CHAPTER I

INTRODUCTION

1.1 Background of the Study

Students' problems while learning are certainly a problem that is often found today. These problems arise during learning, which can disrupt learning activities. So that the learning outcomes of students become less than optimal. There are internal and external factors that interfere with the process of running learning activities in the classroom. Internal factors, namely students' confidence in understanding and doing the tasks given by the teacher, can affect students' learning outcomes in the classroom. It is often found that students feel less confident in understanding the material and doing the assignments given by the teacher because, according to them, they need other people to discuss and express ideas. While external factors include a classroom atmosphere that is less interesting and tends to be boring, this makes students lazy to participate in classroom activities. Therefore, it is necessary to have the right learning techniques when teaching students the learning process.

Learning is a process that involves the mind, heart, and brain. It is believed that learning happens when thoughts and emotions are present (de Houwer et al., 2013). The instructor can see your actions, thoughts, and feelings even while others cannot. The behaviours and emotions of the students as a result of the activity are what the teacher can observe as evidence of how it shows itself. Likewise, developing process skills is a challenge in language learning, which is where we need to be proficient in vocabulary (Schmitt, 2014). Learning vocabulary is an

essential ability for studying English, but sadly, vocabulary is the main challenge or roadblock for students learning English. Additionally, there are a number of abilities that must be learned, including speaking, writing, reading, and listening. Without understanding the meaning of the word, students cannot comprehend what they read. So, without mastering a large vocabulary, students cannot read successfully (Samsul Bahri, 2018). The psychological problems of students are fear of making mistakes, lack of confidence, nervousness, and the factors causing the problems are bad pronunciation, low vocabulary, worry about people thinking, fear of judging.

Students are the main emphasis of English teaching and learning in order to prepare them to use the language for communication and as a tool for furthering their education. The four language abilities (listening, speaking, reading, and writing) are used concurrently throughout teaching and learning. Students need to understand booth language components and language skills in order to grasp English. Grammar, vocabulary, and pronunciation are these three.

Student vocabulary is often low for a variety of reasons. Both internal and external causes contributed to them. The term "internal" refers to elements that originate within the pupils themselves, such a drive, interest, intelligence, etc. The "external" refers to element that influence student' learning processes from a distance, such as the teachers' performance and instructional strategies, as well as their socioeconomic status and access to learning resources.

Based on observations made by researcher in the sixth grade of Elementary School Tambangan I, the researcher found problems faced by students in learning

vocabulary caused by several things. First, the students do not understand the meaning and do not know how to write the word because they are lazy to learn the meaning of the word, the students only look up the word in the dictionary without memorizing the meaning and do not pay attention to how it is written. Second, the students cannot pronounce the word correctly because they only read the word based on its writing and do not pay attention to how to pronounce the word. Third, teachers still use traditional methods in teaching English. In this case, the teacher only gives the vocabulary list to the students and then asks the students to memorize it. This makes students feel bored and lose interest in the learning process.

By those situation, the researcher believes that English language teaching should be improved in a practical and simple way. Teachers should choose the right approach to teaching vocabulary because it is difficult to teach English, especially vocabulary, without the right method. Teaching vocabulary is not the same as teaching other social sciences, so it is necessary to use the right approach or strategy to ensure the success of learning. The jigsaw method is one of the techniques used to provide learning to students. The learning techniques that teachers choose can affect whether students learn the language properly or not.

There are several key elements in cooperative learning, one of which is the jigsaw technique (Marhamah & Mulyadi, 2013) The Jigsaw Technique approach separates students into groups. Each group is assigned a specialist who must understand one aspect of the subject being studied. Furthermore, all experts from each group create an expert group to study and debate the content they must master.

The expert group members then return to their various home groups and share the outcomes of their talks.

Based on the explanation above, the researcher conducted a case study entitled *"Jigsaw Techniques to Teaching Vocabulary : A Case Study at The Sixth Grade of Elementary School Tambangan I".*

1.2 Statement of the Problems

From the observations that have been made by reseacher, there are several problems that occur in teaching and learning activities, among others:

1. What are the learning outcomes of sixth grade students at elementary school Tambangan I on vocabulary material using the jigsaw technique?
2. How do sixth grade students at elementary school Tambangan I respond to vocabulary materials using the jigsaw technique?

1.3 Objective of The Study

1. To find out the learning outcomes of sixth grade students at elementary school Tambangan I on vocabulary material using the jigsaw technique.
2. To find out the response of sixth grade students at elementary school Tambangan I to vocabulary material using the jigsaw technique.

1.4 Organization of the Study

The researcher intends to analyse the sixth grade students at Elementary School Tambangan I who are given vocabulary material using The Jigsaw Technique. This research divided into 5 (five) chapters. Chapter I outlines the research background to generate research questions and other necessary

information. Chapter II presents an explanation of vocabulary material and The Jigsaw Technique which elaborates on the theories and concepts according to experts who supports scientific research. Also presented in Chapter II is a description of various theories related studied from The Jigsaw Technique. Research methodology is presented in Chapter III, outlining research methods, covering the type of research, time and location of research, research approach, object and the subject of research, data sources, data collection techniques, data validation, data analysis, and constrains. Chapter IV entitled "findings and discussion" in which the research presents the findings of the research and discusses important issues to complete the research a s unified whole from which a conclusion can be thereby draw and also findings and discussion to answer the research questions formulated in Chapter 1. Finally, Chapter V is the conclusion which will be a general conclusion of the study which answers the research questions.