

CHAPTER IV

RESEARCH FINDING

This chapter presented the findings of the research based on the formulated of research question. The data presented in this part is covered the American video and Jigsaw learning could teach students pronunciation toward English club at MAN 3 Tulungagung.

A. Data Presentation

In this data presentation, the researcher presented the data based on the result of interview and observation in the classroom during teaching and learning process.

1. Teaching Pronunciation by Using Jigsaw learning at English Club MAN 3 Tulungagung

This was about the data presentation of teaching pronunciation without media American video and Jigsaw learning at English club MAN 3 Tulungagung, on March, 14th 2020. The researcher conducted observation in the classroom, it was last for an hour. It was related to teaching activity done by the teacher in English club.

The first step done by the researcher was observation in the classroom. The researcher came to the class directly and sat in the back of seat. By doing observation, the researcher knew the real condition and the teaching pronunciation without using the media of American

video in the classroom. The researcher observed the teaching pronunciation done by teacher in the classroom.

In opening, the teacher started the class by greeting and pray to Allah, then the teacher continued to explain the material that would be learn in that time. When the teacher explained the material, the students kept calm and listened carefully. The topic was about pronunciation, the teacher gave a little explanation about the topic. The explanation about stress, articulation and intonation.

After the explanation was done, continuing to the main learning. The teacher made a small group consists of 4 students to discuss again about the topic, then the teacher gave some words for the students to pronounce that words. Each group had 5-7 minutes to discuss with their member.

After all member have done to discuss the topic, so the teacher asked one by one, the member of the group to pronounce the words. The words were consisted of balloon, Javanese, opportunity, Japanese, and bamboo. The teacher asked each group to pronounce it. All of the members are directly to pronounce it, they are very interested because they know how to pronounce that word. After the students directly pronounce the word, the teacher gave the correct pronunciation to the students and the students followed the teacher pronounce that word.

After teaching pronunciation have done, the teacher closed the lesson by give the students some motivation to make students study

about the pronunciation at home, and made a conclusion about this material. After giving some motivation and the conclusion, the teacher closed the class by pray to Allah.

In the next observation on March, 21st 2020. Unfortunately, in this condition was not good to teach by face to face because corona attacked in Indonesia. So, the researcher and the teacher made a decision about teaching learning process by online learning via WhatsApp.

In this time the researcher gave some material in pronunciation. The material was video from Go Natural English Channel and the tittle of media was “How to Pronounce any word in English”. The researcher gave the material to the teacher and the teacher gave those material to the group of students’ English club in MAN 3 Tulungagung. The students enjoyed and felt happy when the teacher taught pronunciation by using jigsaw. It was proved by interviewing the students.

Table 4.1 Interview result

Question	Responses
1. Are you happy when the study of pronunciation use jigsaw learning as strategy?”	Student A: “Yes, I am very happy, by using jigsaw in teaching pronunciation.” Student B: “Yes, I am happy when the study of pronunciation used jigsaw learning as strategy.” Student C: “Yes, I am happy, because the study more interesting and did not look monotone.”

Not only happy, the students were also active when the teaching learning process ongoing. The students also follow the instruction of the teacher about used this strategy. They were also motivated when the

teaching learning by using this strategy because the students got a new experience and could increase their pronunciation.

Table 4.2 Interview result

Question	Responses
2. Are you active in using jigsaw learning as strategy, when the study of pronunciation is held?	Student A: "I think I am not active in use this strategy, on the other hand, I will try the best one that I can do." Student B: "Yes, I active in study of pronunciation by use jigsaw learning as strategy." Student C: "Yes, I active in used the strategy and try to follow the strategy."
3. By using this strategy, are you more motivate for learning the pronunciation?	Student A: "Yes, I motivated, and I want to increase my pronunciation now." Student B: "Yes, I motivated, and I want to increase my pronunciation." Student C: "Yes, I motivated to study about pronunciation by use this strategy, because not only give the experience also make me could know more about pronunciation."

After the online class done, I asked some of the students of English club about the strategy, whether they more understand more about the pronunciation or not. The answer of the students were understand about the pronunciation after used the strategy. It was proved by the interviewing of the students. It could be seen from the table below.

Table 4.3 Interview result

Question	Responses
4. After used the strategy of jigsaw learning in study of pronunciation, are you more understand in this study or difficult in this study?	Student A: "After used this strategy, I little bit understand about this study and for the difficult of this study is not too much." Student B: "After used jigsaw learning as strategy in study about

	<p>pronunciation, I more understand about this study and I did not find the difficulties.”</p> <p>Student C: “After used this strategy, I got some understanding in study about pronunciation before.”</p>
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The researcher also asked about the strategy immediately use in teaching pronunciation or not. The answer of some students about the strategy were used in teaching pronunciation, it was proved by interviewed of the students. This statement could be supported by the table of interview result

Table 4.4 Interview result

Question	Result
<p>5. How is the strategy of Jigsaw learning immediately use in study of pronunciation?</p>	<p>Student A: “In my opinion, this strategy immediately uses in study of pronunciation and in the future can sharpen our ability.”</p> <p>Student B: “In my opinion, this strategy immediately uses in study of pronunciation, because easier to understand about pronunciation.”</p> <p>Student C: “In my opinion, this strategy immediately uses in study of pronunciation, but do not too often to use.”</p>

B. Research Finding

On the data presentation above, the finding of the study was presented as follows:

From the using Jigsaw learning to teach students pronunciation, the subject conducted the following reasons: (a) the students understand about the pronunciation. It means that from the strategy, the students got some trick and tips for study about pronunciation, so why it could make students more

understand about the material of pronunciation. (b) The jigsaw learning immediately was used in teaching pronunciation. It means that from the strategy, the students allow to use strategy to learn about pronunciation, because it was easier to understand and could help the students sharpen their ability in pronunciation.

Table 4.5 Research Finding from and Jigsaw learning to Teach Students pronunciation

Research finding from Jigsaw learning as strategy to teach students pronunciation	Description
<ul style="list-style-type: none"> The students understand about the pronunciation 	<p>By using the strategy, the students of English club were understanding about pronunciation, because in this strategy, the students knew rick or tips to study about pronunciation.</p>
<ul style="list-style-type: none"> The Jigsaw learning immediately used in teaching pronunciation 	<p>From the interview some of the students, the Jigsaw learning immediately used in teaching pronunciation, because the strategy easier to understand and could help the students sharpen their ability in pronunciation.</p>

In general, the students gave the positive responses toward Jigsaw learning to teach students pronunciation. The teacher effort was contributive the students, in which (a) the students are happy about the teaching learning process. It means that, by using the strategy, the students feel happy and enjoyable the lesson, because the lesson was not boring and monotonous after used the strategy. (b) The students were motivated about the teaching learning process by using the media. From the statement above, students were motivated in teaching learning by using the strategy, because of the strategy, the students knew trick and tips also they can increase their ability in pronunciation. (c) The

students are active when the teaching learning process are ongoing. From the statement above, it means that the student were active in teaching learning process, because by using the strategy, the students could interact with their friends and make a discussion with their friends, so why it could make the student more active in teaching learning process in teaching pronunciation.

Table 4.6 Research finding from students' positive responses toward Jigsaw learning

Research finding from students' positive responses toward Jigsaw learning	Description
<ul style="list-style-type: none"> The students are happy about the teaching learning process in pronunciation 	By using the strategy, the students were happy that followed the teaching learning process. Because, the teaching learning were not monotone. So, it made the students happy that followed the teaching learning process
<ul style="list-style-type: none"> The students are motivated about the teaching learning process by using the jigsaw learning 	The most of the students of English club were motivated about the teaching learning by used the strategy, because from the strategy, the students known the tips and trick about the material and the students also want to increase their pronunciation ability.
<ul style="list-style-type: none"> The students are active when the teaching learning process ongoing 	In the teaching learning process, the students were active to follow the learning process. By using the strategy, the students more active to interact with their friends. They could discuss about the material from the video with their friends until their known and understand about the material.