

THE EFFECT OF USING JIGSAW TECHNIQUE AND GROUP WORK
ON THE LISTENING ACHIEVEMENT
OF SECOND GRADE JUNIOR HIGH SCHOOL STUDENTS
OF SLTPK ST. AGNES

A THESIS

As Partial Fulfillment of the requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty



By:

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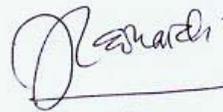
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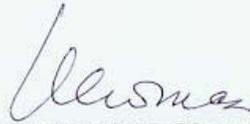
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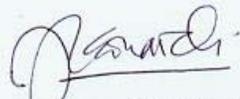
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The writer

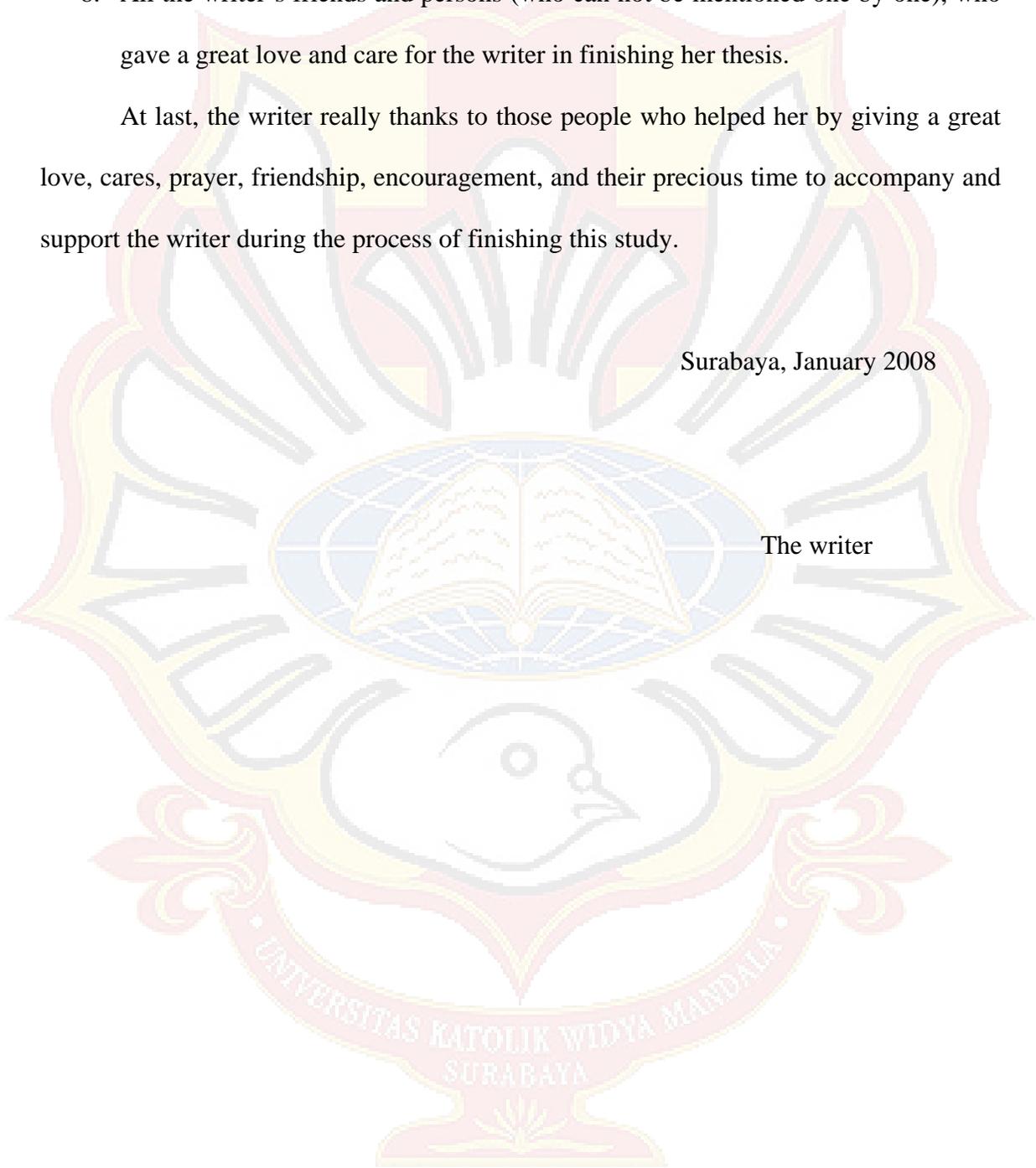
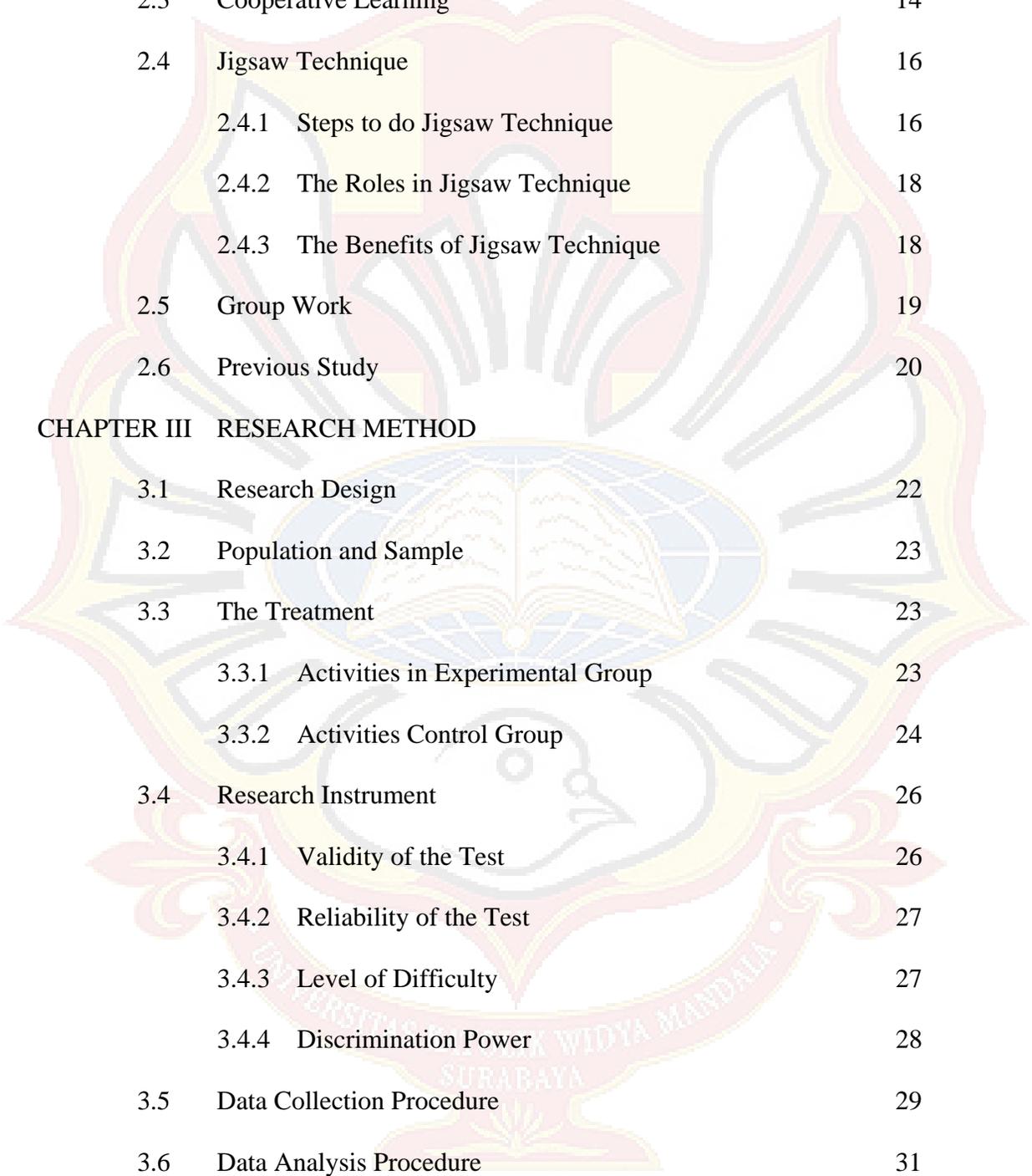


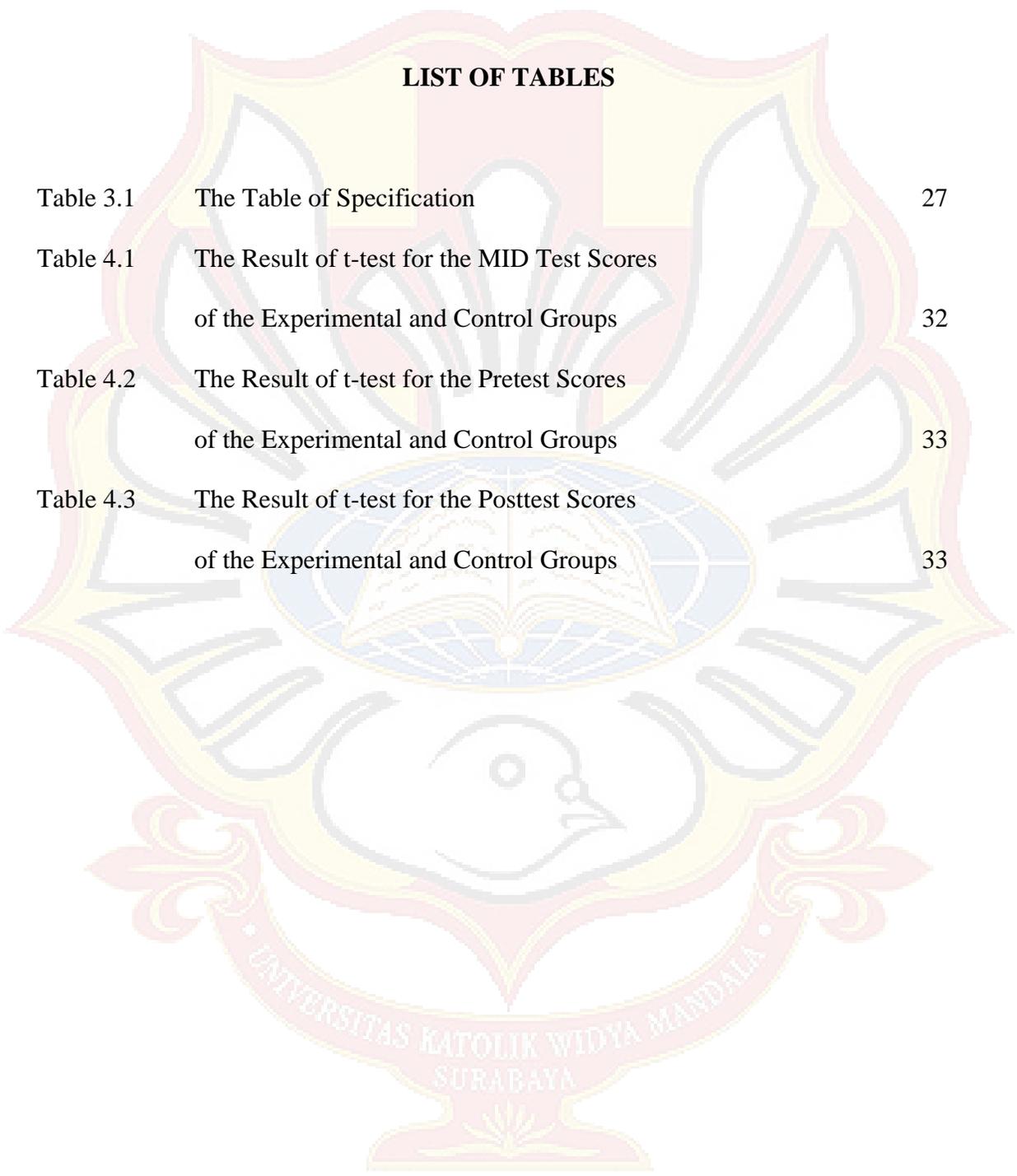
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ABSTRACT

Soeprapto, Dian Handayani. 2008. **The Effect of Using Jigsaw Technique and Group Work on the Listening Achievement of Second Grade Students of SLTPK St. Agnes.** Thesis. Program Studi Pendidikan Bahasa Inggris. Jurusan Pendidikan Bahasa dan Seni. Fakultas Keguruan dan Ilmu Pendidikan Universitas Katolik Widya Mandala Surabaya. Advisors (i) Dra. Siti Mina Tamah, M.Pd, (ii) Johannes Leonardi Taloko, M.Sc.

Nowadays, some of people in our country use English as their foreign language and it has become an important subject in school. There are 4 skills that have to be mastered in learning English and one of them is listening. Listening is not easy to be achieved. It can be caused by so many reasons, and one of the reasons is the technique which is used by the teacher.

In this study, the writer would like to find whether jigsaw technique, which is more organized than group work, can improve students' listening achievement. In doing this study, the writer took second grade junior high school students of SLTPK St. Agnes as the population. From the population, the writer took class 8E as experimental group and 8C as control group. The writer administered pretest to the two groups, three times treatments, and then posttest. Those two groups got same material. After getting the data, the writer analyzed the mean of pretest score and mean of posttest score from those two groups by using t-test.

From the analysis of the pretest, the writer found out that those two groups had equal ability in listening achievement. From the posttest score analysis, the writer also found out that those two groups were not significantly different. It means that the null hypotheses which says "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" was accepted. Further analysis found that there was a tendency that jigsaw technique could give any contributions to the students of experimental group to gain more scores than the one in control group.