

CHAPTER I

INTRODUCTION

1.1 Background

Nowadays, Indonesia has changed its education system. In the past, Indonesia used “Teacher-Centered” system. The teacher is the only one who has authority in the classroom. The students only listened to the teacher and took notes. However, in this era, Indonesia starts to use “Student-Centered” system. The students have important roles in the classroom. They have their own responsibilities in learning the materials.

One of the theories which appear in Indonesia is constructivism. According to Kaplan (2002), as quoted in Tamah et al (2007) “Learning environment should support multiple interpretations of reality, knowledge, construction as well as context-rich and experienced-based activities”. (The teachers believe that learners will effectively and optimally learn when they have interaction learning or learning among their fellow students, with their teachers and other peoples.)

Many teachers use different techniques of constructivism in creating “Student-Centered” classroom. The teachers believe that by implementing those techniques, they can create more enjoyable and effective classroom than when they applied traditional classroom or “Teacher-Centered” classroom. One of the teaching techniques based on Constructivism is jigsaw technique. The teachers believe that each student not only has own responsibility to learn materials, but also become the contributor of knowledge and do his / her assigned role in the group. The students are encouraged to learn from their

fellow students in the expert team and when they go back to their home team, they are encouraged to teach one another the material they have worked in the expert team. Aronson (2005) claims that “this jigsaw design facilitates students’ interaction in the class and makes them able to value each other as contributors”.

In traditional listening class, the students only hear short passages and then answer the question or listen to short paragraph or dialogues then fill in the incomplete text in the students’ worksheets. There’s no interaction among students. The interaction is only between students and the teacher. It is typically teacher-centered. The teacher asks a question; the students who want to respond use their hands, then the teacher calls on one student and the student who is called on tries to state their correct answer. According to Kagan (1999:16) as quoted in Tamah et al (2007), this kind of classroom structure is not interesting and effective anymore for students in learning. This can be solved by using Jigsaw Technique.

In Jigsaw Technique, the teacher divides students into 4 up to 5 students in a group. It is named “Home Group”. Each student has different role, such as captain, secretary, member, speaker, illustrator, time keeper, and encourager. The student also has task to listen to different part of passages or text. Students with the same segment or part make a group. It is called “Expert Group”. In “Expert Group”, the students have the task to discuss and master their own part. They then go back to their own “Home Group” to share and exchange the information. All members of the group should comprehend the whole text from each member. Every member should be responsible for his or her own part and has responsibilities for the success of all teammates in understanding the text.

By using Jigsaw Technique, students are motivated to listen to their friend in “Home Group”. Each student will have to explain the segments which he or she studies in the expert team.

In Jigsaw Technique classroom, the teacher is encouraged to bring opportunities or chances for the students to involve actively in classroom activities so they can learn optimally and effectively.

1.2 Statements of the Problem

Related to the background above, the writer formulates the problems of statement as follow:

1. “How is Jigsaw Technique implemented in Listening Class?”
2. “What are the strengths and weaknesses of jigsaw technique in listening class?”
3. “What are the solutions to overcome the weaknesses?”

1.3 Objectives of the Study

The purpose of this study is to give a clear picture of the implementation of Jigsaw Technique in listening class through observation. It is expected that through the observation and video recording, the writer would know how the jigsaw technique is implemented in listening class.

1.4 Significance of the Study

From a theoretical point of the view the result of the study will hopefully provide a clear description of how jigsaw technique is implemented in listening class. From a

practical point of view this study will hopefully give some helps for teaching listening by using jigsaw technique. In addition, the results of this study are expected to give a little contribution to the success of teaching English as foreign language in second grade of junior high school in Indonesia like helping the teacher in creating stde so that the objectives of teaching could be achieved.

1.5 Scope and Limitation of the Study

The writer limits himself in listening because listening skill is important in understanding accent or pronunciation, grammar, vocabulary, and meaning (Howatt and Dakin (1974) as quoted in Nunan (1997)). Willis (1981:134), as quoted in Nunan (1997), also states that “An able listener is capable of doing those four things simultaneously”.

Due to the fact that there are a lot of techniques that can be used to present Student-Centeredness in listening classroom, the writer limits himself in this thesis to discuss the implementation of jigsaw technique in listening class. It is because jigsaw technique is an effective way in learning the materials (Aronson, 2005), in teaching reading for second grade of junior high school in Surabaya (Sania, 1998 and Kurnia, 2002). It is also very simple to use and gives a lot of advantages (Aronson 2005).

Aronson (2005) points out that:

What is the benefit of Jigsaw classroom? First and fore most, it is remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, engagement and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No students can succeed completely unless everyone works well together as a team.

The reason of choosing SLTPK Santa Agnes Junior High School is that SLTPK Santa Agnes is qualified enough. The observation was limited for students in second grade of junior high school since it was accessible for the writer because he did his

teaching practice (PPL) mostly at that level. Before the writer did his observation, both the teacher and observer (the writer himself) have already been well-known by the students and built close relationship with them, so when the writer did his observation they did not think that the writer became a nuisance for them. Thus, the writer concluded that the data were collected in natural setting

1.6 Theoretical Framework

This study is conducted to give contribution and to reveal how Jigsaw Technique is implemented in listening class. There are four main theories which are underlying this thesis: They are constructivism, cooperative learning, jigsaw technique theory, and theory of listening. Those four theories are brief discussed in this sub-chapter. The writer explains those four theories in details in Chapter II.

1.6.1 Constructivism

According to Kaplan (2002), constructivism is not a teaching theory, but that is a theory of knowledge and learning. He also claims that “Learning environment should support multiple interpretations of reality, knowledge construction as well as context-rich and experienced-based activities”. Kaplan (2002) also provides basic guiding principles of constructivist thinking, because he realizes the core of constructivism. It is concluded that the teacher should change their traditional technique (in which the teacher is active in the class, especially in giving material or information to the students and the students only receive and accept the information or material from the teacher). This technique needs to be changed into a technique which makes students more active in the class, in this case which makes students teach other students.

1.6.2 Cooperative Learning

Cooperative Learning is an approach to education and repertoire of teaching strategies based on the philosophy that students can learn effectively in small groups. In cooperative learning, students can teach one another (Coelho et al, 1989:3 as quoted in Harlim, 1999:28). Given opportunities or chances to have face-to-face interaction with each other, students also learn about social skills such as how to interrupt politely, how to present opinion, and how to respect other opinions.

1.6.3 Jigsaw Technique

According to Aronson et al (1978), this “Jigsaw structure is meant to provide students with the chance to learn a material from their peers.” A material is divided into sections and one section is for each student to take care of. The students who are responsible for the same section get another and form a new group of which the goal is for the students to master the section of the material and to enable them to teach the other member in their original group later.

1.6.4 Listening

Nunan (1997) states that a learner center dimension can be provided to the listening class in one of two ways. In the first place, tasks can be devised in which the classroom action is centered on the learner not the teacher. In tasks exploiting this idea, students are actively involved in structuring and restructuring their understanding of the language and in building their skills in using the language. Secondly, teaching materials, like any other type of materials can be given a learner-centered dimension by getting learners involved in the process of underlying their learning and in making active contributions to the learning.

1.7 Definition of Key Terms

1.7.1 Technique

According to Richard and Rogers (1986:15) as quoted in Leidy Gunadi (1993:8) a technique means a strategy or way used by the teacher in presenting material in the classroom based on a particular method.

1.7.2 Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit; Students meet with members from other groups who are assigned the same aspects, and after mastering the material, they return to the “home” group and teach the material to their group members. Each group member will be assigned different roles whether when they are in “home” group or “expert” group (Aronson, 2007)

1.7.3 Listening

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974 as quoted by Nunan, 1997)

1.8 Organization of the Study

This paper consists of five chapters. Chapter I, Introduction, deals with the background of the study, statement of the problem, objectives of the study, significance

of the study, theoretical frame work, definition of key term, scope and limitation of the study, and organization of the study.

Chapter II, Review of Related Literature, consists of review about the theory of constructivism, cooperative learning, jigsaw technique, and listening.

Chapter III deals with Research Method consisting of research design, population and sample, research instruments, procedure of collecting data, and the data analysis technique.

Chapter IV discusses the implementation of Jigsaw Technique in listening class for the Second Grade of SMP Katolik Santa Agnes Surabaya.

Chapter V presents Conclusion and Suggestion. In this chapter, the writer presents short term and long term suggestions for the implementation of Jigsaw Technique in listening class.