CHAPTER V

DISCUSSION

In this chapter presented the ideas of the researcher in interpreting the research findings. It discussed the finding from observation and interview that has been described in previous chapter concerning Using Jigsaw Learning to Teach Students Pronunciation Ability toward English club at MAN 3 Tulungagung. Here, the researcher discussed about how is Jigsaw learning could be used to teach students pronunciation ability toward English club at MAN 3 Tulungagung.

A. **The Implementation Jigsaw learning to teach students pronunciation ability toward English club at MAN 3 Tulungagung**

This part described about the strategy in teaching learning pronunciation by using Jigsaw learning. Huda (2012: 118) considers that Jigsaw is the model of teaching learning where the students are set up in teams, each of team member is responsible for mastering part of the learning material and teaching that part to the other team members. Jigsaw made the students learn their friends by exchanging the information. Besides, jigsaw was model learning technique of cooperative learning, with students learn in small group consists of four persons, diverse inter ability, cooperative in positive interdependence and responsible to present the task of each member.

Jigsaw learning was one kind of cooperative learning, cooperative learning was a teaching learning process that give the opportunity for the students to cooperate with other students' in systematic tastes. The kinds of cooperative learning are Students' Achievement Division (STAD), Jigsaw, Group Investigation, Structural Approach, Team Game

Tournament, Team Accelerated Instruction (TAI), and Cooperative Integrated Writer Reading and Composition (CIRC). In this research.

Based on Huda's opinion (2012:18), the procedure of jigsaw learning as followed:

1. The students make a group consist 4 persons in one group

2. The each of group have responsible to mastering the material

3. All of member group can exchange the information about material with their friends in same group

The researcher found that English club applied Jigsaw learning in teaching pronunciation when conducted the research. In the beginning of meeting class, the teacher enters the class and greeted the students. The meeting started with pray. After pray, the teacher opened the class with greeted, after greeted the teacher give explanation about the topic. The topic was about pronunciation by using video as media. Before the teacher play the video, the students make a small group consist of 4 members in each group. After that, the teacher played the video and the students watched the video until the video end. After the video was ended, the students discussed with their friends in same group about the material that have learnt. Next, the teacher gave some words for the students to pronounce the words. The words are feeling, memorize, function, and nation. After giving the words, the students started pronouncing it. The students were better to pronounce the word than before. After all activities was done, the teacher closed the meeting by praying and giving the motivation to the students about study of pronunciation.

By using the jigsaw learning, the teacher wanted the students more active in teaching learning process. They could discuss about the material that given by the teacher with their friends. They also could exchange what they got when teaching learning process

ongoing. Jigsaw also helped the students gained the information about pronunciation. By using jigsaw, the teacher could keep the condition of the class and looking the group who are active in teaching pronunciation. It also made the students were not bored in the class, they could enjoy and follow the learning process. They also feel that this learning process was better using Jigsaw learning than before.

Regarding from the result of data analysis the implementation of jigsaw learning to teach students pronunciation ability toward English club at MAN 3 Tulungagung, it also strongly by the previous study as Jigsaw learning could teach students pronunciation ability. The article written by Jumiati (2018), entitled "*The Effect of Teaching English by Using Jigsaw Teachnique on Stidents' Speaking Achivement*". From that study, the Jigsaw learning was effective to teach English in students speaking achievement. It was same with this study, Jigsaw learning in this study could teach pronunciation ability.

B. The Effect of Jigsaw Learning to Teach Students Pronunciation Ability toward English Club at MAN 3 Tulungagung

Based on the observation and interview in English club MAN 3 Tulungagung, there were some effect of using American video and Jigsaw learning to teach students pronunciation ability toward English club at MAN 3 Tulungagung, there are as followed:

1. The students understand about the pronunciation

From the explanation above, by using Jigsaw learning, the students were understood about pronunciation. Because from those strategy, the students also

knew about the trick and tips based on strategy. It could make the students easier to gain the information and material from the strategy.

2. The students are happy about the teaching learning by using Jigsaw learning

    From the explanation above, by using Jigsaw learning the students were happy because the teaching learning was not monotonous. It was also something new in English club, so the students were enjoyed following the lesson.

3. The students are active when teaching learning process in pronunciation is ongoing

    By using Jigsaw learning the students were active follow the lesson. The students were also active to interact with their friends in a same group, they also discussed about the material that gotten from the strategy. The students were also active to practice to pronounce some word that given by the teacher.

4. The students are motivated about the teaching learning process by using the Jigsaw learning

    By using Jigsaw learning, the students were motivated in teaching pronunciation. The students also have known what the trick and tips based on the strategy and the students also wanted to increase their pronunciation ability by using Jigsaw learning.