

CHAPTER I

INTRODUCTION

A. Background of The Problem.

English is a universal language used by many countries in the world. And also, English is a international language that is important to master or learn. English is also the language of international communication. The proof is that English is used in official United Nations (UN) meetings. When we want to visit any place in the world, we always have to use English, such as at the airport of the destination country. This proves that English is very widely used, even in the educational sector. Therefore, learning and mastering English is a must.

Moreover, language is a set of rules used as a communication tool. Language is a system for expressing meaning. It is generally known that no communication occurs without language. People can transfer information or messages and express their ideas and feelings with language (Rika, 2017). As we know, there are four language skills that students must master when learning English, namely reading, listening, writing, and speaking. Among these skills, communication skills are the main goal of foreign language teaching, so speaking takes precedence over other skills. Good communication skills in English are becoming standard in many institutions and companies. That matters, making language learning an important thing that must be taught in schools.

In the other words, speaking is one of the important skills that students

must master. Through speaking, they can transfer information and ideas, as well as maintain social relationships by communicating their ideas to others. Speaking ability also shows how capable students are of understanding language because speaking will involve the five important components of language: accent, vocabulary, grammar, pronunciation, and fluency (Agustina, 2019)

In Indonesia, English is taught as one of the mandatory subjects from junior high school to university. By studying English, students are expected to be able to communicate in English, both written and oral. In Indonesia, English is a foreign language, and teaching staff often combine their main language when teaching. They studied that, as an alternative regional language, Indonesian is often used as the official language of instruction in schools. According to (Sibarani, 2019), "the use of the primary language in English classes is beneficial. He found that understanding difficult concepts explained in Indonesian was easier and safer." (p. 219). However, some think otherwise. Krashen and Ellis state that students' primary language should not be used in class to maximize exposure to the target language (Pratiwi et al., 2022). The more exposure to the target language a student receives, the faster the student learns.

In fact, learning English as a foreign language in Indonesia is still a big challenge for most students. In teaching English in junior high school, there are often many obstacles that occur such as passive classes where students are not responsive due to low English language skills and also the assumption that

English lesson are boring so that when speaking classes are carried out students become worried if they make mistakes when interacting with teachers and other students so that it becomes an obstacle in development his ability to speak English.

A similar problem also occurred at MTsN 3, Pariaman City. Learning English is still considered a difficult and boring subject by students. During the process of learning English in class, only passive learning occurs, and this results in the learning objectives not being achieved. This was concluded from the exercises given by the teacher at the end of the meeting, where the results obtained were that the students's abilities were below KKM or their knowledge of the material was low. And also, the use of English when speaking is relatively low, which is caused by: (1) the traditional method that teachers still use when learning makes students get bored quickly. (2) Students are embarrassed and afraid of making mistakes in speaking English because of their lack of English language skills. (3). Learning mostly uses textbooks. (4) Students think English is considered a foreign language and is not used during activities.

In general, the aim of learning English is to be able to communicate in the target language (Brown, 2007). And to achieve English language learning goals, the cooperative learning model can be an option for the solution to the problems above. According to (Kao, 2003; Liao, 2005) in (Al- Zuhairi & Gillies, 2013, p. 20) show that cooperative learning can improve speaking skills. This research was conducted on middle and high school students in Taiwan to see the

effect of cooperative learning on learning motivation and the ability to speak English. This opinion is also support by (Jhonson & Jhonson, 1984), who stated that when compared to individual learning, students who learn cooperatively achieve better results. The same is true when compared to lecture-based learning; students who learn cooperatively show better results.

(Aronson, 1978) Jigsaw technique provides equal opportunities for every student to be responsible and active in the learning process so that it can improve their speaking skills. Therefore, the jigsaw technique was chosen by researchers to improve students' speaking skills. Some previous researchers only examined student learning motivation, and other studies also examined it at a higher level. Based on the description above, the author is interested in conducting research on “Effectiveness of The Jigsaw Thecnique in Speaking In Class 9 Students MTsN 3 Pariaman.

B. Identification of the Problem

The problem faced by students is that many of them have a lack of vocabulary, which impacts their ability to understand the lesson material. Additionally, the teching method applied in many classrooms are still traditional, where the learning process is more focused on a teacher-centered approach.

C. Formulation of the Problem

in order to discover the findings in details and give benefits from this research, so the research questions are fomulated as; is the jigsaw technique effective in improving speaking ability at grade 9 students at MTsN 3 Pariaman?

D. Purpose of the Research

In accordance with the existing problem formulation, the purpose of this research is to determine about “the effectiveness of the jigsaw technique in speaking at class 9 MTsN 3 Pariaman.”

E. Significance of Research

The significance of the research is:

1) Theoretically

This research can provide information for English teachers that the Jigsaw technique is an alternative for teaching speaking skills and as additional information for further research.

2) Practically

- a. Providing insight to English teachers about the effect of using the Jigsaw technique on students' speaking skills.
- b. Providing an overview to English teachers on how to apply the Jigsaw technique in the learning process.
- c. Motivating students to learn English to improve their speaking skills.

F. Definition Key of Terms

1. Effectiveness is suitability between people who do tasks with an intended target. Effectiveness is something that states how far targets (quantity, quality, and time) have been achieved by management, whose targets have

already been determined; moreover, formerly (Hikmah, 2020).

2. Cooperative learning is a learning strategy that combines effective communication, bear it together, and positive interaction among students to reach deep understanding about material learning. Learning cooperative is an approach to work minimizing group situations that be pleasant and maximizing learning and resulting satisfaction from working on a high-performance tall team (Johnson & Johnson, 1998).
3. Jigsaw originates from the English word puzzle, meaning putting together a puzzle picture. Learning this also took pattern work, or a chainsaw, that is, doing activity learning in a way with other students to reach an objective together. Jigsaw is one of them, encouraging a type of cooperative learning where students are active and mutually help in mastering material learning to reach objective learning (Amalia Yunia Rahmawati, 2020).
4. According to the Oxford Advance Dictionary, "speaking is to make use of language in an ordinary way, not singing, to state views, wishes, etc., or an act of speaking (Sari, 2019).
5. According to Chaney (1998), in (Ahour & Entezari Maleki, 2014) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, which is important in language learning and teaching because learners need to learn to speak in different communicative circumstances. It means speaking is the process, while speaking skill is the

ability to speak that is important and can be improved through language teaching and learning.

