

CHAPTER I

INTRODUCTION

This introductory chapter provides the basic ideas underlying the study. It covers five parts, which are the background of the study, statement of the problem, the objectives of the study, the significance of the study and the definition of key terms.

1.1 Background of the Study

English becomes one of foreign language taught in Indonesia. English has been taught as one of compulsory subject in elementary school since the establishment of the 1994 curriculum. The system has also been developed in the 2004 curriculum and it is also stated in the First enclosure of Regulation of Minister of Education number 22 years 2006 about the English competence standard in the elementary school. This regulation represents the importance of English in Indonesia which is a developing country.

English as a foreign language becomes a vehicle for Indonesia to face the international world. As an international language, English is very potential and has been widely used as a means of communication by many countries. As stated by Littlewood (2002), the goal of foreign language ability is the communication ability. Brown (2002) also stated that English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research (p.118). English is increasingly being used as a

tool for interaction among non native speakers. In fact one half of one billion English speakers of the world learned English as a second or foreign language.

The fact that English is needed for communication at both national and international levels has important implications for teaching. In the language teaching history, this need of achieving the communication ability becomes an essential part of communicative approach and method which has been emerged in the 1980s and it has marked the beginning of a major paradigm shift within the language teaching.

In foreign language teaching, teachers need to broaden their repertoire of techniques, so that they can enable learners to communicate more effectively in a foreign language (Grauberg, 1997). Learners are needed to acquire a general communicative ability which will enable them to cope with everyday situation. According to Littlewood (2002, p.ix), there are some basic techniques for teaching the structure of a foreign language, such as presenting new language through situations, conducting question-and-answer practice or using the oral drills. He suggested that teachers need to prepare activities which can help learners to go beyond the mastery of these structures to the point where they can use them to communicate meanings in real situations.

However, as proposed by Nunan (1991), the single most important aspect of learning a second language or foreign language is mastering of the art of speaking. It is also supported by Grauberg (1997, p.201) who suggested that for many people the prime goal of learning a foreign language is to be able to speak it. Teachers should therefore help these people to achieve that goal to the best of

their ability. It emphasizes the importance of speaking skill competence in the teaching and learning English as a foreign language.

Thornbury (2005, p.2) stated that speaking is produced utterance-by-utterance, in response to the word-by-word and utterance-by-utterance productions of the person we are talking to. As a result, the use of oral language is very necessary for both the teacher and the students. For the teacher, it is used to convey information and knowledge to the learners. For the students on the other hand, they can exchange information or seek a practical outcome and maintain the social relationship with the others.

Thornbury (2005) said that speaking is a cognitive skill which has some kinds of knowledge base. These knowledge bases become increasingly automated through successive practice. Practice makes at least fluent, if not perfect. Brown (2001, p.42) pointed that today the goal of teaching including teaching speaking should improve students' communicative skill which is the ability to produce those utterances for an appropriate context in which it is used and evaluated. To achieve the goal, students in their learning speaking should be provided with a lot of opportunities to communicate using the target language with both their teacher and other students. By practicing, later on, their speaking skill will be improved. Besides, Nunan (1991, p.51) proposed that learning speaking in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. This statement is also in line with what Swain in 1985 (as quoted by Nunan 1991, p.50) suggested that we learn to read by reading, so do we learn to speak by speaking.

The shortage of opportunities for practice is identified as an important contributing factor to speaking failure. Moreover, when we see the fact, it seems that the need of practicing speaking skill in our classroom situation nowadays may still be far from the satisfaction. Students seem not getting enough appropriate time for practicing any appropriate speaking activities. SMP Negeri 1 Pamekasan, as the writer had observed, also had a same problem with the students' speaking competence during the English speaking classes, especially in the eighth grade. It might become a problem since SMP Negeri 1 Pamekasan has gained its status as Rintisan Sekolah Berstandar Internasional (RSBI) – as preparation before getting the status as SBI (Sekolah Berstandar Internasional) - where actually needs more qualified class learning activities.

From the preliminary study done by the writer, she found that during the English speaking activity, the teacher in the class 8A –a class in which the writer done the observation and study- used the traditional activity in which the teacher still taught students passively. He only asked students to open the exercise book, read the task and then do the exercise. For example, the teacher only provided students the activity by practicing certain dialogue got from the textbook in front of the class. As a result, the students become disinterested with the speaking activities and not all students looked interested to show their speaking ability. The teaching and learning activities become not effective. In line with this situation, from an informal interview with the English teacher of eight grade of SMP Negeri 1 Pamekasan, it was also identified that students did not get appropriate chance for practicing any appropriate speaking activities. The teacher admitted that he

had no enough ways or certain technique to encourage speaking activity in the class. He also said that he assessed the speaking ability of the students by only seeing that each student finally could practice the dialogue with well-done memorizing.

Based on the brief data collected above, the writer found this as problem since she realized that the teacher did not really pay attention to the achievement of speaking competence for students which had been the goal of communication ability.

In line with the situation above, the writer proposes a jigsaw technique to the teacher to be applied. The writer assumes that by having jigsaw technique, students would get more chances for practicing their speaking ability. This kind of technique was hoped to be able to give some improvements for both the speaking activity in the classroom and also an improvement for the students themselves. However, by realizing the aspects in the principles of teaching speaking which are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension (Hughes, 2002 p.1), in this study then the writer would likely to see if the implementation of jigsaw technique in speaking activity could make an improvement on one of those aspects which is the fluency. The writer focuses to take the aspect of fluency because she realizes the importance of speaking fluency for communication ability. As supported by Nunan (1989), one of developments which promotes the successful oral communication is the acceptable degree of fluency (p.32). Besides, the writer also had got the information about how to

determine the features of fluency in someone's speech so it would make her easy to analyze the achievement and improvement in the students' speaking fluency.

1.2 Statement of the Problem

Based on the background stated, the problem of the research can be formulated as follows:

1. How is the implementation of jigsaw technique in the 8A class to improve the students' speaking fluency?
2. How is the improvement on the features of speaking fluency of students in 8A class of SMPN 1 Pamekasan after implementing jigsaw technique?

1.3 Objective of the Study

The objective of this study is to:

1. Describe the implementation of jigsaw technique in the 8A class of SMPN 1 Pamekasan to improve the students' speaking fluency
2. Analyze the improvement on the features of speaking fluency of students in 8A class of SMPN 1 Pamekasan after implementing jigsaw technique

1.4 Significance of the Study

The result of this study is believed significant as it can be meaningful for the teacher, students and other researchers. For the English teacher at SMP Negeri 1 Pamekasan in which this study is going to be conducted, the reflection of this study can solve the teaching problem in improving the students' speaking ability,

especially in the aspect of fluency. He can obtain a research based feedback for his English teaching technique. In this case, he may develop another teaching technique to make his teaching more effective and enjoyable. For other English teacher, the finding of this study can be taken into consideration that it is necessary to use appropriate teaching technique to improve students' speaking ability during English classes.

The students can also get benefits by being more active in English classes and improve their speaking competence and more motivated to learn English. By implementing jigsaw technique, they experience live, interesting and enjoyable English classes. It can increase their speaking ability. It will drive them to learn English better than before.

Finally for the other researchers, the finding of this study can be useful for them since it can be used as recent data and valuable source to conduct further research on the different level or even to conduct further research of the same field of the study in other aspects of speaking skill besides the fluency.

1.5 Definition of Key Terms

In order to avoid misunderstanding or misinterpretation, some key terms of this study are defined as follows:

1. Jigsaw technique refers to a particular method of classroom organization and instruction, as devised and documented by Elliot Aronson in 1978 (as quoted by Coelho, 1989, p.3), and it fosters purposeful, task-oriented communication (p.5).

2. Speaking fluency refers to someone's ability to speak not only fast but also to manage the speech with appropriate use of pauses and the ability to use his production strategies (Thornbury, 2005).

CHAPTER II LITERATURE REVIEW

