

# ***CHAPTER I***

## ***INTRODUCTION***

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### INTRODUCTION

#### 1.1 Background of the Study

In learning English as a foreign language, students are expected to master the four language skills of listening, speaking, reading and writing. The skill of listening comprehension is an essential part of communication and is basic to language learning.

Listening is used to a greater extent than any of the communication skills - reading, writing, and speaking. Listening is a highly individual experience that is influenced by many factors. According to Marcus (1977:65) in every case of listening, however, there will always be: (1) a receiver, or listener; (2) a transmitter, or speaker; and (3) an environment in which the airborne signals take place. Lado (1964:205) said that auditory comprehension means "recognition control of the signaling elements of the language in communication situation". It is then safe to conclude that listening is necessarily an active skill.

In second language learning, listening comprehension is considered by most language-teaching methodologists as a fundamental and important skill in language learning. This is in line with the following statement :

Memahami bahasa lisan atau menyimak adalah salah satu

ketrampilan berbahasa yang tidak kurang pentingnya dari 3 ketrampilan berbahasa lainnya yaitu berbicara, membaca dan menulis. Sistem fonologis dari suatu bahasa diperoleh melalui proses menyimak, demikian tanpa ketrampilan menyimak, bahkan dapat dipastikan bahwa ketrampilan menyimak merupakan dasar berbicara yang baik (Achsini, 1984:1).

However, the teaching of listening skill has not been adequately effective as observed at school. The ineffectiveness may be due to several factors, one of which is the teaching and learning techniques.

In fact, students often get difficulty to master listening comprehension, because the technique of listening comprehension that they used in teaching listening is not suitable. So far, the listening class in an English as a foreign language (EFL) setting is mostly teacher-centered; the teacher is the sole decision maker in organizing the class.

Many students are sometimes able to speak, read, and write, but they find problems to listen in English, especially when they are listening to the native speakers, speech on the radio or watching television. In other words, to teach listening comprehension, teacher needs listening techniques. One of them is called cooperative learning. In cooperative learning there are STAD and Jigsaw.

This study is going to describe cooperative learning using jigsaw as a technique in teaching listening comprehension, especially how to apply cooperative learning

using jigsaw as a technique in teaching listening comprehension.

Based on the above discussion, the focus of this study is on cooperative learning using jigsaw as a technique in teaching listening comprehension.

### **1.2 Statement of the Problems**

In relation to the above background of the study there are two major problems studied. The writer formulates the problems as follow :

1. What is cooperative learning using jigsaw as a technique in teaching listening comprehension ?
2. How can cooperative learning using jigsaw as a technique in teaching listening comprehension be applied to improve the listening ability of the students ?

### **1.3 Objectives of the Study**

The objectives this study are as follows :

1. To describe cooperative learning in teaching listening comprehension using jigsaw as a technique.
2. To describe how cooperative learning using Jigsaw as a technique in teaching listening comprehension can be applied to improve the listening ability of the students.

### **1.4 Significance of the Study**

In this study, the writer has the expectation of

giving some contribution to the teaching of English as a foreign language, especially in teaching listening comprehension. The writer expects to present more knowledge and perception in improving the student's ability in listening comprehension through "cooperative learning" through jigsaw as a technique.

### 1.5 Theoretical Framework

According to Coelho, etc. (1989:3), Cooperation is an approach to education and a repertoire of teaching strategies based on the philosophy that students can learn effectively in small groups. The groups and the learning experiences are organized so that 1) students become accountable for each other's learning, and 2) students acquire effective group skills and learning strategies. In cooperatively organized classrooms, it is to everyone's benefit to have everyone succeed. To that end, students learn how to assist each other.

Cooperative learning is qualitatively different from what is often called "group work." In group work, students sit and sometimes work together. Student's contributions may be unequal, and some students may not contribute, participate, or learn at all. This kind of group work, which does not create interdependence and accountability, often produce results similar to those of the traditional classroom. That is to say, the gap between high and low

achievers remains more or less constant or grows wider in each successive grade, while the different racial and cultural groups in the school grow farther and farther apart. By the time students reach the senior grades, there is very little positive interaction among the groups.

In the Jigsaw classroom, students in small groups depend on one another for information needed to learn a topic, complete a task, or solve a problem. Each student in the group becomes an expert on a particular topic or section of a topic, and thus has a different place of the puzzle (hence the term "Jigsaw"). Although each student's information is independently comprehensible, the ultimate learning goal is for everyone in the group to have the whole set of information. It is, therefore, each group member's task to share his or her piece of information so that all the students know all of the material. In Jigsaw then, students are individually accountable for learning their own material and for sharing their information effectively with other group members (Coelho, 1989:5).

#### 1.6 Limitation of the Study

The study deals with "cooperative learning" in learning comprehension through jigsaw for the third-grade

students of Senior High Schools. The writer only focus this study in this grade because the students' learn listening comprehension.

### **1.7 Methodology of the Study**

In writing this thesis, the writer chose a library research. The writer has throughly studied from many books, papers, and articles to complete her study.

### **1.8 Definition of Key Terms**

To avoid misunderstanding of some basic concepts throughout the study, it is necessary to provide some definitions, as follows :

#### **1.8.1 *Cooperative Learning***

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learn how to assist each other.

### 1.8.2 *Jigsaw*

Jigsaw refers to a particular method of cooperative classroom organization and instruction devised and documented by Elliot Aronson (Aronson et al, 1978) and others to enhance academic performance and improve interracial relations in the classroom.

In the Jigsaw classroom, students in small groups depend on one another for information needed to learn a topic, complete a task, or solve a problem. Each student in the group becomes an expert on a particular topic or section of a topic, and thus has a different piece of the puzzle (hence the term "Jigsaw"). Although each student's information is dependently comprehensible, the ultimate learning goal is for everyone in the group to have the member's task to share his or her piece of information so that all the students know all of the material. In Jigsaw then, students are individually accountable for learning their own material and for sharing their information effectively with other group member. (Coelho, 1989:5).

### 1.8.3 *Listening Comprehension*

Listening is defined as the meaningful understanding



of spoken information. While comprehension is referred to as information processing which is the result of the interaction between the listener's linguistic knowledge and his knowledge of the world (Wolff, 1987:310). Therefore, a listener can comprehend certain spoken information if he can successfully process the incoming so as to yield meaningful understanding.

### 1.9 Organization on the Thesis

This thesis, which discusses about "Cooperative Learning Using Jigsaw As A Technique In Teaching Listening Comprehension". This thesis consists of five chapters with the following organization.

Chapter 1 is the introduction which consists of Background of the Study, Statement of the Problems, Objectives of the Study, Significance of the Study, Theoretical Framework, Limitation of the Study, Methodology of the Study, Definition of the Key Terms, and Organization of the Thesis.

Chapter 2 discusses about language learning. This chapter consists of Theories of Language, Theory of Listening Comprehension, The Purposes of Listening Comprehension, and Activities of Listening Comprehension.

Chapter 3 about theories of cooperative learning. This

chapter consists of How to Implement Cooperative Learning, Purposes of Cooperative Learning, Role of the Teacher, Role of Student, Instructional Materials, and Evaluation Procedures.

Chapter 4 discusses the implementation of cooperative learning by jigsaw technique in listening comprehension.

Chapter 5 presents the conclusions which includes summary and suggestions.