

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Traditional method is used by many English teachers in Indonesia when they teach English in classroom, including in listening class. The traditional listening class conducted by teachers is usually carried out by providing the students oral text and the teachers usually directly lead the discussion. It usually tends to be teacher-centered. The students seldom interact actively in this condition. What happens next is that the students do not get used to share their ideas or help each other to understand about the materials they get.

As stated by Nichols in Bentley (1998), “The most basic of all human needs is to understand and to be understood... the best way to understand people is to listen to them.” Listening is something that people learn first in their life. When a baby was born, he listened to his mom saying everything. He learned vocabularies and he also learned to speak. That’s why listening and teaching listening is very important.

As Kaplan (2002) states, constructivism proposes that learning environment should support multiple interpretations of reality, knowledge construction as well as context-rich and experience-based activities. Since English learners need more practice to make their English fluent, teachers are expected to lead their students to be active in teaching learning process. The students do not just listen and keep silent, but they should learn through interaction with their

fellow students, teachers, and families or in other word, they should be active. The teachers do not merely transfer their knowledge to their students.

The English teachers play the most important role to make their students active in English class. The teachers have to try hard to succeed their effort in helping the students active because the students do not get used to share their ideas or help each other to understand about the materials they get. Many teachers try to make their class more active by increasing the interaction among students. One way based on the fifth principle in Constructivist Learning Theory (2002) to apply constructivism theory that will help the English teachers increase student-student interaction is performing jigsaw technique in teaching. Our learning is intimately associated with our connection with other human beings, our teacher, our peers, our family, as well as casual acquaintances.

In jigsaw, there will be two teams: expert team and home team. The students are expected to learn from their fellow students to master the materials they get when they are in expert team. When they go back to their home team, they learn to teach one another the material they have worked on in expert team. If each student's part is essential, then each student is essential. That is precisely what makes this strategy so effective (Aronson, 2005).

Some studies related to the implementation of jigsaw technique in language classes have been carried out. Most of them have been implemented in reading classes. For example, a study conducted by Kurnia (2002) and Tamah et al (2007). Though many studies have been done, more studies need to be conducted in other skills, for example in listening skill. Since the writer wants to

know the effect of that technique on the SLTP students' listening achievement, she conducts this research.

1.2. The Problem Statement

Based on the background stated previously, there will be two kinds of questions: one major question and three minor questions.

The major question :

“Is there a significant difference between the listening achievement of second grade Junior High School students taught by using structured jigsaw technique and the one of those taught by using unstructured group work?”

The minor questions:

- a. “Is there a significant difference between the listening achievement of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering factual questions?”
- b. “Is there a significant difference between the listening achievement of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering inference questions?”
- c. “Is there a significant difference between the listening achievement of the students taught by using structured jigsaw technique and the

one of those taught by using unstructured group work in answering main idea questions?”

1.3. The Objective of the Study

Through this experimental study, the writer wants to find out if there is a significant difference between the listening achievement of learners taught by using jigsaw technique and the one of those taught by using unstructured group work technique. Besides that, she also wants to know the difference between the learners' ability taught by using jigsaw technique and the one of those taught by using unstructured group work technique in answering three types of questions.

1.4. The Significance of the Study

The result of this study is expected to be able to give some contribution to both the English teachers and to the students. This study is expected to help the English teachers consider about using jigsaw technique in teaching listening to the students. It is expected that after getting jigsaw technique, the students are able to get used to speak English actively in class and to help them improve their listening achievement.

1.5. Assumption

The writer assumed that all the second grade of St. Clara Junior High School are equal in English ability because the school has been arranged them

equally one another before the new academic year starts. She also assumed that the second grade students have ever experienced working in group.

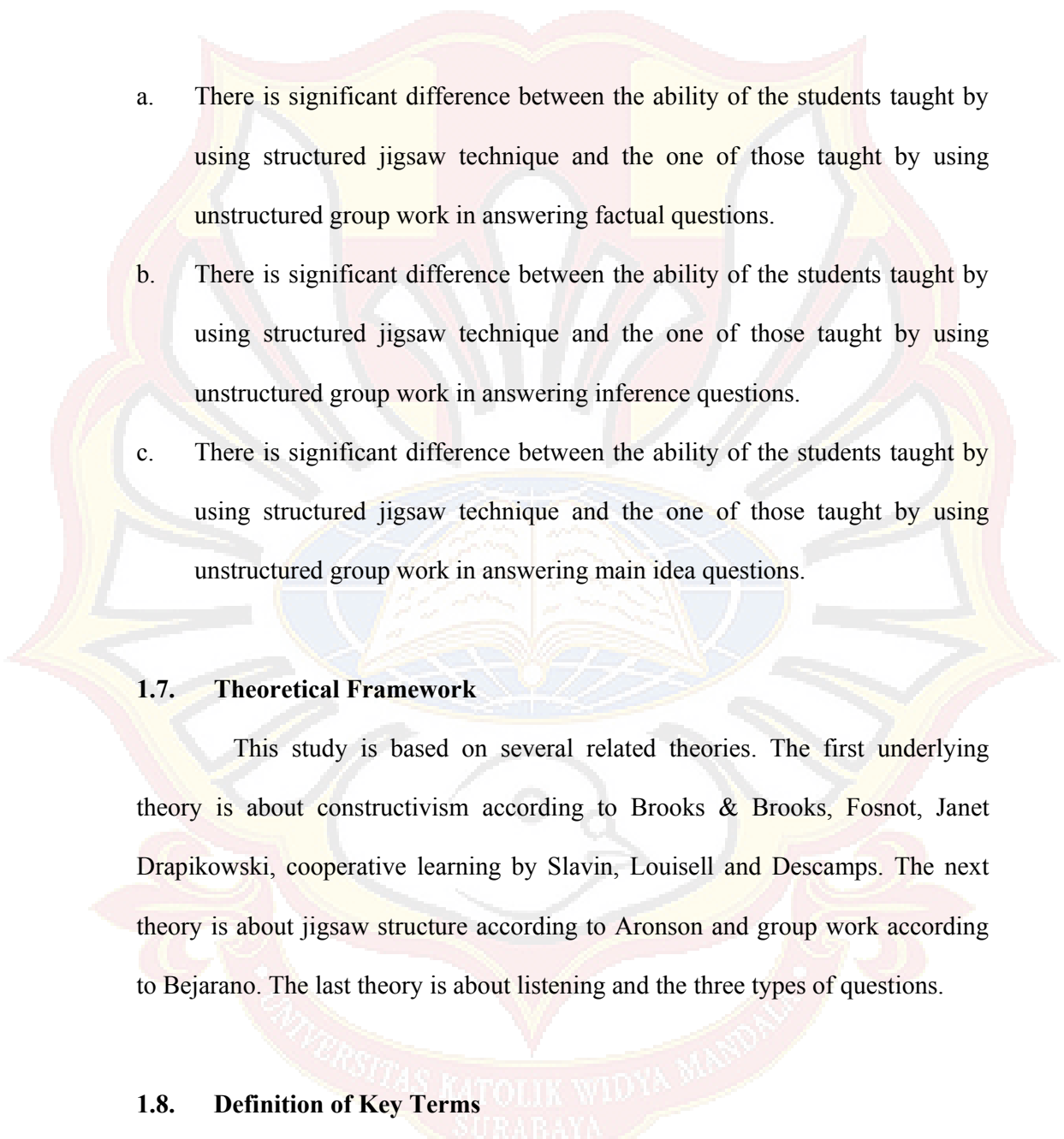
1.6. Hypothesis

The null hypothesis for the major question is that there is no significant difference between the listening achievement of second grade of Junior High School students taught by using structured jigsaw technique and the one of those taught by using unstructured group work. The null hypotheses for the minor questions are:

- a. There is no significant difference between the ability of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering factual questions.
- b. There is no significant difference between the ability of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering inference questions.
- c. There is no significant difference between the ability of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering main idea questions.

The alternative hypothesis for the major question is that there is a significant difference between the listening achievement of second grade of Junior High School students taught by using structured jigsaw technique and the one of those taught by using unstructured group work.

The alternative hypotheses for the minor questions are:

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- a. There is significant difference between the ability of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering factual questions.
 - b. There is significant difference between the ability of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering inference questions.
 - c. There is significant difference between the ability of the students taught by using structured jigsaw technique and the one of those taught by using unstructured group work in answering main idea questions.

1.7. Theoretical Framework

This study is based on several related theories. The first underlying theory is about constructivism according to Brooks & Brooks, Fosnot, Janet Drapikowski, cooperative learning by Slavin, Louisell and Descamps. The next theory is about jigsaw structure according to Aronson and group work according to Bejarano. The last theory is about listening and the three types of questions.

1.8. Definition of Key Terms

There are some key terms that are used in this study. Although some of them have been clear enough, it is important to know them further. It is done so that there will be no misunderstanding. Here are some key terms used in this study.

As stated by Brooks & Brooks (1995) in Epstein (2002), “constructivism is a theory about learning which emphasizes the importance of the knowledge, beliefs, and skills an individual bring to the experience of learning”. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn. They make choices about what new ideas to accept and how to fit them into their established views of the world.

Jigsaw is one of cooperative learning technique, which is more structured than group work. When groups of four or five persons are formed, each of them is given a subpart of the whole material. They have to discuss it in the expert team to find what is important in the material. When they go back to their home team, they can teach each other about the materials they have discussed in the expert team.

As stated by Bejarano (1987:487), quoted by Indahwati (1998:17), group work is a way of learning which necessitates the implementation peers’ ideas, sharing information, and giving helps each other.

Mead and Rubin (1985), as stated in Bentley, define listening as “a receptive skill comprising both a physical process and an interpretive, analytical process.” While listening, people make use of their ears and thought to make an interpretation and to analyze.”

Listening achievement is one way to prove that the students understand about the content of the listening text given.

Factual questions, according to Kurnia (2002), are questions that are based on the information specifically stated in the passage.

Kurnia (2002) also stated that inference questions are based on the information that is relevant but not specifically stated in the passage. The students have to understand what the writer or speaker means inside the statement.

Main idea questions are related to the theme, topic, or the best title of the text. The students have to understand the whole passage to answer these kinds of question. (Kurnia, 2002)

1.9. Organization of the Thesis

This thesis consists of five chapters. The first chapter is the introduction. It includes the background of the study, problem statement, objective of the study, the significance of the study, assumption, hypothesis, definition of key terms, and organization of the study.

The second one is about the review of related literature that consists of cooperative learning, jigsaw structure, group work, listening, and previous study. The third chapter is about research method. It covers research design, population and sample, research treatment, research instrument, data collection procedure, and data analysis technique.

The fourth chapter covers the analysis of the research and the discussion of the research finding. The last chapter is about conclusion and suggestion.