

**THE EFFECTIVENESS OF  
JIGSAW DICTATION TECHNIQUE AND  
LISTENING CLOZE TECHNIQUE  
ON THE TENTH GRADERS' LISTENING  
COMPREHENSION ACHIEVEMENT**

**A THESIS**

**As a Partial Fulfillment of the Requirements  
for the *Sarjana Pendidikan* Degree  
in English Language Teaching Faculty**



By :

FELICIA CHRISTANTI WIJONO

1213007027

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
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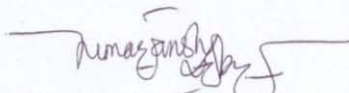
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Dr. V. Luluk Prijambodo, M.Pd  
First Advisor

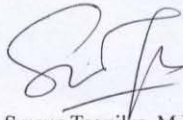


B. Himawan Setyo Wibowo, M.Hum  
Second Advisor

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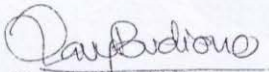
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Dra. Susana Teopilus, M.Pd

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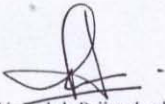
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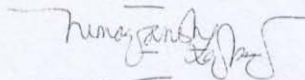
Dra. Siti Mina Tamah, Ph.D

Member



Dr. V. Luluk Prijambodo, M.Pd

Advisor I



Drs. Basilius Himawan S., M.Hum

Advisor II

Approved by :



Dra. Agnes Santi Widiati, M.Pd

Dean of the Teaching Training Faculty



M.G. Retno Palupi, M.Pd

On Behalf of the English Department Secretary

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Nama Mahasiswa : FELICIA CHRISTANTI WIYONO

Nomor Pokok : 1213007027

Program Studi : Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa & Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Perguruan Tinggi : Universitas Katolik Widya Mandala Surabaya

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NRP.: 1213007027

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## ABSTRACT

Wiyono, Felicia Christanti.2011.**The Effectiveness of Jigsaw Dictation Technique and Listening Cloze Technique on the Tenth Graders' Listening Comprehension Achievement.** Program Studi Pendidikan Bahasa Inggris. FKIP. Universitas Katolik Widya Mandala, Surabaya.

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B.Himawan Setyo Wibowo, M.Hum

Key Words: Jigsaw Dictation Technique, Listening Cloze Technique, Listening Comprehension

Listening skill plays an important role in communication. Listening is the first language skill to be learned by language students but teaching listening is not easy. There are many problems to teach listening in senior high school.

In fact, some students have difficulties in listening. Teachers must find listening activities that keep the students interested and attentive and that provide appropriate challenge. The teachers should give the lesson as interesting as they can. It makes the students enjoy learning listening more. The teachers have to be creative to use technique to teach listening.

In this study, the writer wanted to compare the effectiveness of Jigsaw Dictation Technique and Listening Cloze Technique on the tenth graders' listening comprehension achievement. The data were taken at SMA YPPI 1 Surabaya. This study is a quasi-experimental study emphasizing the treatment of the two groups and pre-test and post-test design. The writer employed two groups: the experimental and the control group. To measure the difference in students' listening ability between the two groups, a post-test was administered to the both groups.

Each of the two groups was given treatment for five times. The experimental group was the group that was taught using jigsaw dictation. The control group was the group that was taught with listening cloze. Both groups were given a set of tests which consisted of 20 items of gap completion. The scores were obtained with t-test calculation. The result was that jigsaw dictation technique affects the students' listening comprehension achievement better than listening cloze technique on tenth graders.

Basing on the findings, the writer concludes that the teaching listening using jigsaw dictation technique is more effective than the teaching listening using listening cloze technique. Using jigsaw dictation technique, the students will be more active in class because they do not only learn listening but they also learn speaking, reading and writing better.