CHAPTER I

INTRODUCTION

1.1 Background of Study

Nowadays, English language is not only taught and learned, but it is used as a habit. We can see in our daily activities, most of books, articles, journals are written in English. Besides, almost all devices use English such as computer, mobile phone, mp3 player and others. It means that English has been used for language of science and technology. By knowing the importance of English, our government has decided to include it as a compulsory subject in junior and senior high school curriculums. It stated in the newest curriculum K-13, Depdiknas (2013) explains that the aim of English teaching is to make the students communicate with target language.

In line with curriculum K-13, there are four skills that high school students are expected to master in learning English: reading, writing, listening and speaking skills. However, among the four skills, speaking is considered to be the most difficult skill to be learned by students. Brown and Yule (2014:96) support this notion in their statement "learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with". It is irony that in reality the teaching and learning of English at schools focuses more on the reading and writing skills instead of the speaking skill. In fact, the aim of teaching students English is not

merely to help them to pass national examination, but also to make them able to use this language in real life communication.

The students of vocational schools are demanded to have some skills to support their specific competence especially in English. They are listening, speaking, reading, and writing. Listening and speaking skill can help students to improve their oral skills in English. These skills are useful when two or more people are involved in direct communication. A good oral skill is needed to communicate with people in schools, people in working areas, and foreigners. Moreover, writing and reading will help students in written expressions. These skills are usually used in indirect communication. In conclusion, listening, speaking, reading, and writing are essential skills in English to be learned.

Here, the researcher focuses on speaking skill. Speaking is the natural language which is used most by people in daily life. It is the process of oral communication involving the interaction both speaker and listener in sharing information. Harmer (2015:87) states that through speaking, the people will understand the ideas, opinions, and information from other people. It means that speaking is one of the ways to make relationship, or a good communication in a society.

On the other hand, as a productive skill, the teacher must focus on the speaking activity of how to help the students to use and communicate in English. In addition, Richard and Renandya (2008:15) state that most students often evaluate their success in language leaning as on the basis of how they feel about the improvement in their speaking proficiency. To achieve that, teachers should

implement teaching method which can engage the students in a more active learning. Still related to the problem above, the students' low engagement in the learning process does not only come from the lack of the teacher's interesting teaching methods. The less engaging teaching and learning process lead to low proficiency of speaking skill such as wrong grammar use and pronunciation and lack vocabulary. There are also many challenges that should be addressed by the teacher to make the students to communicate well in English. Some psychological factors are also involved in this problem for example shyness and anxiety which become the main causes of students to be reluctant to speak (Brown, 2014:45).

Regarding this problem, the cooperative learning method becomes one of the solutions that can minimize the problems found in the students. Under the big umbrella of cooperative learning, jigsaw is implemented as the solution to improve the students' speaking skill. The use of jigsaw as a method in teaching speaking is based on various problems found in the classroom during observation. The problems also occurred in SMK N 1 Mranggen related with this speaking skill. Commonly, they came from teacher and student problems. For teacher's problem, it might occur for the current situation. For example, the method or technique was not interesting for the students to support their speaking activities in class. So, the students were not motivated to practice speaking effectively. Another problem from teacher was related to opportunities that were given to the students themselves. Speaking needs more allocation time to practice. So, practicing in group is one way to facilitate and give the students more chances to ask, respond, and give a comment without afraid to make mistakes.

Next problem came from the students. For instance, the students were not maximum and active in the practice of speaking skill in the class. They were mostly passive and difficult to involve in conversation or discussion of speaking lesson in English. So, there were only few students who would join the speaking class material given by the teacher. Furthermore, the students did not speak fluently because they were lack of vocabulary mastery. It made them afraid to speak and made mistakes because their spoken language was full of grammatical errors. In conclusion, these create a problem in developing the skill, particularly speaking skills.

From those problems, the researcher decides to do research entitled "The Use of Jigsaw Method on Speaking Ability (A Classroom Action Research of Eleventh Grade Students of Sewing Program of SMK N 1 Sayung in the Academic Year of 2016/2017)".

1.2 Reason for Choosing the Topic

In conducting this research, the researcher has several reasons of choosing the topic. The reasons were related to the problems arising during the lesson. There are still many weaknesses in English learning process as a matter of fact, most students cannot use English well, especially in speaking. Based on those problems, the reasons of choosing the topic are:

1) The students are lack of vocabulary mastery. It can give the impact when the teacher gives instruction or question to the students, they respond slowly. It can also occur on the interaction or turn taking process. For

example, the students will have a long pause when trying to answer the questions from the teacher and their friends.

2) The students like to use their native language better than English language in the teaching learning process. It happens as a result of lack of vocabulary and inadequate stimulation to speak English. When they speak in English and get stuck, the easiest way is to switch into familiar words or phrases in native language that they know and speak with it unconsciously. Therefore, using native language is disruptive habit in English speaking practice.

3) They have low motivation to practice English outside the classroom. It happens because English in Indonesia is still a foreign language not first or second language. In fact, the people are not using English in daily conversation and small talk when they meet on the street in our country. English language is not functioned well for hence. The students cannot apply their knowledge or speaking skills freely and it is limited in context. It gives an impact towards students' motivation too.

4) Most the students are not confident and shy to speak English and engaged autonomously with their peer in learning process. It happens because the characteristics of adolescents tend to have high self-ego and sensitive for self-correction. They just need an interesting technique or strategy to stimulate their peer-interaction and cooperation among members. The technique is expected to help students improve their social skills on communication and also their speaking skills.

5) They are afraid to make a mistake in speaking. The low vocabulary mastery and the low motivation to practice make the meaning is not conveyed well in the process of communication. Besides, the utterance is also full of grammatical errors. It makes them hesitant. Furthermore, the teacher's feedback or correction on the wrong moment also contributes on their unreasonable fear to speak English well.

6) The teacher does not have a creative method or technique in teaching speaking. So, the students get bored easily and low motivation on learning English. To speak English well needs some supportive elements like comfortable atmosphere and less of pressure with joining group work. For that, the teachers have important role to create good perception that learning English is fun. It can be achieved with applying some communicative techniques or methods in classroom.

7) The teacher does not give more opportunities in the learning process to communicate and express the idea without feeling hesitant with peer group in classroom. The students actually need more speaking practices in classroom. In the speaking process, students need time to process the utterance, expression, even comment from the other speaker to grasp an idea or meaning. After that, how to respond and how to answer the utterance spend more time too. Therefore, the students need more chances to speak English in developing their speaking skills.

1.3 Statement of the Problem

Based on the description of background above, the researcher formulates the problem of the recent study as stated in the following research question, which read as follows:

1. How effective is the use of jigsaw method to improve the students' speaking ability?

1.4 Objectives of the Study

This study aims at finding out whether using jigsaw method to improve the students' speaking ability is effective .

1.5 Significance of the Study

There are some significances of the study can be stated as follow:

1. Pedagogically

The result of this study has several pedagogical significance. First, the study would help teacher in giving the contribution to teaching speaking by using the jigsaw method. Second, this study is expected to give a detail overview to the teachers, so they could create the fun learning atmosphere in teaching learning. Therefore, the teachers and the students could build good relationships during the teaching learning process. Thirdly, this teaching encourages the students to be more active in the class. Besides that, it would give chances to the students to cooperate with their friends and solved the problems together during the lesson.

Finally, it would give valuable contribution to improve the classroom environment.

2. Practically

There are two parties that will get practical significance of this research including the English teacher and the students.

a) English teacher of Vocational High School

This result of the study gives the information to the teachers how to improve their teaching method in teaching speaking, and to help the teacher to choose an effective method that is applied in teaching speaking. Therefore the students would be more enthusiastic and cooperative in learning English.

b) Students

These results of the study provide an overview to the students that learning English is not easy; the students must be forced, especially in teaching speaking, it is necessary to familiarize students to speak English in class because it can improve their speaking skills.

1.6 The Scope of the Study

To make the study is not to broaden; the limitation of this investigation to be discussed in this writing is limited in the following points:

1. The method used in this study is limited to jigsaw method.

2. The study is limited to improve the student's speaking skill.

3. This investigation is limited for the eleventh grade of sewing program at SMK N 1 Sayung in the year 2016/2017 by using experimental method.

1.7 Outline of the Study

This analysis will be divided into five chapters. They are introduction, review of related literature, research methodology, result of the study, and conclusion and suggestion.

The first chapter, introduction, will be divided into six parts. They are Background of Study, Statement of the Problem, Objectives of the Study, Significances of the Study, The Scope of the Study and the outline of the Study.

The second chapter, review of related literature, will be divided into three parts. They are review of theoretical study, and theoretical framework.

The third one is research methodology. It will be divided into research design, object of the study, instrument for collecting data, method of collecting data, method of analyzing data, and research procedure.

The fourth chapter will deal with result of the study. It will discuss about research findings and discussion.

The last chapter will end this analysis by conclusion and suggestion of the study.