

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Most of people in our country use English as their second language and nowadays English has become an important subject in school. There are 4 language skills that have to be mastered in learning English. Those 4 skills are listening, speaking, reading, and writing. By mastering one skill, students can be helped to master other skills. It also happens in listening. It means that by mastering listening, students can be helped to master other skills, such as reading, speaking, and writing.

In listening class, students should be a good listener as well as they can. Students try to grasp information as much as possible. Sometimes it seems that students just sit nicely inside the class. In fact, students have to pay much attention to the material given by the teacher.

Listening skill is not easy to achieve. It can be caused by many reasons, such the class environment, disturbing sounds inside the class, and the technique which is used by the teacher. A teacher usually gives the students' worksheet to the students and then the teacher asks the students to listen to the cassettes. The teacher then asks the students to do the assignment. After the students do the assignment, the teacher leads the class discussion (teacher-centered). The assignment given can be in 'essay type' or 'multiple choice questions'. Recently, the teacher-centered technique is abandoned by some teachers. They start to apply cooperative learning, more specific – group work, in their listening

class. The teacher divides the class into a number of groups, gives the material, and then asks the students to discuss the material and to do the assignment.

New problem appears in this listening class. The discussion in group might not run well. This failure may be caused by so many reasons, for example: one person will dominate the discussion, the discussion might not be focused on the material given, and the students might discuss anything else, and so on. To solve this problem, listening teachers are suggested to improve their group work to be more specific and organized. The suggestion is in fact the use of jigsaw technique.

This jigsaw design facilitates students to interact and value each other as contributors (Aronson, 2005). The same opinion has been stated by Joyce. He claims that in jigsaw technique students are responsible for teaching each other. In jigsaw technique, students are organized carefully and well. Students will have their 'home team' and 'expert team' and they also have some roles to be applied in their 'expert team'. Students are encouraged to learn from their fellow students in their 'expert team' and when they go back to their 'home team' they are encouraged to teach one another the material they have been discussed in 'expert team'. By using this technique, students are expected to improve their listening achievement.

## **1.2 Statement of the Problem**

Related to the background above, the writer formulates the problem of the statement as follows:

“Is there a significant difference in listening achievement between Junior High School students who are taught using jigsaw technique and those who are taught by unstructured group work? “

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

Based on the statement of the problem above, the objective of this study is to know whether there is significant difference in listening achievement between second grade Junior High School students who are taught using jigsaw technique and those who are taught using unstructured group work.

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

Through this study, the writer would like to give contribution to the English teachers, especially those who are teaching the listening class, the alternative technique that is expected to gain students' listening achievement. That alternative technique is jigsaw technique.

### **1.5 Assumption**

The writer assumed that three groups in this study, both experimental group, control group, and pilot group, have the same achievement statistically. The school has divided the students into 6 classes. All of upper students were in class 8F, and the rest of the students were divided into 5 classes. That made those three groups have equal ability and the writer didn't take class 8F as the subject.

## **1.6 Hypotheses**

Related to the statement of the problem above, the writer comes to two hypotheses: alternative hypothesis and null hypothesis. To achieve the alternative hypothesis, the writer uses the null hypothesis. Those two hypotheses are as follows:

### **1.6.1 The Alternative Hypothesis**

“There is significant difference in listening achievement between second grade Junior High School students who are taught using jigsaw technique and those who are taught using unstructured group work”

### **1.6.2 The Null Hypothesis**

“There is no significant difference in listening achievement between second grade Junior High School students who are taught using jigsaw technique and those who are taught using unstructured group work”

## **1.7 Scope and Limitation of the Study**

This study is conducted to know the effectiveness of using jigsaw technique to teach listening to the second grade Junior High school students' listening achievement. To measure students' listening achievement, the writer will give 3 types of questions only, namely factual, inference, and main idea questions. The writer only pays attention to the global result without analyzing students' listening achievement for each type of question

## **1.8 Theoretical Framework**

This study will be based on the theory of listening, constructivism, cooperative learning, jigsaw technique, and group work.

### **1.8.1 Listening**

Nichols and Bentley (1998) argue that the most basic of all human needs is to understand and to be understood. They also state that the best way to understand others is to listen to them.

### **1.8.2 Constructivism**

Kaplan (2002) states that constructivism is not a teaching theory, but that is a theory of knowledge and learning. He also claims that teacher-centered technique should be changed into technique that enables students to teach each other.

### **1.8.3 Cooperative Learning**

Coelho (1991) claims cooperative learning facilitates students to be a teacher and teacher to be a guide and facilitator rather than to be the source of knowledge. Slavin, as quoted by Kessler also states that students can interact with their peers to gain information in their academic achievement

### **1.8.4 Jigsaw Technique**

Jigsaw Technique is a kind of cooperative learning but it is more carefully organized than the ordinary group work. In jigsaw technique, students have 2 teams: 'home team' and 'expert team'. As quoted at *olc.spsd.sk.ca*, jigsaw is cooperative learning that enables students of 'home team' to specialize in one aspect of a learning unit.

### **1.8.5 Group Work**

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.

## **1.9 Definition of Key Term**

The writer finds it is useful to provide some key terms to avoid misunderstanding.

### **1.8.1 Listening Achievement**

According to Wolff (1987:310), listening is defined as “the meaningful understanding of spoken information.” It means that the listeners try to get the meaning of the spoken information and the listeners try to understand and grasp what the speaker’s means through those spoken information.

### **1.9.2 Jigsaw Technique**

Jigsaw technique is one of the cooperative learning strategies. There are two teams applied in this technique, ‘home team’ and ‘expert team’. Cossette and Saba (2000) argue that there are some roles that can be applied during the discussion in expert team.

### **1.9.3 Group Work**

Group work is a kind of cooperative learning. The students are divided into a number of groups and they are asked to discuss the material given.

## **1.10 Organization of the Thesis**

This proposal consists of five chapters. Chapter I deals with the introduction consisting of background of the study, statement of the problem, objectives of the study, hypotheses, scope and limitation of the study, definition of key term, and organization of the proposal. Chapter II deals with review of related literature consisting of review about listening, listening achievement, cooperative learning, group work, and jigsaw technique. Chapter III deals with research methodology consisting of research design, population and sample, the

treatments, research instrument, procedure of collecting data, and the data analysis technique. Chapter IV deals with the result and finding that have been found by the writer through her experiment. The last chapter, Chapter V deals with conclusion of the thesis.

