses quantitative research methods, using quasi experiment.

B. Pertinent Ideas

1. The Concept of Tenses

a. Definition of Tenses

Tense is verb to show a form of action within a certain time in the English sentences are usually divided into three times, namely, past, present, and will come future in all three parts of the can be divided into four parts, namely, simple, continuous, perfect, (*according betty schrampher azhar*).

Tenses are a verb form that indicates or can indicate a relationship between the time the action in adverb accours and the time the verb is uttered. Also, the verb can give an indication duration of the verb's action and when or if it is completed. Tenses

⁴ Anisa Solihat, Trisnendri Syahrizal, The Implementation of Jigsaw Method in Teaching Simple Present Tense (IKIP Sliwangi: Professionla Journal of English Education, 2 March 2020).

is verb form of time to indicate the time of when the accident happened.⁵

Based the definition above the research or concludes that tenses is from of the a from of adverb that shows the time when an event occurs.

b. The Type of Tenses

There are verb form usually used to express time relationship, they are:

Table 2.1 Type of Basic Tenses

a) The Simple Present Tense
b) The Past Tense
c) The Future Tense
d) The Present Continuous Tense
e) The Present Perfect Tense

1) The Simple Present Tense

We use the present simple to talk about things in general we use it to say that something happens all the time or repeatedly, or that something is true on general according Raymond Murphy (2003:4).⁶

⁵ Eti Ratna Sawitri, The Grammar Competence On Five Basic Tenses at The Eight Year Students of Junior High School 5 Palopo (IAIN PALOPO 2017).

⁶Raymond Murphy (2003:4). Language Center, *Switch Grammar Kampung Inggris Lc*

Present Tense also states an action or activity that takes place or occurs at the present time in a simple form. Then the general formula of the simple present is:

S + V1 + O

1. The function of simple present

(a) Simple present tense is used to indicate an event / event / activity that occurs / is repeated repeatedly or is a habit (habitual action).

a. I always wake up at 5.00 o'clock in the morning.

(Aku selalu bangun pukul 5 tepat di pagi hari).

b. I take a bath every morning.

(Saya mandi setiap pagi).

(b) General truth.

a. My English teacher comes from Pinrang.

(Guru bahasa Inggris saya berasal Pinrang).

b. The earth revolves around the sun.

(Bumi berputar di sekitar matahari).

(c) Simple present tense is used to show something that will happen in the future if we talk about a program, schedule, and others (adverb of time).

a. The second train leaves for Kediri at 10 **a.m.**

(Kereta api kedua berangkat ke Kediri pada pukul 10 pagi).

b. The day after tomorrow is Sunday.

(Lusa hari Minggu / Ahad).

There are some adverbs of frequency that used in simple present tense the most common of these are:

Always	Usually
Seldom	Never
Off and On	Now and Then
Generally	Every day/morning/week

2. Form Simple Present tense .

(1) Table 2.2 Verbal Sentence form simple present tense

(+) S + V1 s/es + O
(-) S + do/does not + V1 + O
(?) Do/Does + S + V...?

e.g. : (+) His father goes to post office.

(-) His father dose not go to post office.

(?) Does not his father go to post office ?

(2) Table 2.3 Nominal Sentence form simple present tense

(+) S + TO BE (am, is, are) + ANA (Adj, Noun, Adverb)
(-) S + TO BE (am, is, are) + Not + ANA
(?) BE + S + ANA ?

e.g. : (+) I am Student

(-) I am not Student

(?) Am i Student ?

So simple present tense is declare the truth (which really happened from then until now and in the future), and than states an event or routien that occurs (daily) in the present.

2) The Past Tense

Past simple is a tense used to describe an activity or event that occurred in the past. Or simple past tense is the tense used to express activities that occurred in the past and in the time when the event occurred. Simple past tense indicates that an activity or situation and ended at particular time in the past.⁷The general formula of the simple past is :

S + V2 + O

1. The Fancion of Simple Past

(a) Reveal an event that is certain in the past.

a. He left at the end of December.

(Dia pergi pada akhir Desember).

b. When they were young, they hated cigarette.

(Ketika mereka masih muda, mereka membenci rokok).

(b) Reveal a single incident or habit in the past.

a. I played all kinds of games on the street.

(Aku memainkan semua jenis permainan di jalan).

b. She always told me what to do.

⁷ M. Haris ShofyA. *Easy Instant Grammar Kampung Inggris (2019)*

(Dia (pr) selalu memberitahu apa yang harus saya lakukan).

(c) Declare an event or incident that has been done and has finished at the same time in the past.

a. We went to the city fair yesterday.

(Kami pergi ke pekan raya kota kemarin).

2. Form simple past

(1) Table 2.4 Verbal Sentence form simple past tense

(+) **S + V2 + O + Adj/ Noun / Adverb (ANA)**

(-) **S + Did + not + V1 + O + ANA**

(?) **Did + S + V1 + O + ANA?**

e.g. : (+) The Doctor went to the hospital yesterday.

(-) The Doctor did not go to the hospital yesterday.

(?) Did the Doctor go to the hospital yesterday ?

(2) Table 2.5 Nominal sentence form simple past tense

(+) **S + Was/Were + ANA**

(-) **S + Was/Were + ANA**

(?) **Was/Were + S + ANA ?**

e.g. : (+) He was a teacher.

(-) He was not a teacher.

(?) Was he a teacher ?

3. Time signal in the past tense. There are several kinds of time signal that usually use the simple past tense, they are:
- a. Yesterday
 - b. Yesterday afternoon
 - c. Yesterday evening
 - d. Yesterday morning
 - e. Last week
 - f. Last night
 - g.ago

3) The Future Tense

The simple future tense is a tense that is used to reveal an action that will occur in the future.⁸ Simple Future Tense (Time will come simple), Simple future tense used to declare the action that will occur in the future. The formula simple future tense

S + Will/Shall + V1 + O

1. Function future tense

(1) The sentence simple future form used to state an event or action happened in the future.

a. I shall come at your house tomorrow.

(Aku akan datang krumahmu besok).

b. I will meet you tomorrow

(Aku akan menemui besok).

⁸ Topan Setiawan, *English Family* (Learning English in Indonesia Culture), 2020.

(2) The sentence simple future can be used to make a conditional sentence type

- a. Ammar will come if invite her.
- b. He will help you if ask her for a help politely.

(Dia akan membantu anda jika meminta bantuanya dengan sopan).

(3) Simple future tense with “going + to” to be able to express an intonation (a plan in the future that can be thought of in advance).

- a. We are going to Bandung to continue our study.

(Kami akan pergi ke Bandung untuk melanjutkan sekolah kami).

- b. The teacher is going to send this letter tomorrow.

(Guru akan mengirimkan surat ini besok).

2. Form future tense

(1) Table 2.6 Verbal sentence form future tense

(+) S + Will/Shall + V1 + O + ANA
(-) S + Will/Shall + Not + V1 + O + ANA
(?) Will/Shall + S + V1 + O + ANA ?

e.g.: (+) I will make a cake tomorrow.

(-) I will not make a cake tomorrow.

(?) Will you make a cake tomorrow ?

(2) Table 2.7 Nominal sentence form future tense

(+) S + Will/Shall + Be + O + ANA
(-) S + Will/Shall + Not + Be + O + ANA
(?) Will/Shall + S + be + ANA ?

e.g. : (+) Ifa will be a singer in my birthday party tomorrow.

(-) Ifa will not be a singer in my birthday party tomorrow.

(?) Will she be a singer in my birthday party tomorrow?

3. Time signal in the future tense. There are several kinds of time signal that usually used in future tense, they are:

- a. Tomorrow
- b. Next week
- c. Next month
- d. This weekend

d) The Present Continuous

Present continuous tense is the phrase formed from part of the verb and a verb used to show an action that continuous over a period of time.⁹ State an event or activity that is happening in the present.

1. The function of simple present continuous tense.

(1) State an activity that is being carried out now.

- a. They are sitting right now.

(2) Declare an activity that we do for long time and still on going until now.

⁹ Topan Setiawan, *English Family (Learning English In Indonesia Culture) 2020*
 Surawan Martunis, *Cara Mudah Belajar & Memahami Tenses 2008*.

- b. I am studying to come a poet.
- c. I am writing my novel this month.

(3) Declare an activity that we will do in the near future.

- a. Tomi is closing his store next two days.
- b. I am meeting my old friends after class.

(4) Declare a bad activity performed over and over (always) and make it uncomfortable.

- a. She is always coming to class late in exams.

2. Form present continuous tense

(1) Table 2.8 Verbal sentence form present continuous tense

(+) S + am/is/are + V-ing + O
(-) S + am/is/are + Not + V-ing + O
(?) am/is/are + S + V-ing O ?

e.g. : (+) I am speaking English.

(-) I am not speaking English.

(?) Am i speaking English ?

(2) Nominal sentence simple present continuous is the same as the nominal form simple present.

3. Time signal in the present continuous tense

- a. Today
- b. Now
- c. At present/ at this moment

Changes V-ing in the present continuous tense. There are several V-ing changes in the present continuous tense that must be considered when we want to increase suffix “-ing” for verb.

- a) Basic verb directly coupled with the suffix “-ing”

Play	Playing	Bermain
Study	Studying	Belajar
Read	Reading	Membaca
Call	Calling	Memanggil
Post	Posting	Mengeposkan
Apply	Applying	Menggunakan

- b) The verb which is replaced by the vowel “e” which is preceded by the consonant “e” is immediately replaced by –ing such as :

Write	Writing	Menulis
Drive	Driving	Mengendarai
Come	Coming	Datang
Take	Taking	Mengambil
Change	Changing	Mengubah

- c) If the verb monosyllabic ending with consonants (konsonan), which is preceded by vowel (vocal), the pressure falls at the end of the word pronunciation then the last letters duplicated and added “ing”.

Cut	Cutting	Memotong
Get	Getting	Mendapatkan
Occur	Occurring	Terjadi
Put	Putting	Menempatkan
Sit	Sitting	Duduk

4) The Present Perfect Tense

Present perfect tense is time form used to express a deed, activity action that happen indefinite time past tense. And the time of converting the activity or deed has been conducted. and then it can be that the present perfect tense is the combined time

form of the past state and the present state. But of course, much more emphasis has been placed on the present.¹⁰

1. The function of simple present perfect tense

(1) Present perfect tense used to state an event that occurred in the past but has an effect on the present.

- a. Toni can not go on holiday because Toni has broken his leg.

(Toni tidak bisa pergi berlibur karena Toni patah kakinya).

- b. We have done my homework, now we can't watch TV.

(2) Present perfect tense used to provide new information or to announce recent events. Usually added (*Just and Already*).

- a. I have finished my homework.

(Saya sudah menyelesaikan tugas rumah saya).

- b. Ow, I have just cut my finger.

(Ow, saya baru saja melukai jari saya).

(3) Present perfect tense used to describe events that were carried out in the past and are still being carried out today.

- a. I have explored 20 countries in the world.

(Saya telah mengeluarkan 20 negara di dunia).

¹⁰ Eti Ratna Sawitri, *The Grammar Competence On Five Basic Tenses At The Eight Year Students Of Junior High School 5 Palopo*, IAIN PALOPO 2017 P.37

2. Form present perfect tense

(1) Table 2.9 Verbal sentence form present perfect tense

(+) **S + Have/Has + V3 + O**

(-) **S + Have/Has + not + V3 + O**

(?) **Have/ Has + S + V3 + O ?**

e.g: (+) I have finished my work.

(-) I have not finished my work.

(?) Have i finished my homework?

(2) Table 2.10 Nominal sentence form present perfect tense

(+) **S + Have/Has + been + non verb + O**

(-) **S + Have/Has + not + been + non verb + O**

(?) **Have/Has + S + been + non verb + O ?**

e.g.: (+) She has been here for 20 minutes

(-) She has not been here for 20 minutes

(?) has she been here for 20 minutes

3. Time signal in the present perfect tense

- a. Just/baru saja
- b. Yet/belum
- c. Already/sudah
- d. Recently

a. Cooperative

Cooperative is a group learning with the number of students in each group of 2-6 people with the idea of motivating each other among the members to achieve a maximum learning goal. Cooperative learning model using small groups and working

together and being responsible for each individual in each group according to **Salvin** states that a cooperative learning model is a learning model where students' work together in small groups and help each other in studying learning materials.¹¹

Based on this explanation, cooperative learning is a learning model in which students work together which are divide into several groups and help each other in understanding and studying the learning material delivered by the teacher.

b. Jigsaw

A jigsaw is a puzzle to comply a piece of a picture. This jigsaw cooperative learning model takes a pettern by working a saw (zigzag), where students carry out a learning activity by working together with other students to achieve common goals.¹²

The jigsaw method is a learning model in which students' are divide into several small groups then when the material has been prepared the material or teaching material is distributed to the group and students learn their part as well. Learning the jigsaw method is teaching that allows students to be able to learn in small groups consisting of 2-6 people in each group or more of their students heterogeneously and work together and be mutually responsible.

The jigsaw cooperative learning model was developed by Elliot Aronson and his colleagues from the University of Texas and later adapted by Salvin and his friends. According to Arends (2008) the jigsaw cooperative learning model is a cooperative learning model, with students learning in small groups of 4-6 people

¹¹ Alfonas Diana Seran, Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Motivasi dan Hasil Belajar Pada Materi Pencemaran dan Kerusakan Lingkungan Kelas VIIB Kanisius Kalasan Yogyakarta (2016).

¹² Ginadi H. Sulistyoy, Reading For Meaning Theories Teaching Strategies Assesment, (2011).

heterogeneously and cooperating with positive interdependence and being responsible for the completeness of part of the subject matter that must be studied and conveying the material to another group. Meanwhile, according to Agus Suprijono the jigsaw cooperative learning model is cooperative learning in which the teacher divides the class into smaller groups.¹³

In the jigsaw model learning process where students are required to be active in the teaching and learning process, therefore the teacher is only a facilitator to provide direction to students in mastering the learning material. This jigsaw model is a very interesting model to be given to students because the provision of material does not have to be in the order and students can share knowledge with other students. Therefore all students are always active and add new insights and the quality of their achievements increases.

Based on the definition above, the research formulates that jigsaw is a learning model that makes all students more active in expressing their opinions besides that they also train their communication skills and get knowledge widely and responsibly.

a) The Steps for Implementing the Jigsaw Learning Model

According to Muslimin Ibrahim that there are jigsaw type learning steps that can be used in the learning process including the following

- 1) Students are divided into heterogeneously groups of 5 or 6 members.
- 2) The learning material provided by students is in the form of text.
- 3) Each member is responsible for studying a certain part of the text given.

¹³ Nur Lela, Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw Terhadap Pemahaman Konsep IPA Peserta Didik Kelas IV MI ISMARIA Al-Qur'aniyyah Bandar Lampung (2018).

- 4) Members of other groups who are assigned to the same topic gather and discuss the topic. This group is called the experts group.
- 5) Then the expert team members returned to the original group and taught what they have learned and discussed in the expert group to be taught to their friends in their own group.
- 6) Arranged home group meetings and discussion, students are subjected to quizzes individually about the subject matter.¹⁴

There are also other opinions suggesting the steps of the jigsaw learning model, namely:

- 1) The base group is an initial group of students consisting of several expert group members who are formed with attention to diversity and their backgrounds, the original group type in between.
 - (a) Students are divided into small groups of 4-6 people. Distribute materials or assignments in accordance with the material being taught.
 - (b) Each students in the group gets the different assignment or material and understand the different information inside it.

Expert group is where a group of students consisting of members of another group (base group) who are assigned to explore a certain topic is then taught to members of the base group. Type of expert group namely:

- (a) Collect each student who has the same material assignment in one group.

¹⁴ Muzaiyanah, *Penerapan Pembelajaran Kooperatif Tipe Jigsaw di Sekolah Menengah Pertama (A Graduate Student of IAIN Pontianak 2017)*.

- (b) In this expert group the teacher assign students to study together to become experts in accordance with the material or assignments that are the responsibility of the students. Then assign all members of the expert group to understand and be able to convey information on the results of the assignment material that has been understood by the base group.
- (c) When the task has been completed in the expert group,each student resturn to the original group. And give each students the opportunity to take truns to present the results of the assigments in the expert group.

1. The Advantages of Learning the Jigsaw Model

Everything must have advantages and disadvantages. Of all learning models there must be advantages and disadvantages.

- 1) Increasing the self-esteem of each individual.
- 2) Acceptance of greater individual difference so that interpersonal conflicts are reduced.
- 3) Apathy is reduced
- 4) Increasing kindness, sensitivity, and tolerance.
- 5) Can prevent aggressiveness in the system of compition and alienation in the individual system without sacrificing the cognitive aspects.
- 6) Improving learning progress.
- 7) Increasing attendance and a more positive attitude.
- 8) Increasing motivation and self-confidence.

- 9) Increasing the feeling of being in the place of learning and liking his classmates.¹⁵

2. The Disadvantage of Learning Jigsaw Model

According to Mel Silberman, there is a lack of jigsaw learning model.

- 1) The condition of the class is busy, so that it makes students confused and the jigsaw type of cooperative learning is new learning.
- 2) If educators do not improve so that students always use cooperative skills in their respective groups, there is a concern that the group will get stuck.
- 3) Weak students may depend on clever students.
- 4) If the number of group members is insufficient it will cause problems, for example if there are members who only piggyback on completing tasks and are passive in discussion.
- 5) A longer time, especially if there is a spatial arrangement that has not been conditioned properly, so it takes time to change position which can also cause confusion and takes time and careful preparation before this learning strategy can run well.¹⁶

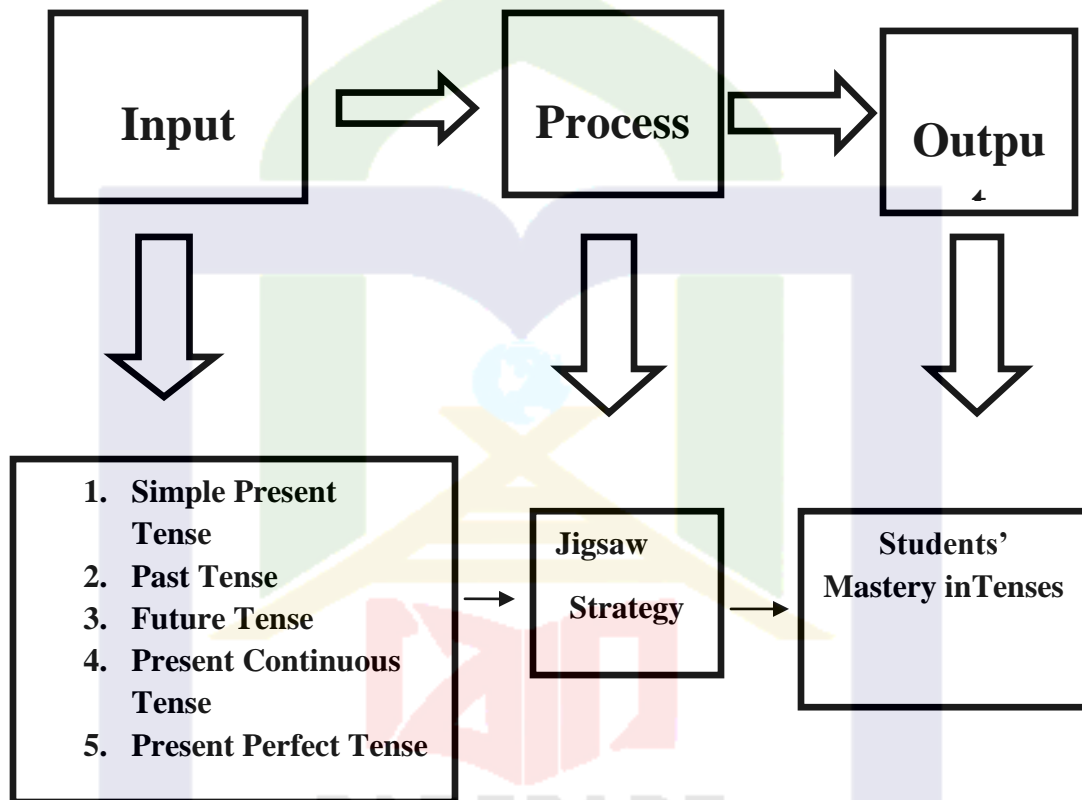
It can be concluded from the advantages and disadvantages of this jigsaw model, which can be seen from the advantages of jigsaw above, this model can be used for other learning, with this model students are able to work together and be able to be responsible with themselves, and understanding of the material will be increasingly mastered by students.

¹⁵ Risda Siring, Efektivitas Metode Jigsaw Dalam Meningkatkan Motivasi Belajar Sejarah Kebudayaan Islam Peserta Didik Di Kelas VII Mts Darul Ulum ATH-THAHIRIYAH Paladang Kabupaten Pinrang IAIN Parepare (2018).

¹⁶ Hasriah, *Pengaruh Penerapan Strategi Jigsaw Terhadap Motivasi Belajar Sejarah Kebudayaan Islam Peserta Didik Kelas X MAN 1 Parepare (2015)*.

However when viewed from the shortcomings of the jigsaw learning model above, the students are afraid that they will be weak because they often depend on other students who are smart, it will also be worried that the condition of the crowded class will make students confused.

C. Conceptual Framework

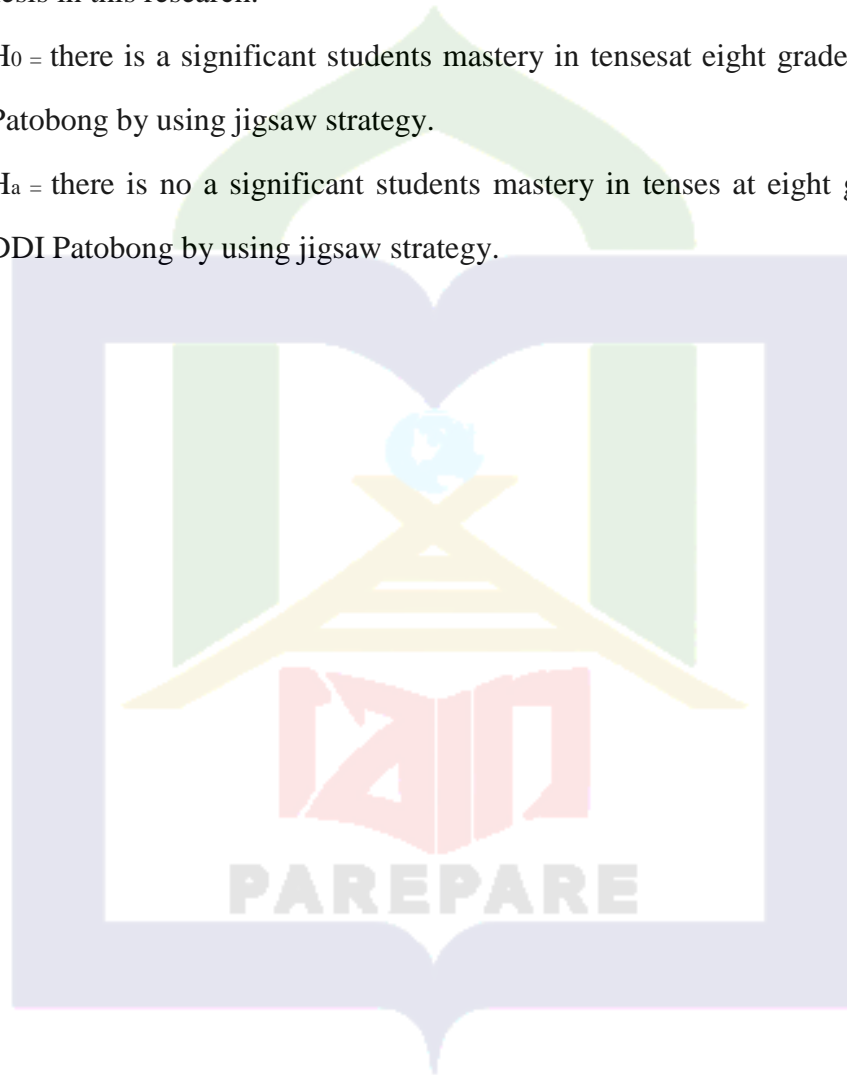


D. Hypothesis

Hypothesis is a statement provisional statement or conjecture. The hypothesis has the aim to answer the problem that formulations in this study. As for the hypothesis in this research.

H_0 = there is a significant students mastery in tenses at eight graders MTS DDI Patobong by using jigsaw strategy.

H_a = there is no a significant students mastery in tenses at eight graders MTS DDI Patobong by using jigsaw strategy.



CHAPTER III

METHODOLOGY OF THE RESEARCH

Quantitative research is when the data collected is in the form of numerical data or other types of data can be quantify and processed using statistical technique.¹⁷

A. Research Method

This research used a quasi-experiment as research method. This research has two groups where the group is the experimental class and the control class.

Table3.1Design Matching Pretest-PosttestControl Group Design

Group	Pre-test	Post-test
Experimental Class	O₁	O₂
Control Class	O₃	O₄
X = Treatment		

EC = Experimental Class

CC = Control Class

O₁ x O₂= Pre-Test

O₃ x O₄= Post-Test

X = Treatment¹⁸

¹⁷ Wiryanti Mediana Putri, Applying Word Clap Game To Improve Students' Vocabulary Mastery Of The First Year Students Of SMPN 21 Bulu Bonggu, 2018.

¹⁸ Hasni Kadir, The Use of Aanagram Thenique to Improve The Students' Vocabulary Mastery at The Eight Grade of Mts Al-Wasilah Lemo Kabupaten Polman, 2019.

B. Location and Duration of the Research

The research conducted di MTS Pondok Pesantren DDI Patobong in seventh grade as the experimental class and the eight class as the control class.

C. Population and Sample

1. Population

Population of this research is the students' of eight grade of the MTS DDI Patobong. The data about the population can be seen below :

Table 3.2 Students' Population

No	Class	Gender		Total
		Male	Female	
1.	VIII A	18	7	25
2.	VIII B	15	10	25

2. Sample

According to Sugiyono the simple is part of the number and characteristics possessed by the population.¹⁹ So the sampling technique in this research is *total sampling*. According to Sugiyono total sampling is a technique sampling where the number of samples is the same as the population.²⁰ Why take *total sampling* because the number of population is less than 100, so the number of samples in this research was 50person. In this research the experimental class will be the sampling class VIII A class and the control class will be VIII B class.

¹⁹ Zulmiyetri, Nurhastuti, Safaruddin, Penulisan Karya Ilmiah.2019.

²⁰ <http://repository.uma.ac.id>, 2017

D. Operational Definition of Variable

The definition of the operational variable in question is everything in the form of what is determined by the researcher to be studied so that information is obtained about it and then draw the conclusion). In the preparation of this final project researcher raised the title Increasing Students' Basic Tenses Ability By Using Jigsaw. Understanding variable according to Sugiono is variable as an attribute of a person or object that has variations from one person to another or one object to another or one object to another, the research variable are divided into two types, namely the independent variable and the dependent variable.

1. Tenses

Tense is verb to show a form of action within a certain time in the English sentences are usually divided into three times, namely, past, present, and will come future in all three parts of the can be divided into four parts, namely, simple, continuous, perfect,

2. Jigsaw Strategy

The jigsaw method is a learning model in which students' are divide into several small groups then when the material has been prepared the material or teaching material is distributed to the group and students learn their part as well.

E. Procedure of Collecting Data

1. Data Collection

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.

a) Test

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of individual groups. Learning outcomes test is a test used to assess student learning outcomes that have been taught by the teacher within a certain period of time. There are several from of test that are often used in the teaching and learning process including written, oral, and behavioral test. The learning outcomes test in this study were pre-test, and post-test.

- 1) **Pre-test** the researcher giving the treatment on the first meeting researcher will gave pre-test to students' to identify the students' understanding of tenses. is the final evaluation when the material taught on that day has been gives a post-test in other words whether he understand the material given.
- 2) **The post-test** is the final evaluation when the material taught on that day has been gives a post-test in other words whether he understand the material given.

b) Treatment

The researcher give the treatment to students' and give some materials about basic tenses by using jigsaw, Knowing the researcher conducted for four meetings. The procedure of the treatment basic tenses by using jigsaw of Experimental class as follow :

- 1) The research greeting to the students' to open the class.
- 2) The research give direction to pray before learning.
- 3) The researcher introduced herself to all the students'.

- 4) The researcher gave motivation to the students' before teaching the materials.
- 5) The research checked the attendance list.
- 6) The research explained the material and the activity will be used.
- 7) The research applied jigsaw strategy to student in understanding the material.
- 8) The researcher gave chance for students' to ask questions about the material.

F. Instrument of the Research

The writer used a test in her study as an instrument for collecting data, the test was pre-test and post-test. The purpose of giving is to find out the improvement of the students' in learning English by using tenses while sitting in seventh grade and then tking to eight grade. The post-test is given later at the end of each class meeting.

G. Technique of Analyzing the Data

Activities in data analysis are group data based on variables and types of respondents, presenting data for each variable studied, perform calculation to answer the problem formulation, and perform calculation to test the hypothesis that has been proposed . To find out the increase in students' basic tenses by using a jigsaw, the data analysis in this study was carried out on the pre-test and post-test score.

a.Descriptve Analysis

Descriptive analysis aims to describe the data obtained so that obtain useful information in research. Descriptive statistics is an analysis that gives me a general picture of the characteristics of each research variable as seen from the maximum, minimum, mean and modus, which is calculated using statistics software statistical

packpage for sicial science (SPSS). Then descriptive statistics analysis was carried out for normal data.

- a) Scoring the students' correct answer of pre-test and post-test by using formula :

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

- b) Classifying the score students' classification as follow:

Table 3.3 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²¹

(Score: Shuharsimi Arikanto, 2013;281)

- c) Percentage of students' score using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

²¹ Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.

- a) To find out the average score of students' increasing basic tenses by using jigsaw following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of student

- d) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :

S : The standard Deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N : Total number of student ²²

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

²² Rukminingsi, M.Pd, Dr. Gunawan Adhnan,. Ph.D, Prof. Muhammad Adnan Latief, M.A., Ph. D, Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas, 2020

- e) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

- t : Test of significance
- \bar{x}_1 : Mean score of experimental group
- \bar{x}_2 : Mean score of experimental group
- SS_1 : Sum square of experimental group
- SS_2 : Sum square of controlled group
- n_1 : Number of students' of experimental group
- n_2 : Number of students' of controlled group
- 1 : Constant number
- 2 : Number of class ²³

T test become very essential test for comparing the two population result data which has different category of sample and average result.

²³ Nurvitasari, skripsi, The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar, 2017.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through test can be discussed in the section below. In this chapter, research results are described to increasing students' basic tenses ability by using jigsaw by processing data on to the form of pre-test and post-test. This study uses test instrument test to determine the level of validity and reliability. This study uses a test instrument test to determine the level of validity and reliability. Class VIII A and VIII B students at Mts DDI Patobong Kab. Pinrang were used as sample with a total of 25 students from class VIII A and 25 students from class VIII B. The two classes were used as subjects, only cisisting of groups, such as class VIII A as the experimental class and VIII B as the subject control class.

A. Findings

On January 31th2022, the research began to collect students in class. Before giving treatment of four meetings, the researcher gave a pre-test which aims to determine the increasing students' basic tenses ability. The meeting on the date 2th February 2022. The researcher started to distribute the test instrument, the opening class as the start of the learning process the research explains the basic tenses material starting from its understanding, formulas, to examples.

After they understand the material, the researchers write a test of each meeting and ask them to come in from of the class to write one example of the basic tenses members. To find out increase students' basic tenses abilities students will get a pre-test and post-test in the experimental class for the first step of the research.

1. Different between Experimental Class and Control Class

a. Result Data of Experimental Class

First step of the experimental class was identifying the students tenses mastery, the researcher identified the students mastery by delivering test to the students as pre-test, another test also identified after did the experiment by teaching the tenses by using jigsaw strategy to the students. The students' tenses mastery in pre-test and posttest may see on the table below:

Table 4.1 The score of students' Pre-test and Post-test in experimental class (VIII A).

No	Students	Pre-test	Post-test	x_1^2	x_2^2
1	Fitrah Amaliah	60	80	3.600	6.400
2	Muhammad Fiqri	60	78	3.600	6.084
3	Fachri Paiz	45	78	2.025	6.084
4	Arkan Mubaroq	60	85	3.600	7.225
5	Rajib	50	80	2.500	6.400
6	Nur Afni	40	83	1.600	6.889
7	Rahma	95	95	9.025	9.025
8	Rauf	75	95	5.625	9.025
9	Muh Khalif Khafi	60	88	3.600	7.744
10	Faili	55	80	3.025	6.400
11	Deny Syaputra	75	88	5.625	7.744
12	Muh Attar	95	95	9.025	9.025
13	Afzal Ramadhan	95	95	9.025	9.025
14	Muhammad Afdal	30	77	900	5.929
15	Muh Farhan	45	80	2.025	6.400
16	Wahyuni	45	82	2.025	6.724

17	Dahlia	75	85	5.625	7.225
18	Shinta Khaeria Putri	65	92	4.225	8.464
19	Nur Hidayah	70	92	4.900	8.464
20	Muh. Sadli	55	83	3.025	6.889
21	Anwar	35	75	1.225	5.625
22	Muh. Lutfi	40	75	1.600	5.625
23	Bayu Setia Budi	40	75	1.600	5.625
24	Fathul Resqi	70	93	4.900	8.649
25	Nur Aliyah	50	85	2.500	7.225
Total		$\sum x = 1485$	$\sum x = 2114$	96.425	179.914

Based on the table above, improving students' basic tenses skills before being given treatment/ pre-test the average score was 59,4 and after being given treatment the mean post-test was 84,56. it can be seen that almost of the class VIII A experimental class ability in high basic tenses. Because most students get very high score. The following is the calculation process to find out the average value.

Mean Score Pre-test Experimental Class (VIII A)

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1485}{25}$$

Mean score Pre – test $\bar{x} = 59,4$

Mean score is datasetthe sum of all values divided by the total number of values, mean score become the average of the data which become the representative

data of the total data getting from the test, in sum up, the mean score of the experimental class for Pre Test was 59,4 which category as *Fair category*.

Mean Score Post-test Experimental Class (VIII A)

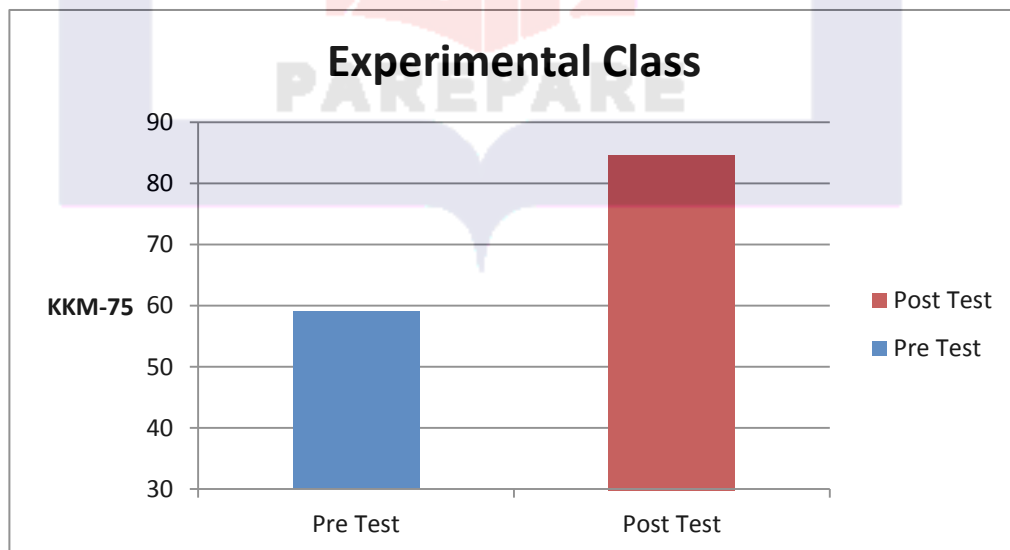
$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{2114}{25}$$

Mean Score Post- test $\bar{x} = 84,56$

The mean score after doing experimental class using the jigsaw strategy may get improving to the students mastery in tenses, it may see from the mean score which representative of the data for posttest score, the students post test score was 84,56 which categorized as *Very Good*.

The researcher show the graphic between the pretest and posttest for more clearly explanation among both test as showed below:



b. Result Data of Control Class

The second step of this research was to identifying the control class result data, this control class become the comparative class for identifying the differentiate between experimental class and control class, after conducting the experimental class before, there was an improvement, the control class means that, the class which did not get any treatment activities, while this class were not teaching by using any specific strategy, or avoiding from jigsaw strategy. Here the researcher showed the result data:

Table 4.2 The score of students' Pre-test and Post-test in controlled calss (VIII B)

No	Students	Pre-test	Post-test	$x1^2$	$x2^2$
1	Nur Fadillah	90	95	8.100	9.025
2	Salsabila	75	83	5.625	6.889
3	Muh. Ilham	50	62	2.500	3.844
4	Zulkifli	80	87	6.400	7.569
5	Aswan Adijaya	45	69	2.025	4.761
6	Muh. Ilyas Mubarak	45	80	2.025	6.400
7	Syukur	25	78	625	6.084
8	Muh. Fauzan	40	71	1.600	5.041
9	Muh. Syahrir	40	78	1.600	6.084
10	Sukma	40	80	1.600	6.400
11	Nur Halisah	60	83	3.600	6.889
12	Muh. Agus	35	73	1.225	5.329
13	Nasrullah	40	87	1.600	7.569
14	Syaifullah	45	79	2.025	6.241
15	Nur Hikmah	45	80	2.025	6.400

16	Azahrah	35	77	1.225	5.929
17	Riska	45	83	2.025	6.889
18	Fauziah	55	90	3.025	8.100
19	Dewi	60	83	3.600	6.889
20	Nabil	40	73	1.600	5.329
21	Samsul Risal	65	88	4.225	7.744
22	Rian Fadil	45	75	2.025	5.625
23	Agim	45	81	2.025	6.561
24	Wahyu Ilham	75	93	5.625	8.649
25	Irmawati	75	93	5.625	8.649
Total		$\sum x = 1295$	$\sum x = 2021$	73.575	164.889

Based on the table above, increasing students basic tenses ability, before being given treatment pre-test the mean score is 1.295 and after being given treatment the mean post-test is 2.021. it can be seen that almost the majority of class VIII B basic tenses ability low compared to experimental class. Because most of the students get very low grades . The following is the calculation process to find out the average value.

Mean Score Pre-test Control Class (VIII B)

$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1295}{25}$$

Mean score pre-test $\bar{x} = 51,8$

Mean score of the control class also showed little bit low mastery, it mean score become the average of the data which become the representative data of the total data getting from the test, in sum up, the mean score of the control class for Pre Test was 51,08 which category as *Poor category*

Mean Score Post-test Control Class (VIII B)

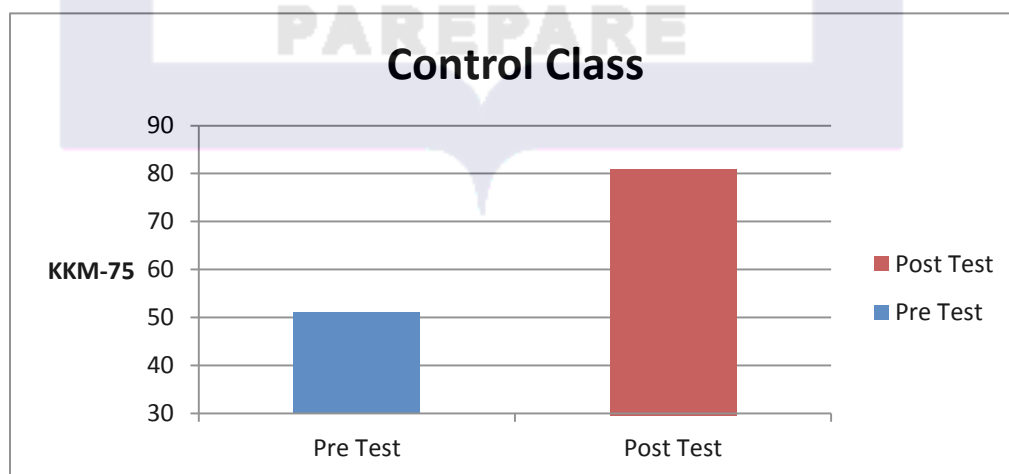
$$\bar{x} = \frac{\sum x}{N}$$

$$\bar{x} = \frac{2021}{25}$$

Mean score pos-test $\bar{x} = 80,84$

The mean score of control class after teaching as usual method by the teacher at class may get little improving to the students mastery in tenses, it may see from the mean score which representative of the data for posttest score, the students posttest for control class score was 80,84 which categorized as *Very Good*.

The researcher show the graphic between the pretest and posttest Control Class for more clearly explanation among both test as showed below:



2. Increasing Studentsin Mastery Tenses using Jigsaw Strategy

The second research question referred to the increasing students' mastery in tenses by using jigsaw strategy, after conducting the experimental class by teaching jigsaw strategy at class, the researcher than showed the result of the hypothesis test by explaining the data after doing treatment for four meetings in the experimental class and control class, firstly the researcher showed the category each students either in experimental class and control class.

Table 4.3 Classification Score Post-test Experimental Class (VIII A)

No	Students	Score	Classification
1	Fitra Amaliah	80	Very good
2	Muhammad Fiqri	78	Good
3	Fachri Paiz	78	Good
4	Arkan Mubaroq	85	Very good
5	Rajib	80	Very good
6	Nur Afni	83	Very good
7	Rahma	95	Very good
8	Rauf	95	Very good
9	Muh Alif Khafi	88	Very good
10	Faili	80	Very good
11	Deny Syaputra	88	Very good
12	Muh. Attar	95	Very good
13	Afzal Ramadhan	95	Very good
14	Muhammad Afdal	77	Good
15	Muh. Farhan	80	Very good

16	Wahyuni	82	Very good
17	Dahlia	85	Very good
18	Shinta Khaeria Putri	92	Very good
19	Nur Hidayah	92	Very good
20	Muh. Sadli	83	Very good
21	Anwar	75	Good
22	Muh. Lutfi	75	Good
23	Bayu Setia Budi	75	Good
24	Fathul Resqi	93	Very good
25	Nur Aliyah	85	Very good
Total		$\sum x = 2114$	

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{25} \times 100\%$$

$$P = 76$$

Table 4.4 Classification Score Post-test The Control Class(VIII B)

No	Students	Score	Classification
1	Nur Fadilla	95	Very good
2	Salsabila	83	Very good
3	Muh. Ilham	62	Fair
4	Zulkifli	87	Very good
5	Aswan Adijaya	69	Good
6	Muh. Ilyas Mubarak	80	Very good
7	Syukur	78	Very good

8	Muh. Fauzan	71	Very good
9	Muh. Syahrir	78	Very good
10	Sukma	80	Very good
11	Nur Halisa	83	Very good
12	Muh. Agus	73	Very good
13	Nasrullah	87	Very good
14	Syafullah	79	good
15	Nur hikmah	80	Very good
16	Azahrah	77	Good
17	Riska	83	Very good
18	Fauziah	90	Very good
19	Dewi	83	Very good
20	Nabil	73	Good
21	Samsul Risal	88	Very good
22	Rian Fadil	75	Good
23	Agim	81	Very good
24	Wahyu Ilham	93	Very good
25	Irmawati	93	Very good
Total		$\sum x = 2021$	

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{18}{25} \times 100\%$$

$$P = 72$$

The calculation the T-test value

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{51,8 - 80,84}{\sqrt{\left(\frac{6,93+7,93}{25+25-2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{-29,04}{\sqrt{\left(\frac{14,86}{48}\right) (0,04)}}$$

$$t = \frac{-29,04}{\sqrt{(0,30)(0,04)}}$$

$$t = \frac{-29,04}{\sqrt{0,01}}$$

$$t = \frac{-29,04}{\sqrt{0,1}}$$

$t = -294$ Thus, the t-test value is -294 it was greater than t-table

- a. Description of the data validity test and reability test Try Out students' basic tenses ability for class VIII Mts Islamic Boarding School DDI Patobong Kab. Pinrang

Table 4.5 distribution of the overall presentation of the items, namely 40 multiple choice questions and 5 description in terms of validity and reliability.

4.5 Validity Test Try Out Basic Tenses			
No Soal	T- Table	T- Hitung	Explanation
1	1,677	23,738	Valid
2	1,677	49,000	Valid
3	1,677	34,293	Valid
4	1,677	23,738	Valid
5	1,677	49,000	Valid
6	1,677	34,293	Valid
7	1,677	23,738	Valid
8	1,677	34,293	Valid
9	1,677	34,293	Valid
10	1,677	23,738	Valid

11	1,677	49,000	Valid
12	1,677	49,000	Valid
13	1,677	49,000	Valid
14	1,677	23,738	Valid
15	1,677	49,000	Valid
16	1,677	27,707	Valid
17	1,677	34,293	Valid
18	1,677	34,293	Valid
19	1,677	49,000	Valid
20	1,677	27,707	Valid
21	1,677	49,000	Valid
22	1,677	49,000	Valid
23	1,677	27,707	Valid
24	1,677	49,000	Valid
25	1,677	49,000	Valid
26	1,677	49,000	Valid
27	1,677	49,000	Valid
28	1,677	49,000	Valid
29	1,677	49,000	Low
30	1,677	27,707	Valid
31	1,677	49,000	Valid
32	1,677	34,293	Valid
33	1,677	99,000	Valid
34	1,677	70,015	Valid
35	1,677	99,000	Valid
36	1,677	99,000	Valid
37	1,677	23,738	Valid
38	1,677	49,000	Valid
39	1,677	34,293	Valid
40	1,677	23,738	Valid
41	1,677	49,000	Valid
42	1,677	34,293	Valid
43	1,677	23,738	Valid
44	1,677	34,293	Valid
45	1,677	34,293	Valid

46	1,677	23,738	Valid
47	1,677	49,000	Valid
48	1,677	49,000	Valid
49	1,677	49,000	Valid
50	1,677	23,738	Valid

b. Reability Test

This study, the reability test was carried out with using Cronbach's Alpha Formula technique and with using the SPSS 2022 in this program for windows 2017.

Case Processing Summary

		N	%
Cases	Valid	50	100,0
	Excluded ^a	0	,0
	Total	50	100,0

Reliability Statistics

Cronbach's Alpha	N of Items
,324	50

The Alpha coefficient for the fivty items is 0,324, indicating that the items have relatively high internal consistency. Compared to the reliability coefficient of 0,70 then the question is said to be reliable.

B. Discussion

Mastery tenses in students is a very important knowledge to support their English skills, tenses are basic skills that students must learn other salt materials. According to Lie : state that jigsaw has an increasing students' sense of responsibility towards their own learning, and the learning of others.²⁴

²⁴ Nur Ainun Lubis, Hasrul Harahap, *Pembelajaran Kooperatif Jigsaw*, Jurnal- As-Salam, Vol 1, No. 1. 2016

After the researcher conducted the data analysis, the researcher then described some of the results of the research that had been carried out in accordance with the research guidelines used, as follows.

1. Experimental Class and Control Class

This experimental class conducted by using three steps namely; pretest, treatment and posttest. The pretest was identifying by using certain test as same as the posttest which also identifying for knowing the students mastery in tenses, the form of the test was written test which directly answered by the students at time.

The experimental class also conducted the treatment activities which support the students by certain strategy which uses in this research was jigsaw strategy is used for increasing the students mastery in tenses.

Another class was control class which becomes the comparative class among the quasy experimental design, the result may get pre-test aims to determine the students' mastery of tenses before getting treatment. The step of this test the researcher begins to introduce herself and provide information about his goals with the students. Next the researcher explained a little about tenses after that the researcher gave a pre-test to several students with the aim of knowing the increase in students mastery tenses before gattng treatment.

To find out how the implementation of the related jigsaw ti increasing students' basic tenses mastery. Researchers get information on student learning activities, there are four meetings for doing this research, three meetings to give pre-test and post-test to students and one meeting to evaluation the entire material.

By looking at the findings of the pre-test experimental class and control class classification from the two table, five students' score (<39) very poor, 23 students'

score (44-55) poor, eight students' scored (56-65) fair. Students score (66-79) good, there were eight students' and five students' score (80-100) very good. In addition the mean score of the pre-test was and the mean score of the post-test. The mean value of the pre-test in the experimental class (59,4), then the mean score of the experimental post-test (84,56). And the standard deviation of the experimental pre-test (18,50 and post-test (6,93). Then the mean value of the pre-test in control class (51,8), the mean score of control class post-test (80,84). And the standard deviation of the control class pre-test (16,44) and post-test (7,93). T- test evaluation of all question where the T- test value of 300,726 is greater than the T- table of 1,677 at a significant level of 5% / 0,05 and the degree of truth (df) is 49.

2. Students Mastery Tenses improvement after using Jigsaw Strategy

The results show that the jigsaw model is able to improve students' basic tenses ability and can add to their new knowledge about basic tenses. Then the hypothesis (H_0) accepted students basic tenses ability at eight graders Mts DDI Patobon Kab. Pinrang because value T-test (300,726) > than T-table < (1,677) maka (H_a) rejected.

The researcher would supplied a worksheet explained the material in the meeting. The researcher asked the students' to read and understand the material within 20 minutes then after that the students' were randomly assigned to other groups to explain the material. After the research applied the jigsaw in class while teaching basic tenses the researcher found that all students were very interesting in learning with the jigsaw model. By using this jigsaw model not only to make learning interesting but also to motivation students' and make students more active in learning.

CHAPTER V

CONCLUSION AND SUGGESTION

After presenting the research finding and discussion in the previous chapter, the researcher draw the conclusion and after some suggestion based on the research that was done at the eight Islamic Boarding School DDI Patobong Kab. Pinrang.

A. Conclusion

Based on the discussion in the previous chapter, the findings showed a positive impact in improving students' mastery in tenses skills and classroom situation. This research belongs to the category of quasi- experimental design, the purpose of this research is to find out whether increasing students' basic tenses by using jigsaw can be improved or not. Therefore, this study uses quantitative research. That the results of data analysis:

The mean value of the pre-test in the experimental class (59,4), then the mean score of the experimental post-test (84,56). And the standard deviation of the experimental pre-test (18,50 and post-test (6,93). Then the mean value of the pre-test in control class (51,8), the mean score of control class post-test (80,84). And the standard deviation of the control class pre-test (16,44) and post-test (7,93). T- test evaluation of all question where the T-test value of 300,726 is greater than the T-table of 1,677 at a significant level of 5% / 0,05 and tha degree of truth (df) is 49.

The results show that the jigsaw model is able to improved students' basic tenses ability and can add to their new knowledge about basic tenses. Then the hypothesis (Ho) accepted students mastery in tenses at eight graders Mts DDI Patobon Kab. Pinrang because value T-test (300,726) > than T-table <(1,677) maka (Ha) rejected.

B. Suggestion

1. Since the jigsaw has been applied to increasing basic students' basic tenses, students suggest that this model continues to be applied in learning English or other learning at Mts DDI Patobong Kab. Pinrang.
2. Using jigsaw students are more active during the learning process.
3. Students must practice in collaboration in each group with other groups in each lesson that they do not miss the material.
4. And for other researcher, this thesis can be a reference for other research to conduct the next research.



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APPENDIX 1
LESSON PLAN

School : Mts Pondok Pesantren DDI Patobong
Lesson : Bahasa Inggris
Class/Semester : VIII/Genap
Theme : Tenses
Time Allocation : 40 minutes

A. Standar Kompetensi

Memahami kalimat bentuk *simple present, present cotinuous, simple past, future tense, present perfect tense*, serta penerapan dalam kehidupan sehari-hari.

B. Kompetensi Dasar & Indikator

Kompetensi Dasar	Indikator
<ul style="list-style-type: none"> Menganalisis kalimat bentuk <i>simple present, present cotinuous, simple past, future tense, present perfect tense</i>, serta mengetahui fungsi penggunaannya dan rumus. 	<ul style="list-style-type: none"> Memahami fungsi penggunaan <i>simple present, present cotinuous, simple past, future tense, present perfect tense</i>. Mengetahui rumus <i>simple present, present cotinuous, simple past, future tense, present perfect tense</i>. Membuat contoh kalimat <i>simple present, present cotinuous, simple past, future tense, present perfect tense</i>.

C. Tujuan Pembelajaran

- Memahami *simple present, present cotinuous, simple past, future tense, present perfect tense*.
- Mampu menggunakan *simple present, present cotinuous, simple past, future tense, present perfect tense*.
- membuat contoh kalimat *simple present, present cotinuous, simple past, future tense, present perfect tense*.

D. Materi Ajar

- Penggunaan/fungsi *simple present, present cotinuous, simple past, future tense, present perfect tense*.
- Rumus *simple present, present cotinuous, simple past, future tense, present perfect tense*.
- Time signal yang digunakan *simple present, present cotinuous, simple past, future tense, present perfect tense*.

E. Metode

- Ceramah
- Diskusi
- Memberikan tugas

F. Sumber Belajar

- Buku Bahasa Inggris
- Kamus

G. Langkah-langkah Pembelajaran

AWAL
<ol style="list-style-type: none"> 1. Membuka pelajaran dengan mengajak peserta didik berdo'a 2. Mengecek kehadiran santri-santriwati 3. Mengkondisikan siswa untuk belajar dan memotivasi santri sebelum pembelajaran dimulai 4. Mengajukan pertanyaan terhadap peserta didik tentang basic tenses 5. Menyampaikan teknik penilaian
INTI
<ul style="list-style-type: none"> • Siswa mendengarkan dan mengamati (buku paket). • Siswa dapat mengamati hal-hal atau informasi yang digunakan untuk mengungkapkan jati diri secara yang sederhana (hobby, sport, food, and color dalam menggunakan konsep be, adjective). • Guru memberi kesempatan kepada siswa untk bertanya tentang <i>simple present, present cotinuous, simple past, future tense, present perfect tense</i>. • Guru dapat memberikan contoh terkait kegiatan sehari-hari menggunakan <i>simple present, present cotinuous, simple past, future</i>

tense, present perfect tense.

- Siswa diminta melakukan feedback (bertukar informasi) dengan jati diri dengan teman sebangku, kemudian dilakukan secara bergantian.

PENUTUP

- Menyimpulkan materi yang dipelajari hari tersebut
- Menanyakan kesulitan siswa.
- Memberikan motivasi kepada siswa.
- Mengakhiri pelajaran dengan berdoa dan memberikan salam.



APPENDIX 2 : INSTRUMENT OF THE RESEARCH



NAMA : IFA MULIANA
NIM : 17.1300.070
FAKULTAS/PRODI : TARBIYAH/ TADRIS PBI
JUDUL : Inreasing Students' In Mastery TensesBy Using Jigsaw
Strategy At The Eight Grade Of Junior High School
Islamic Boarding School DDI Patobong Kab. Pinrang

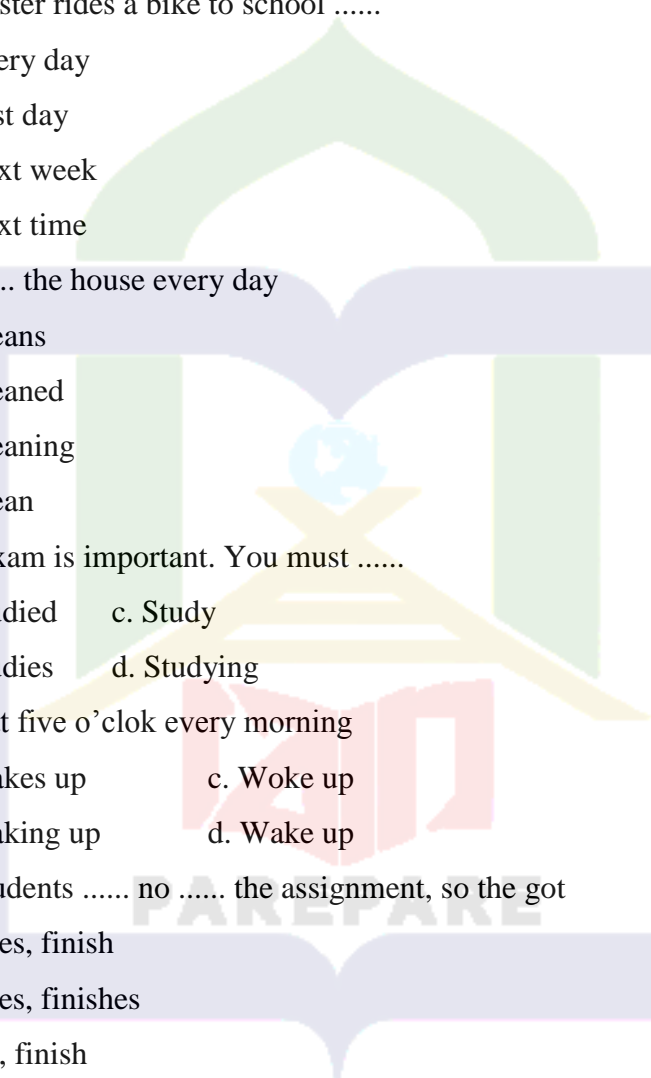
Instrument Penelitian

Part A

INSTRUMENT TEST

Try out Simple Present Mastery Test

1. My brother and my sister to work early in the morning
 - a. Drive
 - b. Drives
 - c. Driving
 - d. Are driving
2. to Temple every time ?
 - a. Does you go
 - b. Do you go
 - c. Are you go
 - d. Have you go
3. She is a student she at school

- 
- a. Studying
b. Study
c. Studies
d. Does
4. My sister rides a bike to school
- a. Every day
b. Last day
c. Next week
d. Next time
5. She the house every day
- a. Cleans
b. Cleaned
c. Cleaning
d. Clean
6. This exam is important. You must
- a. Studied c. Study
b. Studies d. Studying
7. I at five o'clock every morning
- a. Wakes up c. Woke up
b. Waking up d. Wake up
8. The students no the assignment, so they got
- a. Does, finish
b. Does, finishes
c. Do, finish
d. Do, finished
9. Cristiano Ronaldo a ball to the goal keeper when he injured
- a. Shooting, is
b. Shoots, is
c. Shoots, does

- d. Shoot, is
10. Rifka always at the restaurant every Saturday night
- a. Do not, eats c. Do not, ate
b. Does not, eat d. Does not, ate

Try out Past Tense Mastery Test

11. I this floor yesterday
- a. Swept
b. Sweep
c. Sweeps
d. Sweeped
12. My sister a letter for me
- a. Write c. Writing
b. Wrote d. Was writing
13. I his car last night
- a. Drive c. Drove
b. Am d. Driving
14. I an elephant last night
- a. Draw
b. Drew
c. Drawn
d. Drawing
15. My teachers were angry because I lazy
- a. Am c. Were
b. Was d. Are
16. Students' in the class
- a. Drinks c. Did not drink
b. Dunk d. Does not drink
17. Novi pass the test of University Enrolment last year
- a. Didn't c. Doesn't

- b. Does d. Don't
18. They this music two hours ago
- a. Listened c. Listening
b. Listen d. Be listen
19. I my brother last Sunday
- a. Call c. Calls
b. Called d. Calling
20. Did heenglish last night ?
- a. Studies
b. Studied
c. Study
d. Studying

Future Tenses Mastery Test

21. Bilal accompany me to the mall tomorrow
- a. Should
b. Can
c. Is
d. Will
22. You come to my house tomorrow ?
- a. Would c. Be
b. Will d. Is
23. My family will a new car
- a. Bought
b. Buys
c. Buy
d. Buying
24. I and Rifka will Bandung
- a. Goes to c. Went to

- b. Going to d. Go to
25. Novi and I some plates and glasses on the dining table for the dinner tonight
- a. Was preparing
 - b. Prepared
 - c. Shall prepare
 - d. Prepare
26. She in Malaysia
- a. Were c. Will be
 - b. Was d. Is
27. Shethe class tomorrow at 8 a.m.
- a. Will attend
 - b. Would attend
 - c. Will be attending
 - d. Would be attending
28. I will not some foods for you
- a. Cooking c. Cook
 - b. Cooked d. Be cooking
29. My mom accompany me to the market
- a. Will c. Is
 - b. Be d. Are
30. We football next week
- a. Going to play
 - b. Go to play
 - c. Going to playing
 - d. Are going to play

Try out Present Continuos Mastery Test

31. Listen ! your father to a friend right now
a. Talk c. Talking
b. Talks d. Are talking
32. My sister at University of Indonesia
a. Are studying c. Was studying
b. Is studying d. Were studying
33. Susan and Ririn writing poems for an English Subject
a. Is c. Am
b. Are d. Be
34. listening to me now ?
a. Is you c. Was you
b. Are you d. Does you
35. A : What are the girls doing ?
B : Theycard
a. Play c. Are playing
b. Played d. Have played

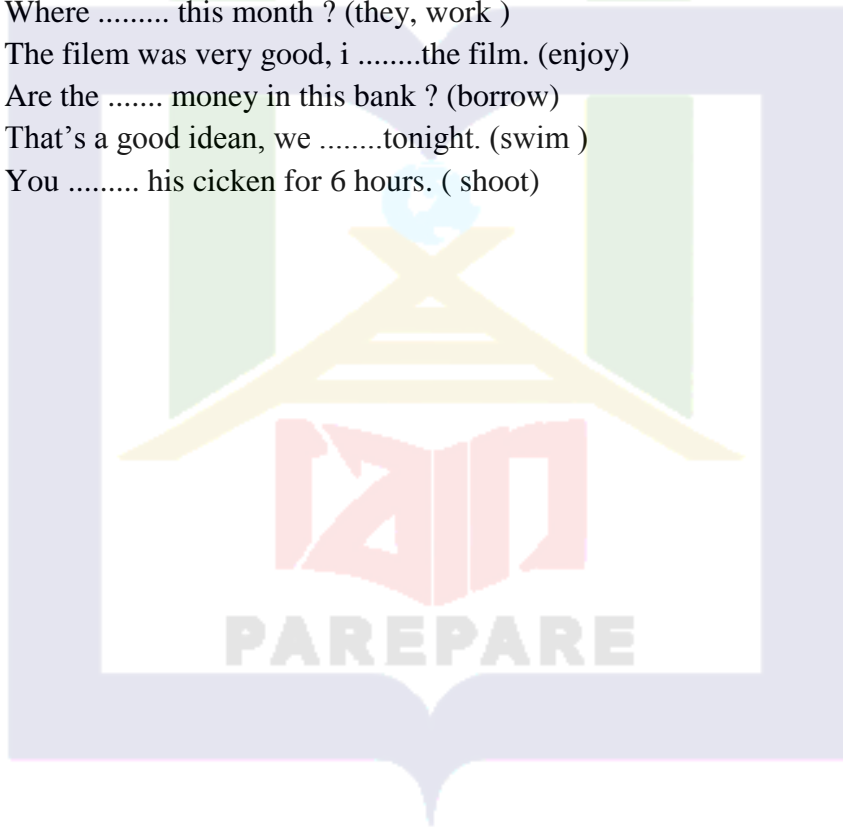
Try out Present Perfect Mastery Test

36. They have this movie since last night
a. Watching c. Watches
b. Watched d. Watc
37. You studied for one hour
a. Have c. Has
b. Been d. Had
38. We have a letter for three hours
a. Write c. Writen
b. Wrote d. Writing
39. I have a delicious food for them
a. Cooked c. Cooking

- b. Cooks d. Cook
40. We have..... in Bandung since 2004
- a. Live c. Living
- b. Lives d. Lived

B. Use the words in the brackets to complete the question below !

1. The usually football in the building. (play)
2. Why this fruit every month ? (he, take)
3. Zaid always His cat cutely. (clean)
4. Rifkathe examination today, pray for her success. (do)
5. I will do holiday today, so iEnglish now. (learn)
6. Where this month ? (they, work)
7. The film was very good, ithe film. (enjoy)
8. Are the money in this bank ? (borrow)
9. That's a good idean, wetonight. (swim)
10. You his cicken for 6 hours. (shoot)



ANSWER PART B

1. Play
2. Does he take
3. Cleans
4. Is doing
5. Am not learning
6. Are they working
7. A enjoyed the film
8. Going to borrow
9. We will swim
10. Had been shooting

PART C

<i>No</i>	<i>Pencapaian Kompetensi</i>	<i>Jenis dan Bentuk Penilaiannya</i>	<i>Indikator Butir Soal</i>	<i>Nomor Butir Soal</i>
1.	Menjelaskan pengertian simple present, present continuous tense	Tes tulis	Menjelaskan maksud dari simple present, dan present continuous tense	1 (1a,1b)
2.	Tuliskan rumus dari past tense, future tense, present perfect tense	Tes tulis dan jawaban singkat	Sebutkan rumus dari past tense, future tense, present perfect tenses	2 (2a,2b)
3.	Berikan contoh simple present(nominal sentence)	Tes tulis	Menulis contoh simple present nominal sentence form	3
4.	Tuliskan contoh		Menulis contoh	4

	present continuos tense (verbal sentence)	Tes tulis	present continuos tense	
5.	Berikan masing-masing contoh kalimat basic tenses	Lisan & Tulis	Berikan masing-masing contoh kalimat basic tenses	5,6

Parepare, 2021

Approved by:

Consultant

Co-Consultant

Drs. Ismail Latief, M.M
NIP. 196312071987031003

Mujahidah, M.Pd.
NIP. 196712312003121011

PAREPARE

APPENDIX 3: RESULT OF DERIVATION

The standard deviation experimental clas. After determining the mean score (x_1^2) and (x_2^2) where is the value mean score from pre-test 59,4 and mean score post-test is 84,56. Where value standar deviation (SD) pre-test (18,50) and post-test (6,93).

$$\sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Pre -test

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_1 = \sum X_1^2 - \frac{(\sum x_1)^2}{N}$$

$$SS_1 = 96.425 - \frac{(1485)^2}{25}$$

$$SS_1 = 96.425 - \frac{2.205.225}{25}$$

$$SS_1 = 96.425 - 88.209$$

$$SS_1 = 8.216$$

$$SD = \sqrt{\frac{SS_1}{N - 1}}$$

$$SD = \sqrt{\frac{8.216}{25-1}}$$

$$SD = \sqrt{\frac{8.216}{24}}$$

$$SD = \sqrt{342,33}$$

$$SD = 18,50$$

Post-test

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

$$SS_1 = \sum X^2 - \frac{(\sum x)^2}{N}$$

$$SS_1 = 179.914 - \frac{(2.114)^2}{25}$$

$$SS_1 = 179.914 - \frac{4.468.996}{25}$$

$$SS_1 = 179.914 - 178.759$$

$$SS_1 = 1.155$$

$$SD = \sqrt{\frac{SS_1}{N-1}}$$

$$SD = \sqrt{\frac{1.155}{25-1}}$$

$$SD = \sqrt{\frac{1.155}{24}}$$

$$SD = \sqrt{48,125}$$

$$SD = 6,93$$

APPENDIX 4 : Post-test Class Experimental and Control Class

Nama : afzal ramadhan
Kelas : VIII a

Soal

1. Jelaskan Pengertian :
a. Simple Present
b. Present Continuous

Answer:

a. Simple Present di pakai untuk mengungkapkan suatu peristiwa, kejadian, atau kegiatan (kejayaan) umum, dan kebiasaan

b. Present Continuous adalah kalimat yang mengungkap-
kan suatu peristiwa atau kegiatan yang sedang berlangsung saat kita berbicara

2. Tuliskan rumus dari :
a. Past tense
b. Future tense

Jawaban :

a. (+) S + V₂ + O + adj/Adverb/Noun
(-) S + did + not + V₁ + O + ANA
(?) did + S + V₁ + O + ANA ?

b. (+) S + Will/shall + V₁ + O + adverb time
(-) S + Will/shall not + V₁ + O + adverb time
(?) Will * shall + S + V₁ + O + " — " ?

5. Tuliskan contoh Simple Present bentuk nominal

Jawaban :

(+) I am usually at home on Saturday and Sunday

(-) I am not usually at home on Saturday and Sunday

2 (?) am I usually at home on Saturday and Sunday

1. Tuliskan contoh Present Continuous Verbal

Jawaban :

(+) I take a shower twice a day

(-) I don't take a shower twice a day

2 (?) do I take a shower twice a day.

95



Nama : Muh. Attar

Kelas : VIII a

No. _____

Date : _____

1. Jelaskan Pengertian

a. Simple Present

b. Present Continuous

Jawaban:

a. Simple Present yaitu kejadian yang sedang berlangsung (habitual action)

b. Present Continuous yaitu peristiwa atau kegiatan yang sedang berlangsung

2. Tuliskan rumus dari

a. Past Tense

b. Future Tense

Jawaban

a. (+) $S + V_2 + O + \text{adj} / \text{Adverb} / \text{Noun}$

(-) $S + \text{did} + \text{not} + V_1 + O + \text{ANA}$

(?) $\text{did} + S + V_1 + O + \text{ANA}$

b. (+) $S + \text{Will} / \text{Shall} + V_1 + O + \text{adverb of time}$

(-) $S + \text{Will not} / \text{Shall not} + V_1 + O + \text{adverb of time}$

(?) $\text{Will} / \text{Shall} + S + V_1 + O + \text{adverb of time}$



No. _____

Date: _____

3. Tuliskan Contoh Simple Present bentuk nominal.

Jawaban :

(+) I am usually at home on Saturday and Sunday

(-) I am not usually at home on Saturday and Sunday

(?) am I usually at home on Saturday and Sunday

4. Tuliskan Contoh Simple Present ~~bentuk~~ Continour Verbal.

(+) I take a shower twice a day

(-) I don't take a shower twice a day

(?) do I take a shower twice a day

95

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Nama: Nur Fadillah

Kelas: VIII B

1. Jelaskan Pengertian

A. Simple Present

B. ~~Simple~~ Present Continuous

answer :

A. Simple Present adalah suatu kejadian yang sedang berlangsung atau kejadian yang berulang kali (habitual action).

B. Present continuous adalah tindakan yang sedang berlangsung sekarang

2. Tuliskan rumus dari :

A. Past tense

B. Future tense

answer :

A. (+) S + V₂ + Adj, Noun, Adverb (ANA)

(-) S + did + not + V₁ + O + ANA

(?) did + S + V₁ + O + ANA

B. (+) S + Will/Shall + V₁ + O + adverb of time

(-) S + Will not/Shall not + V₁ + O + adverb of time

(?) Will/Shall + S + V₁ + O + adverb of time

3. Tuliskan contoh Simple Present bentuk nominal

(+) I am usually at home on Saturday and Sunday

(-) I am not usually at home on Saturday and Sunday

(?) am I usually at home on Saturday and Sunday

4. Tuliskan contoh Present Continuous Verbal

(+) I take a shower twice a day

(-) I don't take a shower twice a day

(?) do I take a shower twice a day

APPENDIX 4 : Evaluation of the basic tenses

Name: deny syaputra

Class: VIII A

$$\frac{44}{50} \times 100 = 88$$

A. Try out Simple Present Mastery Test

1. My brother and my sister to work early in the morning
 a. Drive c. Driving
 b. Drives d. Are driving
2. to Temple every time ?
 a. Does you go
 b. Do you go
 c. Are you go
 d. Have you go
3. She is a student she at school
 a. Studying
 b. Study
 c. Studies
 d. Does
4. My sister rides a bike to school
 a. Every day
 b. Last day
 c. Next week
 d. Next time
5. She the house every day
 a. Cleans
 b. Cleaned
 c. Cleaning
 d. Clean
6. This exam is important. You must
 a. Studied b. Study
 c. Studies d. Studying
7. I at five o'clock every morning
 a. Wakes up c. Woke up
 b. Waking up d. Wake up

8. The students no the assignment, so they got
- a. Does, finish
 - b. Does, finishes
 - c. Do, finish
 - d. Do, finished
9. Cristiano Ronaldo a ball to the goal keeper upon he injured
- a. Shooting, is
 - b. Shoots, is
 - c. Shoots, does
 - d. Shoot, is
10. Rifka always at the restaurant every Saturday night
- a. Do not, eats
 - b. Does not, eat
 - c. Do not, ate
 - d. Does not, ate

Try out Past Tense Mastery Test

11. I this floor yesterday
- a. Swept
 - b. Sweep
 - c. Sweeps
 - d. Sweeped
12. My sister a letter for me
- a. Write
 - c. Writing
 - b. Wrote
 - d. Was writing
13. I his car last night
- a. Drive
 - b. Drove
 - c. Am
 - d. Driving
14. I an elephant last night
- a. Draw
 - b. Drew
 - c. Drawn
 - d. Drawing
15. My teachers were angry because I lazy
- a. Am
 - c. Were
 - b. Was
 - d. Are

16. Students' in the class

- a. Drinks Did not drink
- b. Dunk d. Does not drink

17. Novi pass the test of University Enrolment last year

- Didn't c. Doesn't
- b. Does d. Don't

18. They this music two hours ago

- Listened c. Listening
- b. Listen d. Be listen

19. I my brother last Sunday

- a. Call c. Calls
- Called d. Calling

20. Did he english last night ?

- a. Studies
- b. Studied
- Study
- d. Studying

Future Tenses Masterv Test

21. Bilal accompany me to the mall tomorrow

- a. Should
- b. Can
- c. Is
- Will

22. You come to my house tomorrow ?

- a. Would c. Be
- Will d. Is

23. My family will a new car

- a. Bought
- b. Buys
- Buy
- d. Buying

24. I and Rifka will ... Bandung
- a. Goes to
 - b. Going to
 - c. Went to
 - d. ~~Go to~~
25. Novi and I some plates and glasses on the dining table for the dinner tonight
- a. Was preparing
 - b. Prepared
 - c. ~~Shall prepare~~
 - d. Prepare
26. She in Malaysia
- a. Were
 - b. ~~Was~~
 - c. Will be
 - d. Is
27. She the class tomorrow at 8 a.m.
- a. Will attend
 - b. Would attend
 - c. ~~Will be attending~~
 - d. Would be attending
28. I will not some foods for you
- a. Cooking
 - b. Cooked
 - c. ~~Cook~~
 - d. Be cooking
29. My mom accompany me to the market
- a. ~~Will~~
 - b. Be
 - c. Is
 - d. Are
30. We football next week
- a. Going to play
 - b. Go to play
 - c. Going to playing
 - d. ~~Are going to play~~

Try out Present Continuous Mastery Test

31. Listen ! your father to a friend right now
- a. Talk
 - b. Talks
 - c. ~~Talking~~
 - d. Are talking

32. My sister at University of Indonesia
a. Are studying c. Was studying ✓
~~✗~~ Is studying d. Were studying
33. Susan and Ririn writing poems for an English Subject
a. Is c. Am ✓
~~✗~~ Are d. Be
34. listening to me now ?
a. Is you c. Was you ✗
b. Are you d. Does you
35. A : What are the girls doing ?
B : They card
a. Play ~~✗~~ Are playing ✓
b. Played d. Have played

Try out Present Perfect Mastery Test

36. They have this movie since last night
a. Watching c. Watches ✓
~~✗~~ Watched d. Watc
37. You studied for one hour
~~✗~~ Have c. Has ✗
~~✗~~ Been d. Had
38. We have a letter for three hours
a. Write ~~✗~~ Writen ✓
b. Wrote d. Writing
39. I have a delicious food for them
a. Cooked ~~✗~~ Cooking ✓
b. Cooks d. Cook
40. We have..... in Bandung since 2004
a. Live ~~✗~~ Living ✓
b. Lives d. Lived

1. The usually ^{Play} football in the building. (play) ✓
2. Why ^{Does he take} this fruit every month ? (he, take) ✓
3. Zaid always ^{clean} His cat cutely. (clean) ✓
4. Rifka ^{is doing} the examination today, pray for her success. (do) ✓
5. I will do holiday today, so i ^{am not learning} english now. (learn) ✓
6. Where ^{are they working} this month ? (they, work) ✓
7. The filem was very good, i the film. (enjoy) ✓
8. Are the money in this bank ? (borrow) ✓
9. That's a good idean, we tonight. (swim) ✓
10. You his cicken for 6 hours. (shoot) ✓



Name: Nur Fadillah

Class: VIII_B

$$\frac{50}{50} \times 100 = 100$$

A. Try out Simple Present Mastery Test

1. My brother and my sister to work early in the morning
a. Drive c. Driving ✓
b. Drives d. Are driving
2. to Temple every time ?
a. Does you go
b) Do you go ✓
c. Are you go
d. Have you go
3. She is a student she at school
a. Studying
b. Study
c) Studies ✓
d. Does
4. My sister rides a bike to school
a) Every day ✓
b. Last day
c. Next week
d. Next time
5. She the house every day
a) Cleans ✓
b. Cleaned
c. Cleaning
d. Clean
6. This exam is important. You must
a. Studied c) Study ✓
b. Studies d. Studying
7. I at five o'clock every morning
a. Wakes up c. Woke up
b. Waking up d) Wake up ✓

8. The students no the assignment, so they got
- a. Does, finish
 - b. Does, finishes
 - c. Do, finish ✓
 - d. Do, finished
9. Cristiano Ronaldo a ball to the goal keeper upon he injured
- a. Shooting, is
 - b. Shoots, is ✓
 - c. Shoots, does
 - d. Shoot, is
10. Rifka always at the restaurant every Saturday night
- a. Do not, eats
 - b. Does not, eat ✓
 - c. Do not, ate
 - d. Does not, ate

Try out Past Tense Mastery Test

11. I this floor yesterday
- a. Swept
 - b. Sweep ✓
 - c. Sweeps
 - d. Sweepled
12. My sister a letter for me
- a. Write
 - b. Wrote ✓
 - c. Writing
 - d. Was writing
13. I his car last night
- a. Drive
 - b. Am
 - c. Drove ✓
 - d. Driving
14. I an elephant last night
- a. Draw
 - b. Drew ✓
 - c. Drawn
 - d. Drawing
15. My teachers were angry because I lazy
- a. Am
 - b. Was ✓
 - c. Were
 - d. Are

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- a. Call
- b.) Called
- c. Calls
- d. Calling

20. Did he english last night ?

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- b. Studied
- c.) Study
- d. Studying

Future Tenses Mastery Test

21. Bilal accompany me to the mall tomorrow

- a. Should
- b. Can
- c. Is
- d.) Will

22. You come to my house tomorrow ?

- a. Would
- b.) Will
- c. Be
- d. Is

23. My family will a new car

- a. Bought
- b. Buys
- c.) Buy
- d. Buying

24. I and Rifka will Bandung
a. Goes to c. Went to ✓
b. Going to d.) Go to
25. Novi and I some plates and glasses on the dining table for the dinner tonight
a. Was preparing
b. Prepared
c.) Shall prepare ✓
d. Prepare
26. She in Malaysia
a. Were c. Will be ✓
b.) Was d. Is
27. Shethe class tomorrow at 8 a.m.
a. Will attend
b. Would attend
c.) Will be attending ✓
d. Would be attending
28. I will not some foods for you
a. Cooking c.) Cook ✓
b. Cooked d. Be cooking
29. My mom accompany me to the market
a.) Will c. Is ✓
b. Be d. Are
30. We football next week
a. Going to play
b. Go to play ✓
c. Going to playing
d.) Are going to play

Try out Present Continuous Mastery Test

31. Listen ! your father to a friend right now
a. Talk c.) Talking ✓
b. Talks d. Are talking

32. My sister at University of Indonesia
a. Are studying c. Was studying ✓
b.) Is studying d. Were studying
33. Susan and Ririn writing poems for an English Subject
a. Is c. Am ✓
b.) Are d. Be
34. listening to me now ?
a. Is you c. Was you ✓
b.) Are you d. Does you
35. A : What are the girls doing ?
B : They card
a. Play c.) Are playing ✓
b. Played d. Have played

Try out Present Perfect Mastery Test

36. They have this movie since last night
a. Watching c. Watches ✓
b.) Watched d. Watc
37. You studied for one hour
a.) Have c. Has ✓
b. Been d. Had
38. We have a letter for three hours
a. Write c.) Writen ✓
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a.) Cooked c. Cooking ✓
b. Cooks d. Cook
40. We have..... in Bandung since 2004
a. Live c.) Living ✓
b. Lives d. Lived

B. Use the words in the brackets to complete the question below !

1. The usually football in the building. (play)
2. Why this fruit every month ? (he, take)
3. Zaid always His cat cutely. (clean)
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5. I will do holiday today, so i english now. (learn)
6. Where this month ? (they, work)
7. The film was very good, i the film. (enjoy)
8. Are the money in this bank ? (borrow)
9. That's a good idean, we tonight. (swim)
10. You his cicken for 6 hours. (shoot)

answer

1. Play
2. Does he take
3. Cleans
4. Is doing
5. am not learning
6. are they working
7. I enjoyed the film
8. Going to morrow
9. We will swim
10. had been shooting

APPENDIX. 5: Rasearch Allowance

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2823 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBIYAH**
- Menimbang :**
- a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
 - b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat :**
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
 2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
 5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Stupdi;
 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan :**
- a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
 - b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.
- MEMUTUSKAN**
- Menetapkan :**
- a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
 - b. Menunjuk saudara;
 1. Drs. Ismail Latif, M.M
 2. Mujahidah, M.Pd.Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Ifa Muliana
NIM : 17.1300.070
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Increasing Students' Basic Tenses By Using Jigsaw at Pondok Pesantren DDI Patobong
 - c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
 - d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
 - e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 30 Desember 2020

Dekan,



H. Saepudin

APPENDIX. 6: Form Recommendation Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax 24404
P.O. Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mas@iainparepare.ac.id

Nomor : B.269/In.39.5.1/PP.00.9/01/2022

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Ifa Muliana
Tempat/Tgl. Lahir : Patobong, 13 Desember 1998
NIM : 17.1300.070
Fakultas / Program Studi : IX (Sembilan)
Alamat : Dusun Tanele, Desa Patobong, Kec. Mattirosompe,
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "Increasing Students' Basic Tenses Ability By Using Jigsaw At The Eight Grade Of MTs Islamic Boarding School DDI Patobong Kab. Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 21 Januari 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40, Telp/Fax : (0421)921695 Pinrang 91212

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**
 Nomor : 503/0046/PENELITIAN/DPMPTSP/01/2022

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 26 01-2022 atas nama IFA MULIANA dianggap telah memenuhi syarat syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

- Menqingat** :
1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016, dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :
1. Rekomendasi Tim Teknis PTSP : 0083/RT.Teknis/DPMPTSP/01/2022, Tanggal : 26 01-2022
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0046/BAP/PENELITIAN/DPMPTSP/01/2022, Tanggal : 26 01-2022

MEMUTUSKAN

- Menetapkan** :
- KESATU** : Memberikan Rekomendasi Penelitian kepada :
- | | |
|------------------------------|---|
| 1. Nama Lembaga | : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE |
| 2. Alamat Lembaga | : JL. AMAL BAKTI NO. 08 SOREANG |
| 3. Nama Peneliti | : IFA MULIANA |
| 4. Judul Penelitian | : INCREASING STUDENTS' BASIC TENSES ABILITY BY USING JIGSAW AT THE EIGHT GRADE OF MTS ISLAMIC BOARDING SCHOOL DDI PATOBONG KAB. PINRANG |
| 5. Jangka waktu Penelitian | : 1 Bulan |
| 6. Sasaran/target Penelitian | : SISWA KELAS 8 MTS ISLAMIC BOARDING SCHOOL DDI PATOBONG |
| 7. Lokasi Penelitian | : Kecamatan Mattiro Sompe |
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 26-07-2022.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 27 Januari 2022



Blaya : Rp 0,-

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
 NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
 Selaku Kepala Unit PTSP Kabupaten Pinrang



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE



**DARUD DA'WAH WAL IRSYAD (DDI)
MADRASAH TSANAWIYAH PONPES MAMBAUL ULUM
PATOBONG, KEC. MATTIRO SOMPE, KAB. PINRANG**

Alamat: Jl. Poros-langnga km. 13 Desa Patobong, Kec. Mattiro sompe, Kab. Pinrang 91261 Tlp. 0421-3914154

**SURAT KETERANGAN PENELITIAN
Nomor : 012/MTs.21.17.03/DDI-Ptb/02/2022**

Yang bertanda tangan di bawah ini Kepala Sekolah Madrasah Tsanawiyah DDI Patobong Kecamatan Mattiro Sompe, Kab. Pinrang menerangkan bahwa sesungguhnya sodari :

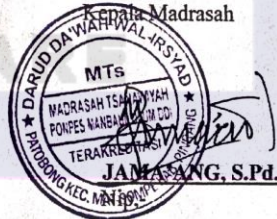
Nama : IFA MULIANA
Nim : 17.1300.070
Prodi : Pendidikan Bahas Inggris
Fakultas : Tarbiyah
Lembaga : Institu Agama Islam Negeri Parepare (IAIN) Parepare

Mahasiswa tersebut benar-benar melaksanakan kegiatan penelitian di Madrasah Tsanawiyah DDI Patobong pada tanggal 02 Februari s/d 22 Februari 2022, dengan judul penelitian

**"INCREASING STUDENTS' BASIC TENSES ABILITY BY USING JIGSAW AT
THE EIGHT GRADE OF MTS ISLAMIC BOARDING SCHOOL
DDI PATOBONG KAB. PINRANG"**

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana

Patobong 22 Februari 2022
Kepala Madrasah



APPENDIX. 7: Documentation







CURICULUM VITAE



Ifa Muliana, writer was born on December 13th 1998 in Pinrang South Sulawesi. She is the second of three children in her family. Her Father's name is Budiman and her Mother's name is Hasnawiah. She is a student of English Educational program in Tarbiyah Faculty at State Islamic Institut of Parepare. Her Educationl background, she began her study on 2006-2011 at SDN 164 Patobong Kab. Pinrang, and graduated in 2011. While at the same year she continued her at Mts Islamic Boarding School DDI Patobong Kab. Pinrang and graduated on 2014. And then she continued her study at Madrasah Aliyah (MA) DDI Patobong Kab. Pinrang and finished on 2017. While at school , she always participated in extra school activites, such as art training and was active in the OSIS management as the OSIS treasurer. And she really likes English. And after graduating, she continued her study at IAIN Praepare and chose to mejor in English education. Now she still fight and completed her study with the title" Increasing Students' In mastery Tenses By Using Jigsaw Startegy at the Eight Grade of Mts Islamic Boarding School DDI Patobong Kab. Pinrang."