

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Vocabulary has an important role in learning a foreign language, as it one of the language component in communicative competence. According to Hidayati (2013), vocabulary is the first element that must be mastered by the students before they move to the other elements. It is because of if young learners have mastered vocabulary well, they will be able to generate a lot of sentences, both in speaking and writing. However, if they have lack of vocabulary, they will find difficulty to convey their ideas to others either verbal or written form. In addition, Hidayati (2013) also states that vocabulary is the basic component in learning English. Students cannot deliver or receive messages effectively. Vocabulary becomes very important element in language learning; since it supports the four language skills (reading, speaking, listening, and writing).

Unfortunately, vocabulary learning is one of the most common problems in English learning. Besides limited knowledge of vocabulary and sentence structure, learners are also bored with learning language without activities but listening (Huyen and Nga, 2003). Vocabulary memorisation and grammar learning become the focus in learning language; therefore, motivation does not exist in classroom (Anyaegbu et al., 2012). It also happened in students of SDN 3

Randuagung Gresik, the students are lack of motivation during learning English vocabularies. Moreover, it impacts to their scores which more than 50% less than 75 as the standard score. As the teacher of them, the researcher often found some students do not pay attention while studying, and prefer to talk with their friends than concerning to learn English vocabulary material. Thus, they need some innovation during learning activities related to new strategy to increase their motivation while studying. As the appropriated strategy for them, that is by using Jigsaw.

Jigsaw is one strategy that is often used by elementary school students. The activities used Jigsaw are widely practiced today is by division of the study group comprised of some students to carry out learning activities that take place at home or in one of the teacher study group members. Jigsaw will help students to improve the quality of learning outcomes.

In addition, using jigsaw makes students will cooperate with their friends in the class to understand the material or increase their skills especially in learning vocabularies. Thus, the activity will be more fun and it makes their motivation will be grown up. Besides, they will be easier to study because they will help each other to solve problems while studying.

However, to achieve the increasing vocabulary skill for students of class V SDN 3 Randuagung Gresik especially in learning vocabulary, it is necessary to develop a system that is effective and efficient learning. As what have been explained before, the strategies to learn English should be able to excite learning, foster creativity instill confidence and a sense of responsibility to the students practiced lesson. Thus we believe that jigsaw is a good strategy to use.

From this fact, it is necessary to take an initiative to implement Jigsaw strategy for students of class V SDN 3 Randuagung particularly in learning English vocabulary. The benefits of Jigsaw are varied, for example, it increases English learning outcomes which can be seen after the study group is running. Technically, Jigsaw groups should receive guidance from the teacher. During the study, the group tended to only allow students to learn with their peers with good unattended, so that the study results could not be obtained even maximum and meaningful change.

Knowing those descriptions above, the researcher believes that the Jigsaw strategy is one good alternative. By using this strategy to improve students' vocabulary, it will make teaching learning process will be more fun and meaningful.

1.2 Statement of the Problem

Based on the background of learning group discussion to improve student vocabulary, then the statement of the problem is "How does Jigsaw improve student's vocabulary?"

1.3 Purpose of the Study

To know the strategy which is solved the problem above, this study aims at explaining the improvement of students' vocabulary using Jigsaw.

1.4 Significance of the Study

This study is projected to give more involvement to both of theoretical and practical improvement of English teaching.

Theoretically, this study enriches the literature of English teaching through Jigsaw as one of technique that can improve students' vocabulary.

Practically, this study will help the students to improve their vocabularies while teaching learning activities. Moreover, it helps the teacher to gain a new technique when they teach vocabularies for the students.

1.5 Scope and Limitation of the Study

In this study, the researcher focuses on observing the improvements of vocabularies used Jigsaw in SDN 3 Randuagung Gresik.

Jigsaw is a strategy in learning English where students will be grouped into small group to share and learn vocabulary together. The topic of vocabularies is about "Activities in the School" and the vocabularies are in the forms of verbs.

1.6 Definition of Key Term

In this study, it is important to know the definitions of related terms in order to make this study clearer. The definitions of the related terms in this study are stated as follow:

1. **Jigsaw** is a technique that is used in this research. It is characterized as a structured conversation among participants who present, examine, compare and understand similar and diverse ideas about an issue.

2. **Vocabulary** is a focus that will be improved in this research. The vocabularies that will be implemented are about verbs referring “the activities in the school” which are contained in standard of competence by the government.