

CHAPTER I

INTRODUCTION

Introduction covers the background of the study, the research question, the definition of the key terms, the objective of study, the significances of the study, and the organization of the thesis.

A. Background of The Study

Rahmat (2019: 4) states that teaching is guidance to students in the learning process. Sumantri MS (2016: 4) delivers the definition of teaching. Teaching is a deliberate and systematic process of sharing knowledge, skills and values, or attitude with other people. It involves a structured approach in which an individual, known as a teacher or educator, facilitates student learning by presenting information, guiding discussions, and creating opportunities for active engagement. Effective teaching aims to improve understanding, critical thinking, and the development of various competencies. According to Arends (2008: 16), an effective teacher is one who has a love of learning, a high level of mastery of a particular academic subject, and the ability to teach it effectively to students.

Sumantri (2016: 2) states that learning is a process where individuals acquire new knowledge, skills, behavior or attitudes. It involves changes in a person's understanding or abilities as a result of experience, study, or instruction. Learning can occur in a variety of settings, formal or informal, and through different methods, including observation, practice, and interaction. It is a

dynamic, lifelong process that allows individuals to adapt, grow, and apply what they have acquired in different situations.

To produce an effective and enjoyable teaching and learning process, appropriate learning models, approaches and methods are needed for each English language material presented. Arends (2007: 2) describes that learning models can use teacher-centered or student-centered learning models. Meanwhile, there are many methods for teaching and learning English lessons that have been used by many teachers. All of these methods are good if they suit the teacher's teaching style and the student's character. Student-centered learning models are considered more effective for high school students than teacher-centered ones because the character of high school age children tends to be more active. The writer has made observations on high school students that they prefer learning models that are active, interactive and not boring. There are also various types of student-centered learning models, such as cooperative learning, problem based learning, classroom discussions and connecting the models and differentiating instruction. In this case the writer will focus on cooperative learning because the writer believes that cooperative learning is suitable for learning English for high school students.

According to Arends (2008: 5), cooperative learning is characterized by a cooperative structure of tasks, goals and rewards. In cooperative learning, students are encouraged to work on the same task together, and they must be able to coordinate their efforts to carry out that task. Besides that, in cooperative learning two or more individuals depend on each other to get rewards which they

will share if they get them for successfully working on a task together. The cooperative learning model was developed to achieve at least three important goals such as improving academic achievement, a sense of tolerance, and acceptance of diversity. From this explanation, we can see that cooperative learning is very suitable for high school students. The sense of family will increase, followed by the competitive spirit of high school students so that academic achievement and student cohesion can increase for whole all of the students. there are several approach models that can be applied, such as student team achievement divisions (STAD), Jigsaw, Group Investigation (GI), structural approach. However, here we will discuss the jigsaw approach more specifically.

Mugiyo (2021: 62) states that the jigsaw learning model is a learning model that focuses on students (student center) which makes students more active in class compared to the teacher. Fitriyah & Fauzi (2020: 3) states that With the jigsaw learning model, students are encouraged to talk a lot with small teams and students also seek knowledge independently to then discuss with their team. Arends (2008: 13) declares that one of the process in jigsaw class. students are placed in heterogeneous learning teams with five or six members. Each student is required to study the lesson material given to the group and each individual must be responsible for one portion of the lesson material given. Not only are there heterogeneous teams in jigsaw, there are also expert teams, in which one group discuss the same portion of material. Then students will enter heterogeneous teams and then be split up and enter expert teams. In the expert

team, students discuss the same sub-material so that the individuals are very proficient in the sub-material. after comprehending the sub-material from the expert team, then the participants return to the heterogeneous team or what is usually called the general team. then each student shares the knowledge gained from the expert team with all members of the heterogeneous team, so that the students' abilities will be shared, the participants mutually learn and teach one another.

Method is very important in the teaching and learning process. Right method not only will make students understand but also make learning fun and enjoyable, and make students more comfortable. A teacher must be able to know the appropriate method that must be used for his students. A method tells the teacher how the matter should be taught. Sumantri (2016: 3) defines that method as the procedures which is used to achieve certain goals. in learning, method can define it as the way used by facilitators in teaching and learning interactions by paying attention to the entire system to achieve a good result. A good method can get teachers and students more interactive in learning activities. There are many methods of teaching and learning English such as the grammar translation method (GTM), audio lingual method, drilling method, and many more. In this study the writer discusses drilling methods.

Fransiska and Juniartro (2016: 126) explain that the drilling technique is a technique that focuses on students' habits of repetition, memorizing grammar structures, and tense transformation. it uses the target language and the culture in which the language is used. Drilling technique is part of the audio lingual

method in the English learning process. There are several types of drilling techniques that are commonly used, such as are repetition drill, substitution drill, transformation drill, replacement drill, response drill, cued response drill, rejoinder drill, restatement, etc.

Husnayaini (2023: 84) states that in the early stages of learning English, parts of speech is very important that we should to know . Many English learners have studied grammar in English but still don't understand the parts of speech. It material is very crucial because it explains how words can be connected to each other. Part of speech explains the function of each word found whether spoken, heard or written. Eastwood (1994: 75) declares that In English, there are eight parts of speech. They are pronoun, adjective, noun, conjunction, adverb, verb, interjection, and preposition. Based on the writer's observations, he found problems regarding students' understanding on part of speech. Lack of mastery of parts of speech is often found in high school students. one of which occurred at SMA Islam Ta'alumul Huda. therefore the writer made observations there

SMA Islam Ta'allumul Huda Bumiayu is a high school located in the southern part of Brebes Regency, precisely on Jl. K.H. Ahmad Dahlan No. 99, Kalierang, Bumiayu District, Brebes Regency, Central Java postal code 52273. This school, which was founded on May 19 1984 or has been around for 39 years, is a school that is in great demand among students, especially in the Bumiayu area and its surroundings. Taalumul Huda Islamic High School is a school that produces many achievements in English lessons. Many trophies have been won in events such as English speech competitions, story telling, and

English singing, etc. on the other hand, the writer observed that the students did not understand basic English material such as parts of speech.

From the explanation above the writer decided to choose the title of the thesis “The Implementation of Combination between Jigsaw Model and Drilling technique to improving understanding student about part of speech”

B. Research of Question

Based on the background, the writer proposes the research question is: how is implementation of combination between jigsaw model and drilling technique in teaching part of speech at the tenth grade student in SMA Islam Ta’alumul Huda Bumiayu?

C. Definition of The Key Term

To eliminate misunderstanding, the writer will explain the key terms of the study, as follows:

1. Jigsaw Model

Richards I Arens (2008: 13) states that the jigsaw model is a type of cooperative learning in which it focus on students activities.

2. Drilling Technique

Sadapoto (2022: 133) states that drilling technique is part of the audio lingual method in English teaching. This methods emphasis on repeating structural patterns through oral practice.

3. Part of Speech

Khan (2023: 4) states that parts of speech refer to the categories or types of words that exist in a language. In English, part of speech commonly

recognized into eight part, namely: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.

4. SMA Islam Taalumul Huda Bumiayu

SMA Islam Ta'allumul Huda Bumiayu is a high school located in the southern part of Brebes Regency, precisely at Jl. K.H. Ahmad Dahlan No. 99, Kalierang, Bumiayu District, Brebes Regency, Central Java postal code 52273. This school, this was founded on May 19 1984 or has been around for 39 years, is a school that is in great demand among students, especially in the Bumiayu area and its surroundings.

D. Objective of the Study

The purpose of this study is to describe the implementation of combination between jigsaw and drilling technique in teaching part of speech at the tenth grade in SMA Islam Ta'alumul Huda Bumiayu.

E. Significances of the Study

The writer hopes that this study will be useful for all readers theoretically, practically and pedagogically:

1. Theoretically

This study is expected as refrence to other research who wants to do the similar research about the implementation of combination jigsaw model and drilling technique for mastering part of speech for student at secondary and thertiary level.

2. Practically

This study hopefully can present the advantages for the writer and the readers as follows:

a. The Writer

The results of this study are useful for the writer to improve understanding and skills in writing. Then, it will be able to find out the results of the combination of the jigsaw model and drilling techniques in teaching parts of speech material.

b. The Readers

It is hoped that this study can become a reference for readers in the academic field.

3. Pedagogically.

The benefit of puzzle learning media for teachers is to motivate teachers to use innovative learning media during learning so as to create an active, creative, interesting and fun learning atmosphere.

F. Organization of the Thesis

In this study, the writer presents the thesis into five chapters to create systematic writing. Chapter I is introduction involves such as background of the study, research question, definition of key terms, objective of the study, and organization of the thesis. Chapter II is review of related literature involves such as theoretical study, previous studies, and theoretical framework. Chapter III is method of investigation involves such as research design, the source of data, technique of data analysis. Chapter IV is findings and interpretation. Chapter V is conclusion and suggestions.