CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

In this research, the researcher summarizes the relevant previous researches to prove the originality of the research:

1. Muhammad Ja'far Shodiq (053511034) Tarbiyah Faculty, in this research "The Effectiveness of Cooperative Learning Model Jigsaw II in the Subject Matter Systems of Linear Equations of Two Variables at Eight Grade Students of SMP NU 04 Sunan Abinowo Ngampel, Kendal in the Academic Year of 2009/2010". In this research, the researcher used quantitative methods to determine the use of methods of cooperative learning Jigsaw II. The researcher concluded that the use of Jigsaw II method is more effective to enhance students' understanding of the material Systems of Linear Equations of Two Variables other than Jigsaw II. It is proven by the average value of the students who performed with conventional learning is 57.257, while the average value of the students who carried out the Jigsaw II is 66.171. [1]

2. Muhammad Yusuf Mauludi (063411007) Tarbiyah Faculty, in this research "The Effectiveness of Jigsaw Technique to Improve students' Reading Narrative Text Ability at Eleventh Grade Students of MAN Kendal in the Academic Year of 2010/2011". In this research, the researcher used the experimental methods to determine the effectiveness of Jigsaw Technique. The researcher concluded that the use of Jigsaw Technique can be used by the teachers to improve students' ability in reading narrative text. It is proven by the average value of the students' achievement before conducted treatment 47.91 for experimental class and 47.79 for control class. The average of

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[1] Muhammad Ja'far Shodiq, *Keefektifan Model Pembelajaran Kooperatif Tipe Jigsaw II dalam Materi Pokok Sistem Persamaan Linier Dua Variabel* (Semarang: IAIN Walisongo, 2005), Unpublished thesis

students' achievement after conducted treatment in experimental class was 78.14 and in control class was 74.42. [2]

The difference between this research with both of them research before is that in this research, the researcher will investigate about using Jigsaw Strategy to improve Student's understanding on Simple Present Tense. Whereas the previous research has done by Muhammad Ja'far Shodiq, he used Jigsaw II to teach systems of linear equations of two variables. Then Muhammad Yusuf Mauludi, he used Jigsaw Technique to improve students' reading narrative text ability. So, this research differs with previous research on the material.

B. Theoretical Framework

1. The Definition of Grammar

The word grammar has several meaning. "According to Scott Thornbury, grammar is a description of the rules that governs how a language' sentence are formed".[3] Grammar as the system of rules by which words are formed and put together to make sentence. Grammar as a mean of language to construct the sentences and it guides people on how to speak and write correctly. Grammar is a study of words and their function in its wider sense, it may include phonology (pronunciation), morphology (inflection form), syntax (the relation of words in phrase, clause, and sentences), and semantics (meaning words).

"Grammar is a process for making meaning clear when contextual information is lacking".[4] it means the simple words are not enough to express complete meaning, language learners need to study grammar to express and to understand a greater variety of meaning because grammar distinguish sentence in different context. Beside grammar is a tool for making meaning, grammar also has important function depends on the sentences. One sentence may express different meaning and express variety of time in different tenses, it is important to study grammar because when we use uncorrected grammatical sentences, it can make

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[2] Muhammad Yusuf Mauludi, *The Effectiveness of Jigsaw Technique to Improve Students' Reading Narrative Text Ability* (Semarang: IAIN Walisongo,2006), Unpublished thesis

[3] Scott Thornbury, *How to Teach Grammar,*(Malaysia: Pearson Education Limited,1999), p.1

[4] Scott Thornbury, *How to Teach Grammar,* p.4

misunderstanding between the speakers and the listeners, it is the reason why do people should study grammar.

From the definition of grammar above, the researcher can conclude that grammar is the system of language to help the user arrange, combine, and relate every word to make meaningful sentences, to convey ideas and information. Grammar refers to the rules about how to speak and write in language. Every language that people use in this world has grammar. It means that English grammar is different from Indonesian grammar. It has different rules. When student learn English, they have to learn the English grammar too.

2. Teaching Grammar

Many people think that teaching grammar is rather boring which has little use in a real life. We need a theory of grammar or language which helps us understands how text works.[5] As teachers we need to know how texts work so we can explicitly help learners learn how to understand and produce text, spoken, and written in various contexts for various purposes.

Grammar is considered important, because grammar is one of language component to understand perfectly. In teaching English grammar for Junior High School, grammar is one of language components to be taken and learnt. Grammar is also one of the more difficult aspects of language to teach well.

Related to objective above, generally English grammar rules are often confusing and difficult for students to grasp. Traditional teaching method can be boring. An effective way to capture the attention of your students is by new innovation of learning grammar. So the Jigsaw Strategy as the alternative method for teaching the seventh grade which help the learning process, teacher can make the explanation more enjoy full and attract he students' motivation by an interesting activity.

To help the learners in learning foreign language, Mary Slattery and Jane Willis suggest some ways to teach them:

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[5] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,*(Sidney : Gerd Stabler,1994), p.3

a. Make learning English enjoyable and fun, remember you are influencing their attitude to language learning.

b. Don't' worry about mistakes. Be encouraging. Make sure children feel comfortable, and not afraid to take part.

c. Use a lot of gestures, actions, picture to demonstrate what you mean.

d. Talk a lot to them in English, especially about things they can see.

e. Play games, sing songs, say rhymes and chants together.

f. Tell simple stories in English, using picture and acting with different voices.

g. Don't worry when they use their mother tongue. You can answer a mother tongue question in English, and sometimes recast in English what they say in their mother tongue.

h. Constantly recycle new language but don't be afraid to add new things or to use words they won't know.

i. Plan lessons with varied activities, some quiet, some noisy, some sitting, some standing and moving.[6]

From the statement above, the researcher concluded that grammar is the main components that must be learnt, by knowing the grammatical rules will help students in mastering a language.

3. Cooperative Learning

The old paradigm is the teacher in the learning process gives students the knowledge passively.[7] In the context of education, this old paradigm also means that if someone has the knowledge and expertise in the field, he would be able to teach, he does not need to know the appropriate teaching-learning process, it only needs to pour what they know into the empty bottle that is ready to receive it. Many teachers still consider the old paradigm as the only alternative. They were taught by lecture and expect students strategies sit, stay, listen, record, and memorized.

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[6] Marry Slattery and Jane Willis, *English for Primary Teachers,* (New York: Oxford University Press, 2001), p.4

[7] Made Wena, *Strategi Pembelajaran Inovatif Kontemporer, Suatu Tinjauan Konseptual Operasional,* (Jakarta: Bumi Aksara,2011),p.188

In English language learning, many different kinds of approaches and methods to teaching are used by language teacher. They try to use them depending on their assumption about how students learn and what methodology that can support the teaching learning process. Recently, teaching learning process which emphasizes the involvement of the students becomes the favor. At this point, cooperative learning method may become one of the options that support English language teaching. Cooperative learning methods organize the little groups with the objective of establishing the requirements which is necessary for cooperation. As defined by Olsen and Kagan cited by Richards and Rogers:

"Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners and in groups and in which each learners is held accountable for his or her own learning and is motivated to increase the learning of others."[8]

Cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own.

There are many reasons that cooperative learning is entering the mainstream of educational practice. One is the extraordinary research base supporting the use of cooperative learning to increase student achievement, as well as such other outcomes as improved intergroup relations, acceptance of academically handicapped classmates, and increased self-esteem. Another reason is the growing realization that students need to learn to think, to solve problems, to integrate and apply knowledge and skills, and that cooperative learning is an excellent means to that end.[9]

Cooperative learning has wonderful benefits for relationships between students of different ethnic backgrounds and between mainstreamed special education students and their classmates, adding another critical reason to use cooperative learning in diverse classrooms.

Through cooperative learning will give students the opportunity to work with fellow students in a structured task. Through cooperative learning as well, a

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[8] Jack C. Rickards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (United States : Cambridge University Press,2003), 2nd Ed, p.192

[9] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students*, p.2

student will be a source of learning for the others.[10] The learning process will be more meaningful and interesting when the students can teach each other. Although, the cooperative learning students can learn from studying the two main sources, namely teacher and learning another friend. Basically, cooperative learning correspond to Islamic teaching which is stated in Qur'an surah al-maidah in verse: 2

.... وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَى وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ ....

"help you one another in righteousness and piety, but help you not one another in sin and rancor"[11]

The verse above explains that cooperation is very suggested in every goodness. In this point is English language learning. We may put this verse into language teaching learning context by connecting it with the cooperative learning. In cooperative learning, there is mutual relationship among students which enable them to reach the goal of teaching learning

The researcher concludes that in teaching learning process, a teacher cannot use only one method for all level. They should use variation of model to create student's interest and fun. Cooperative learning model is one of the strategies for teaching. Cooperative learning is an instructional method in which students work together in small groups so that each member of the group can participate in a clearly assigned collective task.

a. **Basic Principle of Cooperative Learning**

The teachers in cooperative learning function as facilitator, moderator, organizer, and mediator. They can control the involvement of all students to create activeness and learning atmosphere impressed democratic, and each student had a role and will provide learning experiences to other students.

According to Roger and David Johnson said that not all teamwork can be called cooperative learning. To get success in learning process by using

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[10] Made Wena, *Strategi Pembelajaran Inovatif Kontemporer, Suatu Tinjauan Konseptual Operasional,* p.189

[11] Departemen Agama RI, *Al Qur'an dan Terjemahnya,* p.106

cooperative learning has to apply five basic principles of cooperative learning as follow:

1) Positive interdependence

     In this positive interdependence shown that in cooperative learning there are two groups of responsibility. First, learn the material that assignment to group. Second, assure all that member of group individually learn the materials that are assignment.[12]

2) Individual Accountability/Personal responsibility

     Individual accountability exist when the performance of each individual member is assessed, the result given back to the individual and the group to compare against a standard of performance, and the member is held responsible by group mates for contributing his or her fair share to the group's success.[13]

     Students must feel that they are accountable for helping to complete a task and mastering materials.

3) Face to Face Promotive Interaction

     By using face to face promotive interaction, learning becomes active rather than passive. Group members need to do real work together.[14]

     Teams encourage discussion of ideas and oral summarization. Cooperative teams helps students learn to value individual differences and promote more elaborative thinking.

4) Interpersonal and Small Group Skills

     In cooperative learning groups students are required to learn academic subject matter (task work) and also to learn the interpersonal and small group skills required to function as part of group.[15]

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[12] Agus Suprijono, *Cooperative Learning, Teori and Aplikasi Paikem,* (Yogyakarta: Pustaka Pelajar,2010), p.58-59

[13] David W. Johnson and Roger T. Johnson, *Cooperative, Competitive, and Individualistic Learning,*(Massachusetts: A Paramount Communications Company,1994),p. 86

[14] David W. Johnson and Roger T. Johnson, *Cooperative, Competitive, and Individualistic Learning*, p.89

[15] David W. Johnson and Roger T. Johnson, *Cooperative, Competitive, and Individualistic Learning*, p.90

These include skill for working together effectively (staying on task, summarizing, recording ideas as well as group maintenance skills, encourage each other).

5) Group Processing of Interaction

The purpose of group processing to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals.[16] Group processing can be individual, team wide, or at the whole collaborative skills.

Shortly, the elements above support each other in conducting cooperative learning method. One or two elements will not develop cooperative learning method succesfully.

b. Typology of Cooperative Learning

Cooperative learning methods differ in many ways, but they can be categorized according to the principal charateristics.

1) Group Goals

Most cooperative learning methods use some form of group goals. In the Students Team Learning methods, these may be certificates or other recognition given to teams that meet a preset criterion, in the Johnsons' methods, group grades are often given.[17]

Students Team Learning emphasizes the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in Student Team Learning the students' tasks are not do something as a team, but to learn something as a team.

2) Individual Accountability

This is achieved in two ways. One is to have group scores be the sum or average of individual quiz scores or other assessments, as in the Student Team Learning models. The other is task specialization,

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[16] David W. Johnson and Roger T. Johnson, *Cooperative, Competitive, and Individualistic Learning*, p.91

[17] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik)*. (Bandung: Nusa Media,2009),6th Ed. p.26

whereby each student is given a unique responsibility for part of the group task.[18]

Individual accountability means that the team's success depends on the individual learning of all team members.

3) Equal Opportunities for Success

A characteristic unique to the Student Team Learning methods is the use of scoring methods that ensure all students an equal opportunity to contribute to their teams. These methods onsist of improvement points (STAD), competition with equal (TGT), or adaptation of tasks to individual performance levels (TAI and CIRC).[19]

It means that students contribute to this team by improving on their own past performance. This ensures that high, average, and low achievers are equally challenged to do their best, and that the contributions of all team members are valued.

4) Teams Competition

Early studies of STAD and TGT used competition between teams as a means of motivating students to cooperate within teams.[20]

The idea behind this form of cooperative learning is that if students want to succeed as a team, they will encourage their teammates to excel and will help them to do so.

5) Task Specialization

A key element of Jigsaw, Group Investigation, and other task specialization methods is the assigment of a unique subtask to each group member.[21]

Task specialization solves the problem of individual accountability by having each student be uniquely accountable for his or her own contribution to the group.

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[18] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik)*. p.27

[19] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik)*. p.27

[20] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik)*. p.28

[21] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik)*. p.28

6) Adaptation to Individual Needs

Most cooperative learning methods use group paced instruction, but two TAI and CIRC adapt instrution to students' individual needs.[22]

In TAI and CIRC, students work at their own levels, so if they lack prerequisite skills they can build a strong foundation before going on.

The researcher concludes that in teaching learning process, a teacher can not use only one method for all level, he should use variation of method to create students' interest and fun. Cooperative learning is one of the methods for teaching. Cooperative learning method is an instructional method in which students work together in small groups so that each member of the group can participate in a clearly assigned collective task.

4. Tenses

"Tenses are the illustration or clarification when a statement, news, events occur, whether present, future, past, or the verb changes according to the time of occurrence".[23] In English, time is very closely related to the Tenses (verb changes according to the time that meant). So in English, while also influence the form of the verb. Tenses is one of the most important elements in English and this often leads to mistakes most people of Indonesia are just beginning to learn English because there is no Tenses in the Indonesian language.

In brief, Tenses can be interpreted as a form of the verb changes depending on the time and nature of the activity. All the words in the English can not be separated from the Tenses since all sentences must have to do with timing and aim the speaker.

Based on the time of the activity, Tenses in English can be divided into four sections, namely:

a. Present Tense: for the time is going
b. Past Tense: to the time that has occurred
c. Future Tense: for the time is going to happen

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[22] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik).* p.28

[23] Suryadi and Junaida, *Complete English Grammar,* (Yogyakarta: Pustaka Pelajar,2011),4th Ed. p.418

d. Future Past Tense: for the time is going to happen in the past[24]

Based on the nature of the activity, Tenses in English can be divided into four sections, namely:

a. Simple Tense: for events that can happen at this time, the past, or to come
b. Continuous Tense: for activities that are / were in the process
c. Perfect Tense: for activities that have been completed
d. Perfect Continuous Tense: for activities that begin before a certain time, and it still lasts for a certain time. [25]

When combined these two factors, namely the time and nature of the activity, it will get a whole Tenses in the English of which there are 16 kinds:

a. Present Tense
    1) Simple Present Tense
    2) Present Continuous Tense
    3) Present Perfect Tense
    4) Present Perfect Continuous Tense
b. Past Tense
    1) Simple Past Tense
    2) Past Continuous Tense
    3) Past Perfect Tense
    4) Past Perfect Continuous Tense
c. Future Tense
    1) Simple Future Tense
    2) Future Continuous Tense
    3) Future Perfect Tense
    4) Future Perfect Continuous Tense
d. Future Past Tense
    1) Simple Past Tense Future
    2) Past Continuous Tense Future
    3) Past Perfect Future Tense
    4) Past Future Perfect Continuous Tense[26]

This is very different from the Indonesian that its grammar is so simple. Mastering the English has been a necessity for us. The basically step is to master the 16 Tenses. For more details, let's take a look below for an explanation:

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[24] Suryadi and Junaida, *Complete English Grammar*, p.418

[25] Suryadi and Junaida, *Complete English Grammar*, p.419

[26] Suryadi and Junaida, *Complete English Grammar*, p. 419-420

a. Simple Present Tense

In general, the Simple Present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. For example: I *watch* television every day.[27]

b. Present Continuous Tense

The Present Continuous expresses an activity or action that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future. For example: John *is* sleeping right now.[28]

c. Present Perfect Tense

The Present Perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important. For example: they *have* moved into a new apartment.[29]

d. Present Perfect Continuous Tense

The Present Perfect Continuous is used to indicate the duration of an activity that began in the past and continues to the present. When the tense has this meaning, it is used with time words such as for, since, all morning, all day, all week, etc. for example: I *have been* sitting here since seven o'clock.[30]

e. Simple Past Tense

The Simple Past is used to expresses an activity or situation that happened at one particular time in the past. It began and ended in the past. For example: I *walked* to school yesterday.[31]

f. Past Continuous Tense

The Past Continuous expresses an activity or action that is in progress during particular time in the past. Sometimes the past continuous is used in both parts of a sentence when two actions are in progress simultaneously. For example: while I *was* studying in one room of our apartment, my roommate *was* having a party in the other room.[32]

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[27] Betty S. Azar, *Understanding and Using English Grammar,* (New Jersey: Prentice Hall, 1981), p.2

[28] Betty S. Azar, *Understanding and Using English Grammar*, p.11

[29] Betty S. Azar, *Understanding and Using English Grammar*, p.29

[30] Betty S. Azar, *Understanding and Using English Grammar*, p.36

[31] Betty S. Azar, *Understanding and Using English Grammar*, p.24

[32] Betty S. Azar, *Understanding and Using English Grammar*, p.24

g. Past Perfect Tense

The Past Perfect expresses an activity that was completed before another activity or time in the past. For example: My parents *had* already eaten by the time I got home.[33]

h. Past Perfect Continuous Tense

The Past Perfect Continuous emphasizes the duration of an activity that was in progress before another activity or time in the past. For example: The police *had been* looking for the criminal for two years before they caught him.[34]

i. Simple Future Tense

The Simple Future is used to expresses future time. At one particular time in the future, an activity or situation will happen. For example: I *will* watch television tonight.[35]

j. Future Continuous Tense

The Future Continuous expresses an activity that will be in progress at a time in the future. For example: I *will be* studying when you come.[36]

k. Future Perfect Tense

The Future Perfect expresses an activity that will be completed before another time or event in the future. For example: I *will have finished* my homework by the time I go out on a date tonight.[37]

l. Future Perfect Continuous Tense

The Perfect Continuous emphasizes the duration of an activity that will be in progress before another time or event in the future. For example: when Professor Jones retires next month, he *will have been* teaching for 45 years.[38]

m. Simple Past Future Tense

The Simple Past Future is used to expresses an activity or event that will happen in the past time. For example: I *should* call you at that time but I forgot your phone number.[39]

n. Past Future Continuous Tense

The Past Future Continuous tense is used to expresses an activity or event that will be in progress in the past time. For example: my mother *would be* shooping vegetables at this hour yesterday morning.[40]

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[33] Betty S. Azar, *Understanding and Using English Grammar*, p.39

[34] Betty S. Azar, *Understanding and Using English Grammar*, p.39

[35] Betty S. Azar, *Understanding and Using English Grammar*, p.2

[36] Betty S. Azar, *Understanding and Using English Grammar*, p.51

[37] Betty S. Azar, *Understanding and Using English Grammar*, p.53

[38] Betty S. Azar, *Understanding and Using English Grammar*, p.53

[39] Johan H.F, *99% Sukses Menguasai 16 Tenses, Faster Solution to Mastered English,* (Jakarta: Gudang Ilmu,2010),p.55-56

o. Past Future Perfect Tense

The Past Future Perfect is used to expresses an activity or event that will have been done in the past time. For example: he ***would have*** graduated from college by July last year.[41]

p. Past Future Perfect Continuous Tense

The Past Perfect Continuous is used to expresses an activity or event that will have been in progress in the past time. For example: David ***should have been*** studying for examination last night.[42]

Based on the descriptions above, the researcher concludes that English grammar is unique compared to other languages. This is very different from the Indonesian that its grammar is so simple. By mastering 16 Tenses, we can use English properly and correctly. However, in this research the researcher does not discuss the 16 Tenses completely, but only the Simple Present Tense which is discussed as the subject matter.

a. Simple Present Tense

Tenses are the systematic structure to describe different forms of verbs that show the time of action. Meanwhile, Simple Present Tense expresses daily habits or usual activities. Basically the Simple Present Tense is used for events or situations that exist always, usually, habitually in the past, present, and future.[43]

1) The Use of Simple Present Tense

Azar stated that the Simple Present Tense is used to express habitual or daily activity. For example, *I study for two hours every night.[44]* Thus, the uses of Simple Present Tense are:

a) To express general time, includes general truth, custom, and an expression indicating frequency.

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[40] Johan H.F, *99% Sukses Menguasai 16 Tenses, Faster Solution to Mastered English,* p. 58-59

[41] Johan H.F, *99% Sukses Menguasai 16 Tenses, Faster Solution to Mastered English,* p.61

[42] Johan H.F, *99% Sukses Menguasai 16 Tenses, Faster Solution to Mastered English,* p.63

[43] Betty S. Azar, *Fundamentals of English Grammar,* (New Jersey: Prentice-Hall, 1985), p.3

[44] Betty S. Azar, *Understanding and Using English Grammar,* p.11

Example: The earth revolves around the Sun

b) To express present time

Example: She seems to be very tired today

c) With verbs of saying and telling.

Example: He says that he cannot come tonight

d) To express future time

Example: The plan leaves tomorrow morning.[45]

Meanwhile, Wishon and Burks stated that the Simple Present Tense performs the following functions:

a) Expresses general truths

Example: Coffee comes from Brazil

b) Expresses customs and habitual actions with such adverbial expressions as frequently, usually, everyday

Example: She always studies very hard

c) When used with the verb *do*, shows emphasis

Example: I do not speak Arabic, but I do speak English

d) Expresses commands or requests (second person only)

Example: please let me know how you get along

e) Expresses future time with a future time adverbial

Example: She leaves next week[46]

Thus, it can be concluded that Simple Present Tense can be used to express customs (habitual actions), the general truth, commentaries games and places, exclamations, announcements, demonstrations, emphasis, commands, and requests.

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[45] Marcella Frank, *Modern English: A Practical Reference Guide,* (New Jersey: Prentice-Hall, 1972), p.68-70

[46] George E. Wishon and Julia M. Burks, *Let's Write English,* (New York: Litton Educational Publishing Inc., 1980), p.193-194

2) The Form of Simple Present Tense

a) Verbal Sentence

Verbal sentence is a sentence that has predicate as verb.[47] There are three forms of verbal sentence. They are positive, negative, and interrogative sentences. They can be put into the pattern as follows:

(+)	Subject + Verb I (s/es) + Object
(-)	Subject + do/does + not + Verb I + Object
(?)	Do/does + Subject + Verb I + Object?

In the affirmative, the Simple Present Tense uses infinitive. For the third person singular, the verb or the infinitive is added by 's' or 'es'. When the last letter of the verb is a vowel or a sibilant sound spelled as *s, z, ch, sh, x* (passes, buzzes, catches, pushes, mixes) it is added by 'es'. After *y preceded by a consonant*, the *y* is changed to *i* and 'es' is added (carries, tries, but plays).[48] Meanwhile if the last letter of verb is consonant, it is added by 's'.

For example: I/you/we/they work

She/he/it works

The negative is formed by do not / does not + the infinitive without to (of the main verb). Auxiliary 'do' is used for the subjects as I, you, we, they while auxiliary 'does' is used for the third person singular and pronoun for thing (it).

For example: I/you/we/they/do not work

She/he/it/ does not work

The interrogative form of Present Tense is do / does + subject + the infinitive without to (of the main verb). Auxiliary 'do' is used for the subjects as *I, you, we, they* while auxiliary 'does' is used for the third person singular.

For example: Do I/you/we/they work?

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[47]Suryadi and Junaida, *Complete English Grammar*, p.420

[48]Marcella Frank, *Modern English: A Practical Reference Guide,* p.55

Does she/he/it work?[49]

b) Nominal Sentence

Nominal sentence is a sentence that has predicate as no verb.[50] Every nominal sentence always uses *to be.* The pattern of nominal sentence as follows:[51]

(+)	Subject + am/is/are + non verb
(-)	Subject + am/is/are + not + non verb
(?)	Am/is/are + Subject + non verb?

To be is used based on the subject. Look at the lists below:[52]

Subject	To be	Construction
I	Am	I'm
He	Is	He's
She	Is	She's
It	Is	It's
You	Are	You're
We	Are	We're
They	Are	They're

Form the positive of nominal sentence by using *to be* that has forms in the Present Tense as the lists of *to be* above.

For example: They are teachers   (They're teachers)

He is a farmer   (He's a farmer)

Form the negative of nominal sentence by putting *not* after the *to be*. The construction are *aren't* and *isn't.*

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[49] A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), 4th Ed, p.159

[50] Suryadi and Junaida, *Complete English Grammar*, p.420

[51] Alexander Mongot Jaya et,al, *English Revolution,* (Jepara: Mawas Press,2008),p.149

[52] Akh. Kardimin, *Essential English Grammar,* (Yogyakarta: Pustaka Pelajar,2005), p.293

For examples: They are not teachers   (They aren't teachers)

               He is not a farmer   (He isn't a farmer)

Form the interrogative of nominal sentence by placing *to be* before the subject.

          For examples: Are they teachers? Yes, they are teachers

                                  No, they are not teachers

                    Is he a farmer?   Yes, he is a farmer

                                    No, he is not a farmer

5. Jigsaw Strategy

Jigsaw Strategy is the way have been used by researcher in this research. This sections discuses about among other: definition, history, intension, schedule, and steps.

a. The Definition of Jigsaw Strategy

Jigsaw Strategy is a widely used method which has similarities with the technique of "exchange from group to group" with an important difference, that each student to teach something.[53] This is an attractive alternative method, as there is material being studied can be shortened or cut, and when no parts that should be taught before others.

> There are two kinds of Jigsaw in education. They are Original Jigsaw and Jigsaw II. Aronson's Original Jigsaw resembles Jigsaw II in most respects, but it also has some differences. In the Original Jigsaw, students read sections different from those read by their teammates. This has the benefit of making the experts possessors of unique information, and thus makes the teams value each member's contribution more highly. Original Jigsaw also takes less time than Jigsaw II, its readings are shorter, only a part of the total unit to be studied. The most difficult part of Original Jigsaw is that each section must be written so that it is comprehensible by itself. Existing materials cannot be used, in contrast with Jigsaw II. The advantage of Jigsaw II is that all students read all the material, which may make unified concept easier to understand.[54]

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[53] Mel Siberman, *Active Learning: 101 Staretgi Pembelajaran Aktif.* (Yogyakarta: Yayasan Insan Madani,1996), p.168

[54] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik)*, p.245

As conclusion, Jigsaw Strategy is remarkably efficient way to learn the material. The purpose of Jigsaw Strategy is to develop teamwork and cooperative learning skills within all students. In addition, it helps students gain a depth understanding of grammar material by working together and teaching each other.

b. The History of Jigsaw Strategy

The Jigsaw Strategy is a teaching method that is applied in the classroom. It was first applied in 1971 in Austin City, Texas. According to Aronson the Jigsaw was implemented by him in the school to help teaching material. It was used by collaborating students' Austin, African, and American.[55]

Jigsaw Strategy is an efficient way to facilitate learning. In this method, students learn a lot of material quickly, share information with other groups, minimize listening time, and be individually accountable for their learning. Since each group needs its members to do well in order for the whole group to do well, Jigsaw maximizes interaction and establishes an atmosphere of cooperation and respect for others students.

> In the classroom, students worked individually and competed against each other for grades. It was on the context that they invented the Jigsaw Strategy. First they helped several teachers devise a cooperative Jigsaw structure for the students to learn about the life of Eleanor Roosevelt. They divided the students into small groups, diversified in terms of race, ethnicity and gender, making each student responsible for a specific part of Eleanor Roosevelt biography. Needless to say, at least one or two of the two of the students in each group were already viewed as "losers" by their classmates.[56]

The Jigsaw Strategy is developed by Elliot Aronson and his friends in 1978 as cooperative learning method.[57] In this method, the students have opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material.

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[55] Elliot Aronson, 2008.The Jigsaw Classroom. Website Coopyright 2000-2012, Social Psychology Network. From http://www.jigsaw.org/history.htm. Retrieved on 12 September 2012

[56] Elliot Aronson, 2008.The Jigsaw Classroom. Retrieved on 12 September 2012

[57] Robert E. Slavin, *Cooperative Learning,(Teori, Riset, dan Praktik)*. p.236

Jigsaw Strategy is used to improve student responsibility to their learning. The students not only study the given material, but also they must give and teach the material to the other students. So the students will depend on other students. They must cooperate to learn the given material.

c. The Intension of Jigsaw Strategy as Learning Method

Jigsaw Strategy can be used whenever the material, for example, in the written narrative form. It is most appropriate in such subjects as social studies, literature, some part of science and related areas in which concepts rather than skills are the learning goals. [58]

Jigsaw Strategy is a cooperative learning method appropriate for students. The strategy is an efficient teaching method that also encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. In English learning, this method can be used to learn reading, writing, listening, or speaking and so on.

The students cooperate with their friends and have many opportunities to improve their communication ability.[59] By using Jigsaw Strategy, the students have opportunity to improve their responsibility to their learning and they can cooperate with the other students to learn the material so that the teaching learning process can be maximal.

In Islam, teach other such as a building. This statement based on Hadits below:

عن أبي موسى الأشعري رضي الله عنه. عن النبي صلى الله عليه وسلم قال '' : المؤمن للمؤمن كالبنيان ، يشد بعضه بعضاً......'' . رواه البخاري ، ومسلم ، والنسائي

"From Abu Musa Al Asy'ari R.a, from the prophet Muhammad said: that believers for believers such as buildings, partly corroborate others." (Cited by Bukhari, Muslim and Nasai)[60]

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[58] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students,* p.122

[59] Anita Lie, *Cooperative Learning,*(Jakarta: PT Grasindo,2010), 7th Ed, p.69

[60]http://www.dakwatuna.com/2008/12/1575/kuatkan-kerjasama-laksana-satu-   bangunan retrieved on 19th December 2012

This is an interesting innovation in a learning process, with the students depend on other students and they can teach each other. Group member must work together as a team to accomplish a common goal. No students can succeed completely unless everyone works together as a team.

d. Schedule of Activities

Jigsaw Strategy consists of a regular cycle of instructional activities. These activities are described in detail in the following:

1) Reading

The first activity in Jigsaw Strategy is distribution of texts and expert topics, assignment of a topic to each student, and then reading.[61]

When the students have their topics, let them read the materials, or assign the reading as homework. Students who finish reading before others can go back and make notes.

2) Expert Group Discussion

Have all students with expert topic 1 get together at one table, all students with expert topic 2 at another table, and so on. If any expert group has more than six students (that is, if the class has more than twenty-four students), split the expert group into two smaller groups, so that there will not be more than six students in each expert group; an expert group larger than six can be unwieldy.[62]

While the expert groups are working, the teachers should spend time with each group in turn. He or she may wish to answer questions and resolve misunderstandings, but should not try to take over leadership of the group that is the discussion leaders' responsibility.

3) Team Report

Students should return from their expert-group discussion and prepare to teach their topics to their teammates. They should take about five minutes to review everything they have learned about

[61] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students,* p.124

[62] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students,* p.125

their topics from their reading and their discussions in the expert groups. If two teammates shared a topic, they should make a joint presentation. [63]

Emphasize to students that they have a responsibility to their teammates to be good teachers as well as good listeners. You may wish to have experts question their teammates after they have reported to them to see that they have learned the material and are ready for the quiz.

4) Test

Distribute the quizzes and allow enough time for everyone to finish. Have students exchange quizzes with members of other teams for scoring, or collect the quizzes and score them yourself. If students do the scoring, have the checkers put their name at the bottom of the quizzes they checked. After class, spot-check several quizzes to be sure that the students did a good job of checking.[64]

5) Team Recognition

Scoring for Jigsaw Strategy is the same as scoring for STAD, including base score, improvement points, and team-scoring procedures. Also as in STAD, certificates, bulletin boards, and other rewards are given in recognition of successful teams.[65]

e. **Steps in Implementation**

According to Aronson, there are ten steps that are considered important with regard to the implementation of the Jigsaw classroom technique:

1) Divide students into 5- or 6-person Jigsaw groups. The groups should be diverse in terms of gender, ethnicity, race, and ability.

2) Appoint one student from each group as the leader. Initially, this person should be the most mature student in the group.

3) Divide the day's lesson into 5-6 segments. For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short

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[63] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students,* p.125

[64] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students,* p.126

[65] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students,* p.126

biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death.

4) Assign each student to learn one segment, making sure students have direct access only to their own segment.

5) Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

6) Form temporary "Expert groups" by having one student from each Jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their Jigsaw group.

7) Bring the students back into their Jigsaw groups.

8) Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

9) Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

10) At the end of the session, give a quiz on the material so that students quickly come to realize that these sessions are not just fun and games but really count. .[66]

The correlation between Jigsaw groups and Expert groups are described as follows:[67]

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[66] Elliot Aronson, 2008.The Jigsaw Classroom. Website Coopyright 2000-2012, Social Psychology Network. From http://www.jigsaw.org/steps.htm. Retrieved on 12 September 2012

[67] Google. *Gambar Pembelajaran Jigsaw,* from http://www.google.co.id/imgres, Retrieved on 20 September 2012
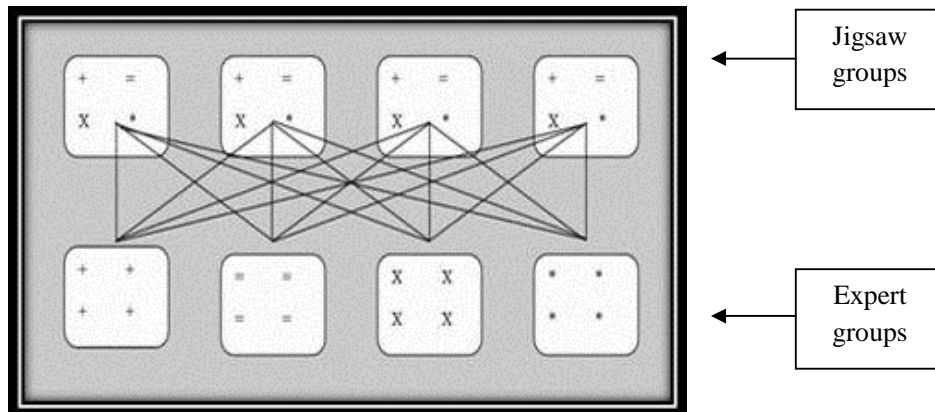
Picture 1. The illustration of Jigsaw Strategy

Explanation:

+ : the group that study material part 1

= : the group that study material part 2

X : the group that study material part 3

. : the group that study material part 4

6. Teaching Simple Present Tense Using Jigsaw Strategy

Jigsaw Strategy is one of the most flexible of the cooperative learning methods. The key to Jigsaw is interdependence: every student depends on his or her teammates to provide the information needed to do well on the assessments.[68]

In this research, Jigsaw Strategy is used to teach Simple Present Tense. Although, there are many methods in learning process, the researcher chooses Jigsaw Strategy to improve students' understanding on Simple Present Tense because the Jigsaw Strategy can help students to communicate one another in learning process. The students not only study the given material, but also they must give and teach the material to the other students.

The implementation of using Jigsaw Strategy in teaching Simple Present Tense is ; (1) the teacher divides students randomly into 6 group and then distributes the grammar text, (2) the teacher asks the student expert topic 1 (positive sentence) get together at one table, all students with expert topic 2

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[68] Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice, Centre for Research an Effective Schooling for Disadvantaged Students,* p. 122

(negative sentence) at another table, all students with expert topic 3 (interrogative sentence) at another table. The class consists of 40 students, so the teacher divides the expert group into two smaller groups, so that there will not be more than six students in each expert group; an expert group larger than six can be unwieldy, (3) the teacher asks students to discuss in expert-group. While the expert-groups is working, the teacher spend time with each group in turn and emphasize to students that they have a responsibility to their teammates to be good teachers as well as good listeners, (4) the teacher asks students to return from their expert-group discussion and prepare to teach their topics to their teammates. In this step, each student in turn report the results of discuss in expert-group to another friend in Jigsaw group, (5) Finally, the teacher distributes the quizzes or test and allow enough time for everyone to finish. Basically, the implementation of Jigsaw Strategy in the first cycle resembles second cycle in most respects, but it has differences. In the second cycle, each group consists of the brilliant student in the classroom.

Based on the statement above the researcher can concludes that teaching Simple Present Tense through Jigsaw Strategy has many benefits including the teacher can teach the students and the students can teach each other.

In Islam, pointed out that useful knowledge is a charity that will not be lost forever. This statement based on Hadits below:

عن ابى هر ير ة رضى الله عنه قال: قال رسول الله صلى الله عليه وسلم اذا مات ابن ادم انقطع عمله الا من ثلاث: صدقة جارية، او علم ينتفع به، أو ولد صالح يدعو له. (واه مسلم)

> "From Abu Hurairah R.a: Muhammad peace be upon him said: when the child dies then Adam would cut all his deeds except three things: sadaqah jariyah, useful knowledge, and a righteous child who can pray for his parents." (Cited by Muslim)[69]

Based on the Hadits above, the researcher can concludes that teaching Simple Present Tense through Jigsaw Strategy can be beneficial to the teachers

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[69] Abi Zakariya, *Riyadus Shalihin,* (Surabaya: Darul Ulum, (767 H) / 1345), p. 530

and students themselves, which they will obtain useful knowledge that will be forever charity.

C. Action Hypothesis

The hypothesis is the assumption that is possibly true or wrong. The hypothesis is a statement as that is a suspected or guesses about what we observe in the attempt to understand it.[70] Hypo can also be meant as a provisional answer to research problem until it can be proved through data that has been collected.

Based on the description above, the researcher proposes the hypothesis that Jigsaw Strategy can improve students' understanding on Simple Present Tense at the Seventh Grade of MTs N 02 Semarang in the academic year of 2012/2013.

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[70] Nasution, *Metode Research,(Penelitian Ilmiah),* (Jakarta: PT. Bumi Aksara,2011),12th Ed, p.39