

**A COMPARATIVE STUDY ON THE EFFECT OF JIGSAW
LISTENING AND COMPREHENSION QUESTIONS
IN TEACHING LISTENING ON THE LISTENING
ACHIEVEMENT OF GRADE X STUDENTS**

A THESIS

As Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in
the Faculty of Teacher Training and Education



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SURABAYA
2015**

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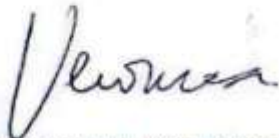
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for everything that He has done in the writer's life. His endless blessing, guidance, miracle, and spirit enable her to complete her thesis well and on time. She also would like to express her deepest gratitude and appreciation especially to the followings:

1. Dra. Susana Teopilus, M.Pd., the writer's advisor who has patiently guided the writer in finishing her thesis well.
2. Dra. Sr. C. Fitri Murniati, OSU., M.Pd., the head of educational unit of the senior high school in which the writer had her internship for giving the permission to the writer to conduct her experiment there.
3. Ratna Wijaya, an English teacher of the senior high school in which the writer conducted her experiment, who has willingly allowed the writer to apply the experiment in her classes.
4. All students of the X-2, X-3, and X-4 classes batch 2014-2015 who have participated actively in the teaching-learning process.
5. The writer's parents and family who have supported her in prayers during the process of finishing the thesis.
6. All the writer's friends, especially *Cowok-Cewek Cetarr WM*, who have supported the writer in many ways, and provided the writer with many useful and updated information related to the thesis accomplishment.
7. All Canadian English Course staff, the writer's co-workers who have patiently understood the writer's circumstances in the process of finishing her thesis.
8. Taylor Swift and Boyce Avenue as the writer's favorite singers whose songs and works have inspired the writer to keep striving while she was working on her thesis.

Hopefully the thesis will be useful for the readers, especially for those who will continue this study for further research. The writer realizes that without this helpful cooperation of those mentioned above, the writer would not be able to finish her thesis well.

Surabaya, July 2015

The Writer

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ABSTRACT

Agustin, Komang Ayu Meriana. 2015. **A Comparative Study on The Effect of Jigsaw Listening and Comprehension Questions in Teaching Listening on the Listening Achievement of Grade X Students.**

Advisor: Dra. Susana Teopilus, M.Pd.

Key words: Listening, Teaching listening, Comprehension questions, Jigsaw listening

Listening plays an important role in communication and teaching-learning activities. The fact that people listen twice as much as they speak, four times as much as they read, and five times as much as they write and the regulation of some—or maybe many—high schools in Surabaya for English teachers to conduct their English classes using only English language make listening very important to be learnt. There are many techniques for teaching listening that can be applied in a classroom. But applying the most effective technique for teaching listening will help students to improve their listening achievement better. Therefore, the writer conducted a quantitative study to compare the effect of jigsaw listening and the effect of comprehension questions in teaching listening on the listening achievement of grade tenth students to find out whether jigsaw listening is effective in improving grade tenth students' listening achievement which applies quasi-experimental pretest-posttest non-equivalent control group design.

Three classes were chosen as the subjects of the study as they were proven to have not significantly different English ability after their mid-term test scores were counted using the computerized *Anova: Single factor* formula. Next, the writer randomly decided which of the three classes will be the pilot, the experimental group for jigsaw listening technique, and the control group for comprehension questions technique. After that, a series of experiment activities which was started by the tryout of the instrument in the pilot group was executed to answer the problem of the study which says, “Is there a significant difference between the listening achievement of students who are taught using comprehension questions technique and students who are taught using jigsaw listening?”. The data of the experiment was later processed so that the gain scores of the treatments and the tests were obtained. The gain scores between the experimental and control group then compared using the computerized *t-Test: Two-Sample Assuming Unequal Variances* formula with 0.05 level of significance.

The result of the *t-test* calculation of the gain score of the post- and pre-tests shows that there is no significant difference between the listening achievement of students who were taught using comprehension questions technique and students who were taught using jigsaw listening. However, the mean scores and the *t-test* calculations for the treatments show that the listening achievement of the students who were taught using jigsaw listening tend to escalate higher than the listening achievement of the students who were taught using comprehension questions technique which shows that jigsaw listening technique can be more effective in improving students' listening achievement if the treatments were conducted in longer period of time.