

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, assumption, limitation and scope, definition of key terms, and also the organization of this thesis.

1.1 Background of the Study

Nowadays, English becomes a foreign language which is widely and universally accepted. English also becomes an important foreign language in the most of the country such as in Indonesian schools. Most school view English as a very useful language that can improve students for better life and better future. In several Indonesian schools, starting from Elementary students, Junior High students, Senior High or Vocational High students, even until the University students learn English even though that subject is not classified as a main subject.

In studying language, all language learners are supposed to expose themselves not only to one skill (listening) but also to the other three skills namely: speaking, reading, and writing. Language learners who learn merely grammar would have a tough time in improving their foreign language. From speaking, the learners can communicate in the correct pronunciation. From listening, the language learners can absorb the information that can be applied in speaking; from doing a lot of

reading, the language learners can get a lot of information, and they also can express their ideas and thoughts through writing.

From the two researchers Devine and Rosenfield, the writer found out that the listening skill is very important and it is very crucial to learn, because in class the students spend a lot of time by listening to the teacher's instructions and explanations. Devine (1981) states that listening is the central of the classroom activity as students tend to spend their time for listening to the teacher's explanations. It also proved that around 45% of the students spend their time for listening to the the teacher's instructions and also to their friends.

Listening skill plays an important role in daily communication. In making a smooth communication and avoid misunderstanding, the speaker should say the words in correct pronunciation, so the listener can understand what the speaker says. On the other hand, the listener should listen carefully so that they can get the idea on what the speaker says. According to Rost (2002) listening is a process of receiving what the speaker says (receptive), constructing and representing meaning (constructive), negotiating meaning with the speaker and responding (collaborative), and creating meaning through involvement, imagination and empathy (transformative).

There are some reasons why listening in English is difficult for Indonesian students. First, it's because English is a foreign language in Indonesia. Sometimes the students can not pronounce the words correctly, because the students are accustomed to speaking in Indonesian and not very much exposed to listening to English words. Second, both speakers and listeners should have the same interpretation and

knowledge about what they are talking about to avoid the misunderstanding between the speakers and the listeners.

The writer chose Jigsaw Dictation as a technique in teaching listening, because in Jigsaw Dictation students can apply all the skills (listening, speaking, reading, and writing) in doing listening comprehension exercises. In speaking, the students try to pronounce the words correctly. In reading, in order to dictate their peers, the students must read their parts aloud correctly. In listening, of course to get the idea from the speakers or the one who dictates, and to complete the answer, the students fill in the blank by writing.

Based on the discussion above, the focus of this paper is to compare the effectiveness of Jigsaw Dictation and Listening Cloze as the techniques in teaching listening comprehension.

1.2 Statement of the Problem

Based on the background above, the research question is formulated as follows: Do students taught by Jigsaw Dictation achieve better achievement in listening skill than those taught by Listening Cloze technique?

1.3 The Objectives of the Study

Based on the problem, the objective of the study is to find out whether one of the techniques Jigsaw Dictation or Listening Cloze technique can help students get better achievement in listening comprehension.

1.4 Theoretical Framework

In this study, the writer chose the two techniques Jigsaw Dictation technique and Listening Cloze technique. In Jigsaw Dictation, besides learning listening skill, the students can also learn the other three skills (speaking, reading, and writing). It is very important in teaching all the skills in a balanced portion at the same time so that the students can explore themselves more during English lesson. Listening Cloze technique often appears in the standardized test, such as TOEFL, IELTS, and IBT. It is then considered wise if the teacher can teach listening skills by adding more various techniques to the students so that the students can improve themselves in the way they listen in English.

1.5 Research Hypothesis

To answer the problem above, the following hypotheses are set up:

1.5.1 Alternative Hypothesis (H_a)

There will be a significant difference in their listening achievement of students who are taught using Jigsaw Dictation technique and those taught using Listening Cloze technique.

1.5.2 Null Hypothesis (H_o)

There will be no difference in the listening achievement of students who are taught using Jigsaw Dictation technique and those taught using Listening Cloze technique.

1.6 The Significance of the Study

Based on the finding, Brown (1987:6) states that “Jigsaw Dictation is an outstanding feature that can improve the students’ listening skill better”. By doing a lot of practicing in listening, the students are able to participate more actively in class. The students who listen, will understand and will respond to the teacher’s instruction better.

Hopefully the writer’s study can give the teacher some valuable inputs and references to develop their teaching performances, so that the teacher can apply more variety of techniques in teaching listening in the classroom. Moreover, the result of the study can provide valuable information for English teachers especially for the teachers from the respective school.

1.7 Assumption

The writer assumes that the treatments of both groups were equal and neutral. By using Jigsaw Dictation in teaching listening, the students can work in enjoyable environment in the classroom, as they are facilitated to exchange the information with their peers. In using Jigsaw Dictation technique, the students can discuss the material, master, and understand the worksheet given.

1.8 Limitation and Scope

The research was held in one of the most popular schools in Surabaya. The writer chose X Senior High School, because being her almamater, the writer felt sort of moral value to share her knowledge to the respective school. The writer took grade

ten as her subject, due to its availability. There were 24 students in each class. This study concerned with 2 techniques, namely Jigsaw Dictation technique and Listening Cloze technique. The writer wanted to find out on which technique would affect the students listening achievement better.

1.9 Definition of the Key Terms

There are some key terms that were used in this study. To avoid misunderstanding, the explanation as follows:

- a. *Effectiveness* is a measure of the match between stated goals and their achievement. In this study, the effectiveness of the techniques are represented by the score of the students on listening comprehension (Goh & Fraser, 1994)
- b. *Dictation* is when a person reads some text aloud so that the listener(s) can write down what is being said (Lightfoot, 2005)
- c. *Listening Cloze technique* is a kind of listening technique in which students see the transcript of the passage and then they should fill in the blanks as they listen or after they listen (Rost, 2002)
- d. *Jigsaw dictation technique* is a kind of listening technique in which the students are divided into a small number of groups and given a different task. Each group member exchanges the information by dictating to the other member so that both know the transcript (Rost, 2002).
- e. *Achievement* is something that accomplished, especially by superior ability, special effort, great courage (Webster). In this study, Listening

achievement refers to students' accomplishment in listening recorded materials. It can be measured by the score of pre-test and post test of the students.