

THE EFFECT OF STRUCTURED JIGSAW TECHNIQUE
AND UNSTRUCTURED GROUP WORK
ON THE LISTENING ACHIEVEMENT OF
ST. CLARA JUNIOR HIGH SCHOOL STUDENTS

A THESIS

As partial fulfillment of the Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty



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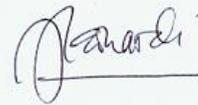
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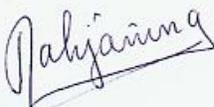
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TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
ABSTRACT	ix
I. INTRODUCTION	
1.1. Background of the Study.....	1
1.2. The Problem Statement	3
1.3. The Objective of the Study	4
1.4. The Significance of the Study	4
1.5. Assumption	4
1.6. Hypothesis.....	5
1.7. Theoretical Framework	6
1.8. Definition of Key Term.....	6
1.9. Organization of the Thesis	8
II. REVIEW TO RELATED LITERATURRE	
2.1. Constructivism	9
2.2. Cooperative Learning.....	14
2.3. Listening.....	15
2.4. Jigsaw Structure	18
2.4.1.Steps to do Jigsaw Technique	18

2.4.2. The Roles in Jigsaw Technique.....	20
2.4.3. The Benefits of Jigsaw Technique	21
2.5. Group Work	21
2.6. Previous Study	22
III. RESEARCH METHOD	
3.1. Research Design.....	24
3.2. Population and Sample.....	25
3.3. Treatments.....	25
3.3.1. Treatments in the Experimental Group.....	26
3.3.2. Treatments in the Control Group	26
3.3.3. Schedule of the Treatment	27
3.4. Research Instrument.....	28
3.4.1. Validity of the Test	29
3.4.2. Reliability of the Test.....	30
3.4.3. Level of Difficulty.....	31
3.4.4. Discrimination Power	32
3.5. Data Collection Procedure	33
3.6. Data Analysis Procedure.....	35
IV. DATA ANALYSIS AND FINDINGS	
4.1. Data Analysis and Findings to the Major Research Question.....	37
4.1.1. Data Analysis	37
4.1.2. Finding	40
4.2. Data Analysis and Findings to the Minor Research Questions.....	40

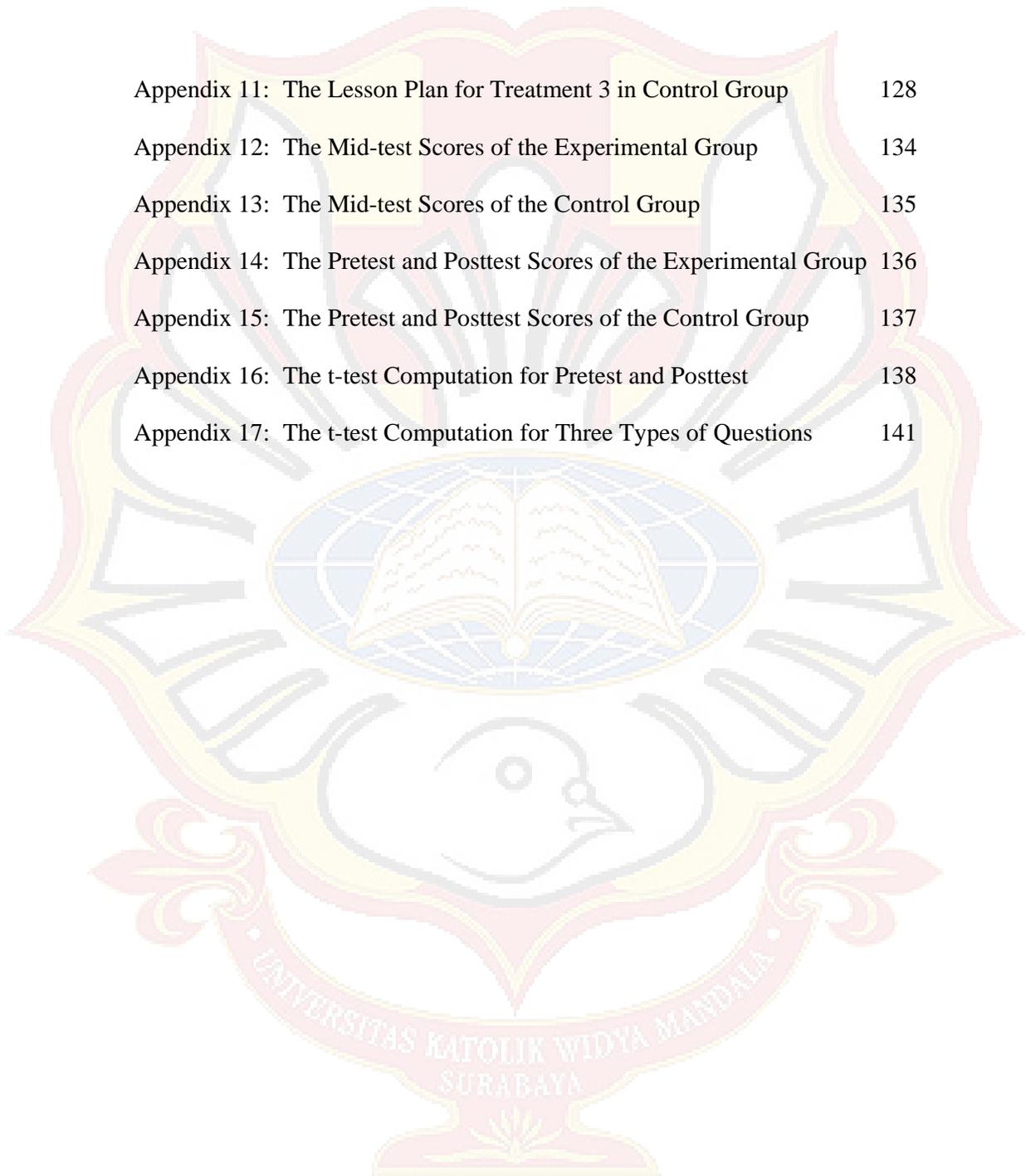
4.2.1. Data Analysis	40
4.2.2. Finding	42
4.3. Discussion of the Finding	43
4.3.1. Discussion of the Findings Related to the Major Research Questions	43
4.3.2. Discussion of the Findings Related to the Minor Research Questions	45
V. CONCLUSION	
5.1. Conclusion	47
5.2. Suggestions	49

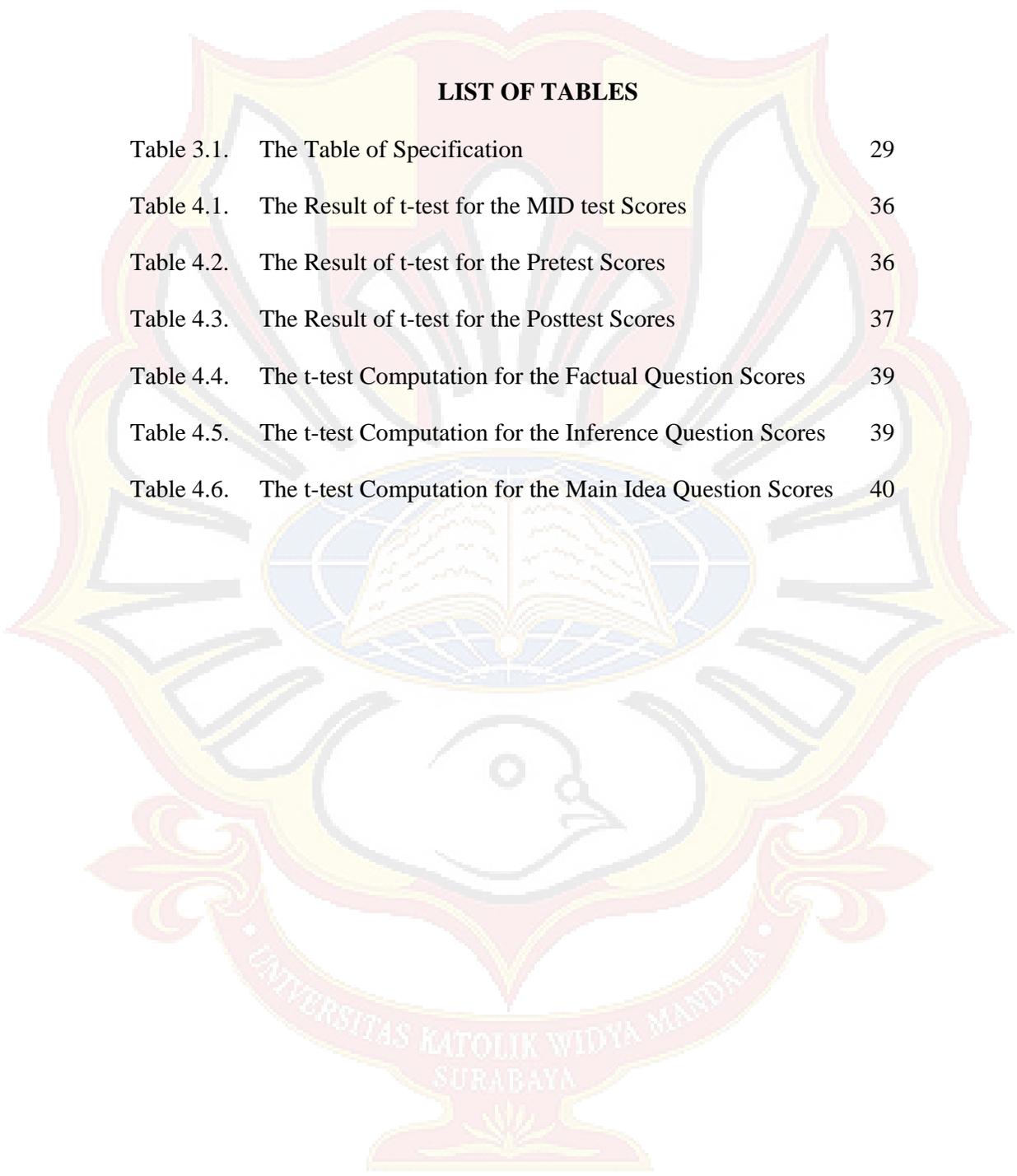
BIBLIOGRAPHY

APPENDICES

Appendix 1: The Try Out for Pretest	53
Appendix 2: The Calculation of Reliability	70
Appendix 3: The Calculation of Item Difficulties	71
Appendix 4: The Calculation of Discrimination Power	74
Appendix 5: The Pretest and Posttest	77
Appendix 6: The Lesson Plan for Treatment 1 in Experimental Group	89
Appendix 7: The Lesson Plan for Treatment 1 in Control Group	98
Appendix 8: The Lesson Plan for Treatment 2 in Experimental Group	105
Appendix 9: The Lesson Plan for Treatment 2 in Control Group	113
Appendix 10: The Lesson Plan for Treatment 3 in Experimental Group	120

Appendix 11: The Lesson Plan for Treatment 3 in Control Group	128
Appendix 12: The Mid-test Scores of the Experimental Group	134
Appendix 13: The Mid-test Scores of the Control Group	135
Appendix 14: The Pretest and Posttest Scores of the Experimental Group	136
Appendix 15: The Pretest and Posttest Scores of the Control Group	137
Appendix 16: The t-test Computation for Pretest and Posttest	138
Appendix 17: The t-test Computation for Three Types of Questions	141





LIST OF TABLES

Table 3.1.	The Table of Specification	29
Table 4.1.	The Result of t-test for the MID test Scores	36
Table 4.2.	The Result of t-test for the Pretest Scores	36
Table 4.3.	The Result of t-test for the Posttest Scores	37
Table 4.4.	The t-test Computation for the Factual Question Scores	39
Table 4.5.	The t-test Computation for the Inference Question Scores	39
Table 4.6.	The t-test Computation for the Main Idea Question Scores	40

ABSTRACT

Santoso, Agustin. 2008. *The Effect of Structured Jigsaw Technique and Unstructured Group Work on the Listening Achievement of St. Clara Junior High School Students*. An unpublished S-1 thesis of the English Department of Widya Mandala Catholic University Surabaya.

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Key terms: ability, listening achievement, skills, jigsaw, group work, control group, experimental group, pretest, posttest, t-test

Nowadays, English has been used as the most important foreign language in Indonesia. Many schools have used it as their important subject to be taught to the students. The English teaching can cover 4 language skills: listening, speaking, reading, and writing, all of them are important, especially listening. Listening is not an easy subject to master. It needs the teacher's role in teaching that skill. In this study, the writer would like to know whether there is a significant difference between the listening achievement of learners taught by using structured jigsaw technique and unstructured group work technique, especially in answering the three types of questions.

The writer took the data from St. Clara Junior High School and the population is the second grade students. The writer took VIII B as the control group and VIII C as the experimental group. The writer administered pretest before the treatment to see the level of the students' listening ability. After that, she conducted three times treatment by using structured jigsaw technique in the experimental group and unstructured group work in the control group. The posttest was administered and then the writer analyzed the mean scores by using *t-test*.

From the analysis of the pretest, the writer found out that those two groups had equal ability in listening achievement. From the posttest scores, the writer also found out that those two groups were not significantly different. It means that the null hypothesis which says "There is no significant difference in listening achievement between the second grade Junior High School students who are taught using jigsaw technique and those who are taught using unstructured group work" was accepted. Further analysis found that jigsaw technique could improve the students' listening ability in answering main idea questions.