

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of background of the study, the formulation of research problem, research objective, significance of the research, the scope and limitation of the research, and the definition of key term.

### **A. Background of study**

Language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers (Stubbs in Nurhayati & Yuwartatik, 2016a). English is the important language in modern era. There are several reasons why it is so. Firstly, English is an international language. It is spoken by many people in the world, either as in first or second language. Secondly, English is also the key to open the doors to scientific and technical knowledge, which is needed in economic and political development throughout world. Thirdly, English is a top requirement of those who look for jobs. English as foreign language is taught in all schools in Indonesian. It is taught in every educational level.

In learning English, there are four skills that should be learned by the students, there are: listening, speaking, writing, and reading. One of the basic problems in foreign – language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends on very much on

how we as teachers understand our aims (Bygate, 2000: as cited in Nurhayati, 2016). All skills in English is very important because they are related to one another. In this research does not discuss about the four skills in English learning because it consumes a lot of time to discuss it. This research focuses on one skill, namely “Speaking”, speaking is one of the skills that play the important rule in learning a foreign language, especially English, is speaking. Learning to speak foreign language requires more than knowing its grammatical and semantic rules language. Learners must also acquire the knowledge of how native speaker use the language in the context of structured interpersonal changes, in which many teachers interact. The ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process the information and language ‘on the spot’ (Harmer, 2000:269 as cited in Nurhayati, 2016), in this research the research focuses on part of speaking especially in “pronunciation”. Pronunciation is one of important aspect in English. According to Cook (1996 as cited in Pourhosein Gilakjani, 2016) pronunciation is the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. It means that when learners start learning about pronunciation, they make a new habit and overcome the difficulties resulting from the first language. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. It means that the learners make a production of sounds in English to convey the meaning in what the learners pronounce it.

As foreign language learners, Indonesian students' often find problems with pronunciation when they speak, read, or listen the English words. In this situation the researcher was conducting research before the researcher had conducted internship 2. In this case the researcher observed the students' problems three times. So, the researcher finds out the students' problem from internal factor and external factor. They are caused by internal factor and external factor. From the internal factor come from the learners themselves, such as motivation, interest, aptitude, and intelligence, while the external factor come from outside the learners, such as the situation and condition of environment, learning material, and the teacher ability to handle the English teaching and learning process. According to Kenworthy (1987:4) "there are many factors affecting pronunciation learning for EFL (English Foreign Language) students such as hearing native language, and age of learners".

In here the students must be mastered about the pronunciation because the pronunciation is the important part of speaking that all of people can be mastered. Pronunciation also can make the people know about what the other people said. By using pronunciation, the other people can understand what the people said and the meaning. If the people can not to mastered the pronunciation, it can make the other people misunderstanding about the meaning of the word. In the researcher experience, the English club of Man 3 Tulungagung is the club that the all of the students in the club can mastered about English. Not only mastered in speaking, but they also must be mastered in pronunciation. Based on explanation abover, to

mastered the pronunciation, the jigsaw learning be a strategy for teaching pronunciation in English club. Jigsaw is the most of teaching strategy that use in English learning, such as speaking, writing and so on. Jigsaw is technique that will give the student's good feel in learning and teaching process, but Aronson (1978:16) defines that jigsaw is a cooperative learning strategy that enables each student could learning at home by group specialize in one of aspect of a learning unit. Students meet with the members from another group who are assigned the same material, and after mastering the material, return to the home group and teach the material to their group members. Just as in a jigsaw puzzle, each piece each students part is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential, that is what make the Jigsaw learning is effective.

Clarke (1994:3) mentions that "The Jigsaw structure is somewhat complex. It may be best suited for when the students are comfortable with the group work. There are high expectation and responsibilities placed on the students. Teaching the students in the original group can be having experience for each student. This situation could be increased if the jigsaw structure both of two or more group members share the same material and then join with another pair of students, if the section are more open-ended so there is no single right answer, or if students are groups to provide a support another students when the original groups reassembles". When the students in the original groups, they discussed the material to increase the chances that each report will accurate, Jigsaw is a technique that

make students work together. This technique allows the students to know each other, and to make a good relationship between the other students in learning process. Thus, they can feel good and enjoyable for the study.

There are several previous studies that have been conducted by using Jigsaw as the learning strategy to teach student's pronunciation ability in learning English. The researcher also found the previous study, the previous study using quantitative research design, especially pre-experimental research design (Astriani, 2013). In another previous study, the researcher uses qualitative and quantitative research design (Dyna, 2013). Another previous study, the researcher uses quantitative, especially in experimental research design (Emiyani, 2014). Another research uses quantitative research, especially in expereminteal research design (Nurhasanah, Suwartono 2018)

The researcher found the previous sample that use in research. The first sample is from Madrasah Aliyah Darul Ulum, Tandun, the sample of this research are from XB as experimental research and XC as control class, it consists of 60 students (Astriani, 2013). Another sample is from SMAN 2 Yogyakarta in the academic year 2011/2012. In this sample, the sample are the English teacher and the students of Science XI-1 (Dyna, 2013). Other sample is from SMA Negeri 1 Medan, the sample of this research are from XI-IPA 1 and XI-IPA 2, it consists of 40 students (Emiyani, 2014). The last sample is from second grade of SMA Negeri 05 Purwokerto, the sample of this research are from XI MIPA 4 as the control group and XI MIPA 5 as an experiment group.

As seen from the explanation of the previous study, Jigsaw can help students in learning English is very well. In this case, it is different from the research before. The researcher focuses on using Jigsaw learning to teach the students' pronunciation ability by using Jigsaw learning as strategy. The researcher also uses qualitative research design, especially in descriptive qualitative. Based on the explanation of the previous study, the researcher is interested in conducting a research with the title **“Using Jigsaw Learning to Teach Students Pronunciation Ability toward English Club at Man 3 Tulungagung”**

#### **B. Formulation of Research Problem**

In line with the background of the study, the researcher formulates the research problem as follows:

1. How Jigsaw learning can be used to teach students pronunciation ability toward English club at MAN 3 Tulungagung?

#### **C. Objective of the study**

Based on the formulation of the research problem, the objective of the study is to find out using Jigsaw learning can teach students pronunciation ability toward English club at MAN 3 Tulungagung.

#### **D. The significance of the Research**

The researcher hopes that the result of this study could give the contribution for:

### 1. Student

The students are able to know the correct pronunciation ability by using the Jigsaw learning, also the students can feel interested because they use this strategy in teaching pronunciation.

### 2. Teacher

The teacher is able to use this strategy to teach the students pronunciation ability and also the teacher can apply this media and strategy in the classroom to make the students interest in learning process.

### 3. Future Research

The researcher intends to achieve the following aim that to find out using American video and Jigsaw learning can teach the students pronunciation ability toward English club at MAN 3 Tulungagung. The researcher hopes this study can be used to one reference in conducting study in similar problems for the future research.

## **E. Scope and Limitation of the Research**

This research is only conducted to English club at MAN 3 Tulungagung on academic year 2019/2020, especially in the member of English club as sample.

The limitation of subject in English which focuses on speaking on pronunciation. Besides, the researcher uses jigsaw learning as strategy to teach students pronunciation ability. Jigsaw learning is one of model of indoor lesson or inside classroom. That is why the researcher limits the area or subject is

around the school of MAN 3 Tulungagung, such as in classroom, or language classroom. In addition, this teaching strategy can teach students pronunciation by understanding the strategy because it demands the students to be more active to follow the lesson.

#### **F. Definition of Key Term**

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the term used in this research. Those are as follows:

1. Jigsaw

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle.

2. Pronunciation

Pronunciation is the way in which a word or a language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or language in a specific dialect, or simply the way a particular individual speaks a word or language.

3. English Club

English Club is a place for language learners to use English in a casual setting.