THE EFFECT OF USING JIGSAW MODEL ON THE TENTH GRADE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT AT SMAN 1 LUMAJANG

THESIS

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SUMMARY

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The experimental research was intended to know whether or not there was a significant effect of using jigsaw model on the tenth grade students' listening comprehension achievement. The respondents of this research were X-5 as the experimental group and X-4 as the control group. Those classes were chosen by cluster random sampling by lottery. The total number of the respondents was 76 students divided into experimental and control group. The experimental group consisted of 37 students who were taught listening comprehension by giving jigsaw model. The control group consisted of 39 students were taught listening comprehension without giving jigsaw model/lecturing and Question -Answer.

The primary data of this research were collected from the students' scores of listening comprehension test. The supporting data were gained from interview and documentation. The primary data were analyzed by using t-test formula. The result indicated that the value of t-statistic was 4.09 while the critical value was 1.98 with degree of freedom 74 on the 5% significant level. It means that the statistical value was higher than that of t-table (4.09>1.98). Thus the null hypothesis (h_0) that was formulated:" there is no significant effect of using jigsaw model on the tenth grade students' listening comprehension achievement at SMAN 1 Lumajang" was rejected on the other hand alternative hypothesis (h_a) formulated "there is a significant effect of using jigsaw model on the tenth grade students' listening comprehension achievement at SMAN 1 Lumajang was accepted.

In addition, the degree of relative effectiveness was 8.5 %. This means that giving jigsaw model model was 8.5 % more effective to increase students' listening comprehension achievement than without giving jigsaw model/lecturing and

Question-Answer for the tenth grade students of SMAN 1 Lumajang in the 2010/2011 academic year. In conclusion, giving jigsaw model is more effective to increase students' listening comprehension.

Based on the results of this research, the English teacher are recommended to apply jigsaw model in teaching English, especially listening comprehension. Further, the students are suggested to apply jigsaw model in order to attract the students' interest and motivation in listening comprehension. Moreover, the future researchers are also suggested to conduct a further research dealing with similar topic in different aspects of investigation, such as: using Jigsaw model in teaching listening using different research area and research design, such as: Classroom Action Research of using Jigsaw model in students' listening comprehension achievement.

***Key words**: Listening Comprehension Achievement, Jigsaw, Cooperative Learning*

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