

THE EFFECT OF  
JIGSAW DICTATION TECHNIQUE AND LISTENING CLOZE TECHNIQUE ON  
THE LISTENING ACHIEVEMENT OF GRADE TEN STUDENTS

THESIS

In Partial Fulfillment of the Requirements for  
the Sarjana Pendidikan Degree in  
English Language Teaching

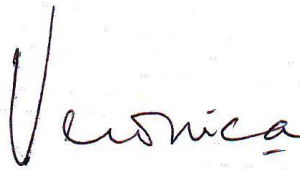


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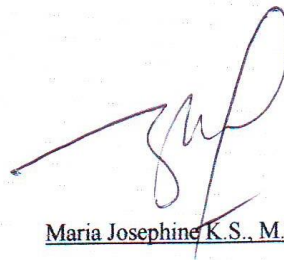
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This thesis entitled “The Effect of Jigsaw Dictation Technique and Listening Cloze Technique on the Listening Achievement of Grade Ten Students” prepared and submitted by Jessica Sugianto has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan degree in English Language Teaching by the following advisors:



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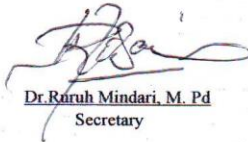
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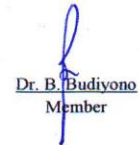
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## **TABLE OF CONTENT**

<b>COVER .....</b>	<b>i</b>
<b>APPROVAL SHEET (1) .....</b>	<b>ii</b>
<b>APPROVAL SHEET (2) .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>xi</b>
 <b>CHAPTER 1: INTRODUCTION</b>	
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	3
1.3 The Objectives of the Study .....	3
1.4 Theoretical Framework .....	4
1.5 Research Hypothesis .....	4
1.5.1 Alternative Hypothesis (Ha) .....	4
1.5.2 Null Hypothesis (Ho) .....	4
1.6 The Significance of the Study .....	5
1.7 Assumption .....	5
1.8 Limitation and Scope .....	5
1.9 Definition of the Key Terms .....	6
 <b>CHAPTER 2: LITERATURE REVIEW</b>	
2.1 Listening Theories .....	8
2.1.1 Listening Comprehension .....	8
2.1.2 The Importance of Listening .....	10
2.2 Listening Instruction .....	11
2.3 Listening Technique .....	13

2.3.1	Listening Cloze Technique .....	15
2.3.1.1	Steps in Using Listening Cloze Technique .....	16
2.3.1.2	Advantages of Listening Cloze Technique .....	17
2.3.1.3	Disadvantages of Listening Cloze Technique .....	17
2.3.2	Jigsaw Dictation Technique .....	19
2.3.2.1	Procedures in Listening Using Jigsaw Dictation Technique .....	20
2.3.2.2	Advantages of Using Jigsaw Dictation Technique .....	21
2.3.2.3	Disadvantages of Using Jigsaw Dictation Technique .....	22
2.4	Previous Study .....	22

### **CHAPTER 3: RESEARCH METHOD**

3.1	Research Design .....	24
3.2	Variable .....	26
3.3	Population and Sample .....	26
3.4	The Treatments .....	27
3.4.1	Experimental Group .....	28
3.4.2	Control Group .....	29
3.5	Research Instruments .....	30
3.5.1	Try Out of the Instruments .....	31
3.5.1.1	The Validity of the Test .....	32
3.5.1.2	Reliability of the Test .....	32
3.5.1.3	Item Analysis .....	34
3.6	The Procedure of Data Collection .....	36
3.7	Technique of Data Analysis .....	40



## **CHAPTER 4: RESEARCH FINDINGS**

4.1 Data .....	43
4.2 Data Analysis .....	43
4.3 Interpretation .....	46
4.4 Discussion .....	47

## **CHAPTER 5: CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	50
5.2 Suggestion .....	52
5.2.1 Suggestion for English Teacher .....	52
5.2.2 Recommendation for Further Research .....	53

## **BIBLIOGRAPHY.....55**

## **APPENDICES**

<b>Appendix 1</b>	The Result of Try-Out Test using Item Discrimination .....	57
<b>Appendix 2</b>	The Interpretation of Item Discrimination .....	58
<b>Appendix 3</b>	The Result of Try-Out Test using Item Difficulty .....	59
<b>Appendix 4</b>	The Interpretation of Item Difficulty .....	60
<b>Appendix 5</b>	The Calculation of Pre-Test in Experimental and Control Group .....	61
<b>Appendix 6</b>	The Calculation of Post-Test in Experimental and Control Group .....	66
<b>Appendix 7</b>	The Calculation of T-test using SPSS program .....	71
<b>Appendix 8</b>	Lesson Plans Treatment 1 .....	74
<b>Appendix 9</b>	Lesson Plan Treatment 2 .....	81
<b>Appendix 10</b>	Lesson Plan Treatment 3 .....	88

<b>Appendix 11</b>	Lesson Plan Treatment 4 .....	95
<b>Appendix 12</b>	Material Pro-Test and Post-Test .....	102
<b>Appendix 13</b>	Materials Treatment 1 .....	104
<b>Appendix 14</b>	Materials Treatment 2 .....	110
<b>Appendix 15</b>	Materials Treatment 3 .....	116
<b>Appendix 16</b>	Materials Treatment 4 .....	122

## ABSTRACT

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In a globalizing world, the ability to communicate in English is becoming increasingly important. This requires more attention in teaching listening with the aim of developing the students' ability in listening skill. This research investigates the effect of using Jigsaw Dictation technique to grade ten of Senior High School. The purpose of this study is to find out whether Jigsaw Dictation technique can also be effectively used in small classroom with 20 students or more.

The research was carried out within 12 weeks whilst the researcher was doing a-36-day teaching practice. The subject of the study were 48 students in grade ten at one of the Senior High School in Surabaya. This quasi-experimental research was done with two randomly chosen grade ten classes as the experimental group and control group. The students in the control group were taught using Listening Cloze technique and the students in the experimental group were taught using Jigsaw Dictation technique. The two groups were given the same listening test using a informative text in the pre-test and post-test. There were 20 items in the form of filling in the blanks. The time allocation was 45 minutes. The writer chose the informative text because at that time the students of SMAK X learn about the text type of reading.

They were asked to work in pairs as they were given the treatment and were asked to dictate their peers in order to complete their answers. The treatments were

given four times. There were 20 items in the form of filling in the blank. The estimation time was 45 minutes each treatment.

Comparing the average scores the pre-test and post-test of both groups showed that there was a significant difference. The study concludes that Jigsaw Dictation does more than only improving the listening proficiency moreover the students can learn the three other important skills (speaking, reading, and writing). Moreover the students who had been taught listening by Jigsaw Dictation technique were feeling more comfortable and confident in practicing English in a relax and fun way. The study concludes that Jigsaw Dictation technique improves the students' listening achievement more than conventional Listening Cloze technique.