

THE EFFECT OF
JIGSAW DICTATION TECHNIQUE AND LISTENING CLOZE TECHNIQUE ON
THE LISTENING ACHIEVEMENT OF GRADE TEN STUDENTS

THESIS

In Partial Fulfillment of the Requirements for
the Sarjana Pendidikan Degree in
English Language Teaching

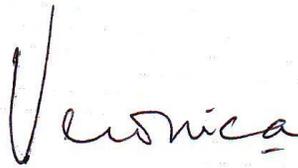


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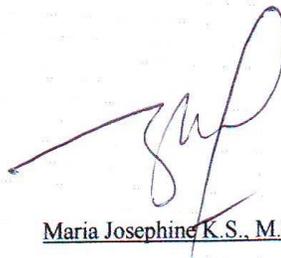
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ABSTRACT

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Keywords: Listening achievement, Jigsaw Dictation technique, and Listening Cloze technique

In a globalizing world, the ability to communicate in English is becoming increasingly important. This requires more attention in teaching listening with the aim of developing the students' ability in listening skill. This research investigates the effect of using Jigsaw Dictation technique to grade ten of Senior High School. The purpose of this study is to find out whether Jigsaw Dictation technique can also be effectively used in small classroom with 20 students or more.

The research was carried out within 12 weeks whilst the researcher was doing a-36-day teaching practice. The subject of the study were 48 students in grade ten at one of the Senior High School in Surabaya. This quasi-experimental research was done with two randomly chosen grade ten classes as the experimental group and control group. The students in the control group were taught using Listening Cloze technique and the students in the experimental group were taught using Jigsaw Dictation technique. The two groups were given the same listening test using a informative text in the pre-test and post-test. There were 20 items in the form of filling in the blanks. The time allocation was 45 minutes. The writer chose the informative text because at that time the students of SMAK X learn about the text type of reading.

They were asked to work in pairs as they were given the treatment and were asked to dictate their peers in order to complete their answers. The treatments were

given four times. There were 20 items in the form of filling in the blank. The estimation time was 45 minutes each treatment.

Comparing the average scores the pre-test and post-test of both groups showed that there was a significant difference. The study concludes that Jigsaw Dictation does more than only improving the listening proficiency moreover the students can learn the three other important skills (speaking, reading, and writing). Moreover the students who had been taught listening by Jigsaw Dictation technique were feeling more comfortable and confident in practicing English in a relax and fun way. The study concludes that Jigsaw Dictation technique improves the students' listening achievement more than conventional Listening Cloze technique.