

CHAPTER I

INTRODUCTION

A. Background of Study

There are four fundamental abilities in English: listening, speaking, reading, and writing. Students must study the other abilities, like vocabulary and grammar, as the basic skills in order to master the four basic skills. When learning English, students should be able to use both vocabulary and grammar effectively. This presumption is made due to how important grammar is to one's ability to master a language, especially English. Additionally, Haryudin and Argawati (2018) stated that learning English is not just about vocabulary but also about grammar. Besides that, to write phrases and paragraphs with clarity and good structure, proper grammar also must be employed. It is important to consider grammar when learning a language. Therefore, a teacher must determine the best method for ensuring that students fully comprehend English grammar (Wang, 2019). Therefore, students' motivation to study English can be increased through learning.

However, Grammar in English is not easy to understand for many students. This is because many students think that grammar is difficult. Many teachers teach grammar by having students memorize formulas which make students get bored. Some students will get low score in grammar test. This

means they do not understand well about grammar and makes their emotions in learning language become negative. Whereas, emotion is important in language learning. Richards (2022) stated that emotions have a significant influence in the experiences of both language instructors and language students, but their significance has sometimes been overlooked since second language acquisition research has tended to emphasize cognitive rather than emotional aspects of language learning as well as learning grammar.

Kuniawati (2017) stated that when studying English Grammar, students often experience passiveness, confusion, shyness, fear of making mistakes, and boredom. They may also experience sleepiness during lessons. Additionally, the following issues were also noted as being present in the classroom setting such as they disrupted the class with their noise, many of them did not participate in the writing exercise. It was evident that they did not participate in the activity when asked to do so in front of the class. Besides that, many of them paid little attention to the teacher's explanations and the teaching and learning process was tedious.

These are not encouraged in Islam. We are encouraged to be enthusiastic when studying because studying has many virtues. One of them is that the position of knowledgeable people is very far from those who are not knowledgeable, either in terms of value or degree. As the word of Allah SWT in QS. Az-Zumar as follows:

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ
 قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

The verse above explains the high degree and value of knowledgeable people. Armed with knowledge, humans will be able to get all the goodness and noble positions. Therefore, we must be enthusiastic in learning.

By looking at the problems above, teachers may refer to the cooperative language learning. Johnson (2005) defined cooperative learning as a teaching technique in which small groups of learners, each with varying degrees of aptitude, engage in a range of learning activities to deepen their grasp of a particular subject. In order to foster a sense of accomplishment, each team member must not only absorb the material being taught, but also assist teammates in their learning. Students work on the homework until each group member is able to comprehend it and finish it.

Cooperative learning can be used by teachers to encourage students to learn the material as well as develop their collaboration and interpersonal skills. Each student brings to the group a variety of experiences and skills in English that will complement each other's English-language strengths and shortcomings. Additionally, interactions between better and poorer students will help the latter, and the former will feel proud of themselves for contributing significantly to the support of their less fortunate classmates. As stated by Johnson, & Johnson (1995), the cooperative learning strategy fosters a

supportive learning environment while reducing competition and individualism and increasing possibilities for students to actively construct or change knowledge. Students have more opportunity to communicate and share ideas when working in groups, which allows them to learn how their classmates think and come up with new ones.

In order to improve their students' knowledge of grammar, teachers might strive for more interesting, interactive, and communicative teaching methods. Meanwhile, English educators are faced with the task of coming up with more innovative and strategic approaches to teach grammar, as stated by Kumayas and Lengkoan (2023). One method of instruction that can address the aforementioned issues and enhance students' knowledge of grammar is the jigsaw technique. Jigsaw technique is a way for teaching how to set up student activities in class that encourages responsibility and teamwork among the students. Jigsaw is a cooperative learning method that enables students to collaborate and have productive group discussions, as described by Haryudin and Argawati (2018).

The jigsaw technique is a unique type of information gap, As stated by Silalahi (2019), each member of a group is given some specific information in order to accomplish some goal. Students use the jigsaw technique in small groups where they must rely on one another. Yuhananik (2018) stated that jigsaw's major goal is to make each team member accountable for a specific learning task and then have them share it with the rest of the group.

Many researchers discuss the Jigsaw technique in teaching and learning English. Some studies were conducted by Haryudin and Argawati (2018); Solihat and Syahrizal (2020); and Mitsalina, et al. (2022). The use of the Jigsaw technique for teaching grammar has been investigated in terms of its effectiveness and implementation. It may be inferred from their study's findings that using the Jigsaw technique has a beneficial effect and can increase students' knowledge. However, fewer researchers discuss and explain in detail how the students' emotions while the teacher use the Jigsaw technique in teaching grammar. Therefore, this study aims to find out students' emotional experiences in learning grammar using jigsaw technique.

Dealing with the aims of this study which to find out students' emotions and difficulties in learning grammar using jigsaw technique, the photovoice method was employed as the research design for this study. The photovoice study design is a qualitative research approach that provides detailed data findings through participant-submitted images and descriptions, together with in-depth interviews on the data the researchers are interested in. Therefore, it is hoped that the findings of this research will be useful for students and teachers so that learning grammar, which has been considered difficult and boring, will become more enjoyable in the future.

B. Definition of Key Terms

To prevent misunderstandings, a few research-related words are defined.

1. Emotions

It refers to a naturally occurring, spontaneous state of mind resulting from circumstances, emotion, or interpersonal interactions. In this study, students' emotional experiences using jigsaw technique is the focus of the research.

2. Cooperative learning

It refers to a teaching approach whereby small groups of students, each with varying degrees of aptitude, use a range of learning activities to deepen their comprehension of a particular subject. In this study, the model of cooperative learning that used was jigsaw technique.

3. Jigsaw technique

The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups that each assemble a piece of an assignment and synthesize their work when finished. This study focuses to find out students' emotional experience in learning grammar using jigsaw technique.

4. Grammar

It refers to rules of a language that control how words, phrases, sounds, and

other elements are combined and understood. In this study, grammar is taught to the students using the jigsaw technique.

5. Photovoice

It refers to the research design that was utilized in this study to gather and examine data in the form of photo that the students had taken to serve as illustrations and which contained descriptions of their emotional experience in learning grammar using jigsaw technique.

C. Research Questions

The following are the primary issues that this study will focus on:

1. How do the pictures represent the students' emotional experiences in learning grammar using the jigsaw technique?
2. What difficulties do the students face in learning grammar using the jigsaw technique?

D. Objectives of Study

According to research questions, the study research objectives are:

1. To explore the students' emotional experiences in learning grammar using the jigsaw technique.
2. To find out the students' difficulties in learning grammar using the jigsaw technique.

E. Significance of Study

The findings of this study should have the following positive practical and theoretical effects, among others:

1. Theoretically

This study should provide an understanding of students' emotional experience and difficulties in learning grammar using the jigsaw technique.

2. Practically

a. For students

After using the jigsaw technique, it is hoped that the students will be more enthusiastic, engaged, and capable of enhancing their understanding of grammar.

b. Teachers

Knowing the students' emotions in learning grammar using the jigsaw technique can be useful and inspire other teachers to improve their use of the Jigsaw technique, particularly when teaching grammar.

c. Researcher

The study's result can be used as a resource by other researchers who are working on projects related to teaching grammar comprehension.