I. INTRODUCTION

This chapter deals with background of the problems, identification of the problems, purposes of the research, uses of the research, scope of the researches, and definition of the terms.

1.1. Background of the problems

English has been an international language today. People who come from various countries can communicate with each other using English as a tool of communication. In relation with that, English has been a compulsory subject in all levels of education from elementary to university. Because of that, mastering English skill is important for all people especially students in senior high school. According to the researcher, students in senior high school must be ready to learn English seriously.

Listening as one of the four language skills is one of spoken and receptive skill. Listening is the language skill which learners usually find the most difficult. They feel under unnecessary pressure to understand every word, lack in their vocabulary, get left behind trying to work out what a previous word meant, distracted by background noise, or have hearing problems and have low motivation. To achieve the aims related to this skill, the teacher plays an important role. This is a very essential component in communication because we

cannot catch someone's idea that is transmitted to us if we do not have a good listening skill. According to Rivers (1966) that we have to spend much of our time through listening activities, he estimates that the time adult spends in communication activities is 45% for listening, 30% for speaking, 16% to reading , and only 9% to writing skills. Listening not only giving passive attention to what is said but also more than we have to be more active to get the meaning of the spoken language.

The students usually feel at a loss when listening to some new text. In SMA Mutiara language laboratory, over 50% of the students could not understand the meaning of the material after listening to the audio material for the first time. Expecting them to understand the material, often needed some instructions and played the audio again, at least three times. Still, at least 20% of students might not understand it. And then, the teacher sometimes had to stop the audio to explain the difficult or unfamiliar words and occasionally explained the material sentence by sentence through the whole text. So, this is a serious problem because some students cannot understand the whole text after listening to it three times in class. Furthermore, the students might gradually lose their self-confidence. Actually, language laboratory in that school has been sophisticated enough for supporting to learn listening well.

 Listening is the basic language skill in language learning. However, students always think it is difficult to listen well. To foster the students' listening comprehension skills and prepare them as active listeners in language learning is a big challenge. Many researchers have done a lot of research to help students to

acquire the skills. However, we cannot rely on some methodologies completely. We might see that apart from the methodologies, we also need to know that we face individual student differences: their learning styles, their backgrounds, and their cultures in teaching. In different classrooms, teachers have to adopt different teaching methods to be with their own students. Action research offers an opportunity for classroom teachers to do the research by themselves, improve their teaching, and make adjustments when necessary.

Listening may be called the pivot of speaking skills since people cannot respond to a speaker unless they understand what they have heard. Many English teachers said that many students with good speaking ability are deficient in listening comprehension. Therefore, the teachers need to reinforce in teaching listening skill.

How the students perceive and interact with one another is a neglected aspect of instruction. Much training time is devoted to helping teachers arrange appropriate interactions between students and materials (i.e., textbooks, curriculum programs, etc.), some time is spent on how teachers should interact with students, but how students should interact with one another is relatively ignored. It shouldn't be. How teachers structure student-student interaction patterns will have a lot to say about how well the students learn, how they feel about school and the teacher, how they feel about each other, and their self-esteem.

There are three basic ways students can interact with each other as they learn. They can *compete* to see who is "best"; they can work *individualistically* on their own toward a goal without paying attention to other students; or they can work

cooperatively with a vested interest in each other's learning as well as their own. Of the three interaction patterns, competition is presently the most dominant. many researches indicate that a vast majority of students in this country view school as a competitive enterprise where you try to do better than the other students. This competitive expectation is already fairly widespread when students enter school and grows stronger as they progress through school.

In the last 15 years, the individualistic interaction pattern has been the most talked about but has never really caught on. Cooperation among students where they celebrate each other's successes, encourage each other to do homework, and learn to work together regardless of ethnic backgrounds, male or female, bright or struggling, handicapped or not, is rare. Even though these three interaction patterns are not equally effective in helping students learn concepts and skills, it is important that students learn to interact effectively in each of these patterns. Students will face situations where all three interaction patterns are operating, and they will need to be able to be effective in each situation. They also should be able to select an appropriate interaction pattern suited to the situation.

A cooperative learning method is believed as being able to give chance for student to be involved in discussion, has courage and critical thinking and is willing to take responsibility of his/her own learning. Although it considers as an active role of students as more important, does not mean that teacher in the classroom is not participating. In the learning process, teacher has roles as designer, facilitator and guide in the learning process.

A cooperative learning method has several types, namely write-pair-share, group investigation, Students Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualized (TAI) and Jigsaw. One of its interesting types is jigsaw. The jigsaw classroom is very simple to apply. Jigsaw is a strategy of the learning method which demands the students to learn on group with 4-6 members' students who have heterogeneous ability. Each home group members meet in expert groups to research the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his/her group members. In fact students like to interact with the others, so jigsaw is the right method to increase their language ability.

Listening consists of micro and macro skills questions. The researcher will investigate which micro and macro skill questions have been answered correctly by most students. The researcher introduces those type questions. Hopefully, they can be useful for students to answer the questions easier. Then, for teacher, introducing of types questions are valuable input to help students to understand the questions with good comprehension. Besides that, micro and macro skill questions appear frequently in listening test. Especially, for micro skill question.

Learning a foreign language needs a motivation. Motivation is a determining factor to be successful in learning English. Motivation consists of 4 elements; effort, goal, frequency, and persistence (Gardner, 1985). According to that, he wants to investigate which motivation aspects from effort, goal, frequency, and persistence are the most influential to students' achievement in learning English. Then, it is important to know which motivation aspect can be explored by the

teacher after knowing what aspect is the most influential to students' achievement in learning English. Therefore, students need to have motivation in learning of listening skill successfully.

Based on the researcher's Teacher's Practice Program (PPL) in SMA Mutiara, Problems related to learning of listening skill are apparent. For example, more than 80 %, students have score under 70 as a standard minimum for listening tasks on August, 2011, and they look like bored in learning of listening. Then, the researcher concludes that there are three problems that need to be answered. One problem based on students and the others from teacher. They are: (1) Students have low achievement in listening skill. (2) Which micro or macro skill questions have been answered correctly by most students. (3) Which motivation aspects have the most influential to learning English. Therefore, this paper is written to answer these problems.

In this research, the teacher will teach a jigsaw technique to increase students' achievement. Then, the researcher wants to investigate the improvement of students' achievement. Therefore, this paper is entitled as THE IMPLEMENTATION OF JIGSAW TECHNIQUE IN TEACHING LISTENING SKILL TO INCREASE STUDENTS' LISTENING ACHIEVEMENT AT THE SECOND YEAR OF SMA MUTIARA LAMPUNG SELATAN 2011/2012.

1.2. Identification of the Problems

With reference to the background above, the main problems which are formulated:

- Is there any increase of students' listening achievement after being taught by using jigsaw technique?

- Which micro or macro skill questions have been answered correctly by most students?

- Which motivation aspects have the most influential to students' achievement in learning English after being taught by using jigsaw technique?

1.3. Objectives of the Research

This study is aimed at gaining the objective as follow

- To find out whether there is an increase or not of students' listening achievement after being taught by using jigsaw technique.

- To find out which micro or macro skill questions have been answered correctly by most students.

- To find out which motivation aspects have the most influential to students' achievement in learning English after being taught by Jigsaw technique.

1.4. Uses of the Research

This research is useful both practically and theoretically,

1. Theoretically, Kawamura (2004: 1) reported that Jigsaw technique gives a good opportunity to work alone and with others in group: to be independent, and also responsible. Yasin (2010: 1) found that Jigsaw technique can improve students' listening ability. As the information whether the result of this research is relevant or not to the theory. Moreover, it can be used to verify the previous theories dealing with the theories in this research and also as a reference for further research in other language skills.

2. Practically, the result of this research can be used by English teacher as information in order to select jigsaw technique in teaching listening at senior high school. And, for students, it can be used to reduce negative gaps among students.

3. Lastly, teacher can create listening test with considering micro and macro skills questions wisely which based on aim of learning.

1.5. Scope of the Research

The problem of this research is limited to measure whether the students' listening achievement will increase or not after being taught by using jigsaw technique. In this research, the researcher uses story as topic the material in listening subject, students will be easier to learn English. This research is conducted in the second

year of SMA MUTIARA Natar Lampung Selatan in 2012. The researcher used achievement test and questionnaire in order to collect data. Then, the researcher worked together with the language laboratory teacher as an evaluator during the research.

1.6. Definition of the Terms

There are some terms that are used in this research and to make it clearly, some definitions of terms are presented as following:

1. Motivation is an individual inner power to do something. It means the individual' desire, effort, persistence, and frequency to achieve his/her goal in learning English.

2. Listening is an active process to cultivate students' abilities to understand speakers' intentions accurately and communicate with each other effectively.

3. Jigsaw technique in listening is to describe an activity in which different student get different information from different listening passages which they then have to share in order to perform some kind of task. Each student will hear different passage, and they will discuss the same topic with other friends who have the same topic after that they will share the information among other members in "jigsaw" group.

4. Achievement is the students' gain score in certain test. Therefore, students' listening achievement is the condition to examine students' ability in conditioned tests to measure their achievement.

5. Micro skill questions are the questions which contain specific and stated information during listening section.

6. Macro skill questions are the questions which contain general and unstated information during listening section.