

CHAPTER I

INTRODUCTION

In the first chapter, the writer would like to describe the introduction of the study. This chapter is divided into nine subchapters. They are the background of the study, the statement of the problem, the objective of the study, the theoretical framework, the hypothesis, the importance of the study, the imitation and scope, the definition of key terms, and the organization of the study.

1.1. Background of the study

There are four important skills in learning English language. They are listening skill, reading skill, speaking skill, and writing skill. The last two skills are usually called as productive skills while the other two are receptive ones. Those four skills are equally important and they support one another. However, in reality, listening is used far more than any other language skills in normal daily life. As quoted in *Aural Comprehension Instruction: Principles and Practices* by Morley (2001), according to some experts, listening is used far more than any other single language skill in normal daily life. On the average, we can expect to listen twice as much as we speak, four times as much as we read, and five times as much as we write.

Listening plays an important role in communication and teaching-learning activities. The regulation of some—or maybe many high schools in Surabaya which compels English teachers to conduct their classes using only English language even make the listening skill become more crucial for the learners. Starting from the greeting, explanation and discussion for every material during the lesson, until the instructions for every task, all of them must be done in

English. There are many cases—for example in the senior high school where the writer had her internship program, many of the students of the school, did not understand very well the teacher's explanation which is delivered in full English. It happens not because of the teacher's unclear speech, for there are few students' with good listening skill who can follow the teacher's explanation. It happens because of the students' lack of listening skill.

Listening skill can be developed through learning and teaching process; various techniques for teaching listening have been developed. The most commonly used teaching listening techniques (or usually we call them as traditional techniques for teaching listening) are fill in the blanks, transcribing dialogues or song lyrics, and comprehension questions. Comprehension questions is a teaching technique in which the students are given a set of questions to help them understand the passage which they have listened better. The questions can be in form of multiple choice, essay, or even simple oral questions.

The senior high school in which the writer had her internship program, the English teacher mainly applied Comprehension questions technique to teach listening. When applying the technique, the teacher gave the students a set of questions to be answered as they were listening to the listening passage. The questions, later on, would be given directly after the listening ended. Despite this fact, there were still many students who possess bad listening skill.

Another technique of teaching listening, called Jigsaw listening, is proposed to be used. Jigsaw listening is the modification of Jigsaw 1 technique, which is known to be useful for teachers to increase learners' motivation in learning English. However, because of the few studies on this technique in improving students' listening achievement, many English teachers doubt to use it in their

listening classroom. The writer therefore, would like to find the fact whether this technique can be proved to be effective in improving EFL learners' listening skill.

1.2. Statement of the problem

Based on the background stated previously, the writer states the problem as follow:

“Is there a significant difference between the listening achievement of students who are taught using comprehension questions technique and students who are taught using jigsaw listening?”

1.3. The objective of the study

Derived from the statement of the problem above, the objective of this study is to find out whether students who are taught using Jigsaw listening technique have better improvement in listening achievement than those taught using comprehension questions technique.

1.4. Theoretical framework

“The development of individuals, including their thoughts, languages, and reasoning processes, is a result of culture.” is the main idea of social constructivism theory by Lev S. Vygotsky (Li, M. P. & Lam, B. H., 2013:2). As social creatures, humans cannot be separated from social interaction. Through their daily interaction with others, individuals' thoughts, languages, and reasoning process develop. This is what Vygotsky called as knowledge is cultural. Our daily social interaction (culture) will always have a great contribution to our knowledge. Therefore, teachers must be able to bring the “social” aspect in

learning process so that students are not only good at theory, but also able to apply the theory in real situations as they develop their thoughts, languages, and reasoning skills. And in order to give a considerable contribution in the social interaction, a good listening skill is needed.

For many years, listening has been perceived as a passive skill which would develop automatically while we are learning the other language skills. In the mid of 1960s, modern arguments for listening comprehension which says that listening is not a passive, but active skill which needs to be learnt deliberately, began to be argued. Listening is bearing greater and greater importance in language classrooms, including English learning classroom. Until recently, there are various methods and techniques for teaching listening like transcribing text, fill in the blanks, individual comprehension listening, or even cooperative learning.

Cooperative Learning (CL) is a student-centered teaching strategy in which the students will work in small groups in order to achieve their learning goal. Cited from *Learning Cooperative Learning via Cooperative Learning* (1997:16), all cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. Therefore the role of a teacher in CL is only as facilitator who provides the students with some group works which will lead them in achieving a whole understanding of certain learning materials as groups and individuals.

While in learning listening skills, small groups are also the best condition which can provide learners with greater possibility to understand the speaker-intended meaning of the listening piece. In small groups, students can also try to share their experiences and thoughts that unconsciously train them to be more aware of the listening process. By sharing and listening the opinion and

experience of the other members, the listeners will also gain more confident with their listening skill so that they will feel more enthusiastic in learning.

1.5. Hypotheses

-. Alternative hypothesis:

There is a significant difference between the listening achievement of students who are taught using comprehension questions technique and students who are taught using jigsaw listening.

-. Null hypothesis:

There is no significant difference between the listening achievement of students who are taught using comprehension questions technique and students who are taught using jigsaw listening.

1.6. The importance of the study

This study is designed to give contribution to teaching of listening in senior high school. It is hoped that the result of the study will give useful information about the effect of using comprehension questions technique and Jigsaw listening for teaching listening in students' listening achievement, particularly the tenth grade students. The writer also hopes that the study will help teachers to develop their techniques in teaching listening to the ESL students.

1.7. Limitation and scope

The writer finds that it is necessary to limit the scope of this study. This study is limited to studying the effect of the comprehension questions technique

and Jigsaw listening for teaching listening on the listening achievement of the tenth grade students.

1.8. Definition of key terms

To avoid miss understanding or misinterpretation, the following key words are necessary to be defined:

Listening

According to Rost (2001:7), the term ‘listening’ is used in language teaching as a process to understand spoken language. The students are said to understand a listening passage if they understand the topic and the details of the passage.

Teaching Listening

Teaching listening is an activity which increases the amount of listening time in the second language class by making listening as a primary channel for learning new material so that learners can practice to use their ‘bottom-up’ and ‘top-down’ listening processes (Peterson, 2001).

Comprehension Questions

Comprehension questions is a technique in which students must answer questions in the target language based on their understanding of the oral passage given. Often the questions are sequenced so that the first group of questions asks for information contained within the oral passage. The second group of questions will be about inferences based on students’ understanding of the oral passage. The next group of questions is an optional group that can be added in a comprehension check activity. It is to relate the oral passage given to the students’ experience (adapted from Scrivener, 2005).

Jigsaw technique

In his website, www.jigsaw.org (2014) , Professor Elliot Aronson explained that:

“Jigsaw technique is a cooperative learning which provides each student to have an essential part for the completion of the full understanding of the final product.

1.9. Organization of the Thesis

This study consists of five chapters. In chapter one, this study covers introduction which includes background of the study, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, limitation and scope, definition of key terms, and organization of the study. Chapter two of this study covers review of related literature which includes related literature and previous study. Chapter three of this study covers research method which includes research design, population and sample, research data, treatments, instruments and tryout of the instrument, procedure of data collection, and technique of data analysis. Chapter four, concerns about the data analysis and findings and discussion. And in the last chapter, chapter five, the writer gives conclusion and some suggestions.