

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the study, the statement of the problem, the objective of the study, the significance of the study, the theoretical framework, the hypothesis, the limitation of the study, the definition of the key-terms, and also the organization of this thesis.

### **1.1 Background of the Study**

Nowadays, English as a first foreign language occupies an important part in the educational system in Indonesia. It is taught as the compulsory subject beginning from primary up to senior high schools. In the 1989 Law, Chapter IX, Section 39, Verse 3, English is specified as a

compulsory subject, part of the Basic Curriculum. This is supported by Government Regulation (*Peraturan Pemerintah*), Number 28, 1990, which states that English is to be taught from the first year of Junior High School but may be taught as early as Primary Four at the school's discretion. The legal framework allows the possibility of an early start. English is now quite commonly taught in primary schools.

In learning English as a foreign language, students are expected to master the four language skills namely listening, reading, writing, and speaking. Ministerial Decrees (*Keputusan Menteri*) of 1967 and 1994 both gave priority to reading in English. However, the overall order of priority was changed from reading, listening, writing and speaking in 1967, into reading, listening, speaking and writing in 1994.

As English is an important language, the Ministry of Education in Indonesia decided English as one of the main subjects that can be introductorily taught at the elementary schools and taught further at junior and senior high schools. The teaching of English expects the students to be able to communicate in English.

Listening skill plays an important role in communication. Being able to listen well is an important part of communication for everyone. Rost (2002: 2-3) considers listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with and responding to the speaker (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners matches

what they hear with what they already know. Underwood (1989:1) says that listening is the activity of paying attention to and trying to get meaning from something the listeners hear, it requires concentration and understanding. The listeners not only understand their own language but also they must grasp the meaning of the person they are speaking

Listening is the first language skill to be learned by language students. Devine (1981:25) states that listening is central to all classroom learning. Students spend most of the time in class by listening. Even people in general devote 45 percent of their time in listening, as compared with only 30 percent in speaking, and the rest for reading and writing.

Listening is an important subject of language learning but teaching listening is not easy. There are many problems of teaching listening in senior high school. Many students have difficulties in listening. They are sometimes able to

speak, read, and write but they find problems to listen in English, especially when they are listening to the native speaker, speech on the radio or television. According to Underwood (1989:16), many English language learners believe that listening is the greatest difficulty they have to face when studying English. The listeners cannot control how quickly a speaker says. They feel that the utterances disappear before they can sort them out.

According to Rost (1991: 21), teachers must find listening activities that keep the students interested and attentive and that provide appropriate challenge. The teachers should give the lesson as interestingly as they can to make the students enjoy learning to listen more. Goh (2002) states that for learners, listening can be a stressful activity because it is transient and they are often unable to process quickly enough the information they hear. Teachers have the

challenging task of helping students improve their ability in a language skill that is largely unobservable. The teachers have to be creative to use techniques to teach listening.

In connection with the above background, this study raises two techniques of teaching listening to know which technique really helps develop the students' listening comprehension achievement better. The two techniques are jigsaw dictation and listening cloze.

Jigsaw dictation technique is a kind of teaching listening technique in which the students are divided into a small number of groups and given a different task. Each group member exchanges the information by dictating to other member so that all the students know the whole of material (Rost 2002: 103). In jigsaw dictation technique, there is an interaction among the students.

Listening cloze technique is a kind of teaching listening technique in which the students see a transcript of the passage and they fill in the blanks as they listen or after they listen (Rost 2002: 103). In listening cloze technique, there is no interaction among the students.

In this thesis, the writer chooses jigsaw dictation technique and listening cloze technique because both the techniques are interesting to be used to teach the students. The listening activities of jigsaw dictation technique are more challenging. The students are expected to be more encouraged in learning listening. This study compares both of the techniques to find out which technique is more effective to teach the students listening comprehension.

Based on the above discussion, the focus of this study is the effectiveness of jigsaw dictation and listening cloze as techniques in teaching listening comprehension.

## **1.2 Statement of the Problem**

Based on the background above, this study formulates one research question as follows:

Does jigsaw dictation technique affect the students' listening comprehension achievement better than listening cloze technique?

## **1.3 Objective of the Study**

Based on the problem statement, the objective of this study is to find out whether jigsaw dictation technique affects the students' listening comprehension achievement better than listening cloze technique.

## **1.4 Theoretical Framework**

Teaching the comprehension of spoken speech is of primary importance if the aim of language teaching is for

communication. Brown (1991: 144) states that it is true of teaching listening comprehension in a foreign language as it is of teaching architectural students how to draw the plans and elevations of buildings. It means that the teacher needs to have a clear model of the desired outcome of her or his teaching, together with a clearly articulated strategy which specifies how the listeners are going to bring about this desired outcome. This strategy will largely depend on their assessment of what the students already know or can do, of the reasons why the students may not reach the point of desired outcome without some intervention from a teacher, and of what methods will be successful in helping the student to reach the desired level of expertise. The development of listening skill is extremely important for second language learners. Students with good listening skill are able to participate better in class. According to Brown (1987: 6)

learning involves some form of practice, even perhaps reinforced practices. Learners need a lot of practice to be able to comprehend the spoken message.

### **1.5 Research Hypothesis**

To answer the problem above, the following hypotheses are set up:

#### **Null hypothesis (H<sub>0</sub>)**

Jigsaw dictation technique does not affect the students' listening comprehension achievement better than listening cloze technique on tenth graders.

#### **Alternative hypothesis (H<sub>a</sub>)**

Jigsaw dictation technique affects the students' listening comprehension achievement better than listening cloze technique on tenth graders.

## **1.6 Significance of the Study**

Based on the findings, this study is expected to be of some help for the students in improving listening skill better and the English teachers of senior high school in making the teaching of listening successful by using appropriate techniques of teaching listening. The success of teaching listening using appropriate techniques is the students' listening comprehension achievement.

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

This study is concerned with the effectiveness of only two techniques: jigsaw dictation technique and listening cloze technique. This study focuses on finding out which technique affects the students' achievement in listening comprehension better.

## 1.8 Definition of Key Terms

There are several key terms used in this study. To avoid misunderstanding, they need to be defined as follows:

- a. *Effectiveness* is a measure of the match between stated goals and their achievement. In this study, the effectiveness of the techniques is represented by the score of the students on listening comprehension test (Fraser, 1994: 104).
- b. *Jigsaw dictation technique* is a kind of teaching listening technique in which the students are divided into a small number of groups and given a different task. Each group member exchanges the information by dictating to other member so that all the students know the whole of material (Rost 2002: 103).

- c. *Cloze* is based on the Gestalt theory of “closure”. Cloze procedure is actually a process of systematically deleting words from a passage and replacing them with blanks to be filled by students ( Bastidas ,1984).
- d. *Listening cloze technique* is a kind of teaching listening technique which candidates see a transcript of the passage the listeners fill in the blanks in as they listen or after they listen ( Rost 2002 : 103).
- e. *Listening Comprehension* is the ability to hear, to identify, to produce, and to use the sounds, words, sentences, dialogues, or short stories (Underwood, 1989 : 8). In this study, listening comprehension is the students’ ability in hearing and understanding the words

f. *Listening Achievement* is defined as the meaningful understanding of spoken information which is represented by the scores of the students on English listening comprehension test (Wolff, 1987: 310).

## **1.9 Organization of this Thesis**

This thesis consists of five chapters. Chapter I presents the introduction. Chapter II discusses the review of related literature. Chapter III covers the research method. Chapter IV presents the data analysis and interpretation of the findings. Chapter V deals with the conclusion and suggestions.