

THE EFFECTIVENESS OF JIGSAW LISTENING AND PROBLEM-SOLVING TECHNIQUES TO TEACH LISTENING COMPREHENSION USING AUTHENTIC MATERIALS WITH DIFFERENT LEVELS OF ANXIETY (A CASE AT THE TENTH GRADERS OF SMA N 11 KOTA AMBON IN THE ACADEMIC YEAR 2015/2016)

Nurlaila Tuanany^{1✉}, Dwi Anggani Linggar Bharati²

¹SMAN 11 Kota Ambon, Indonesia

²English Language Education Postgraduate Semarang State Univesity, Indonesia

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Abstract

This study is an experimental research with a factorial design which aimed to find out the effectiveness of Jigsaw Listening and Problem-Solving techniques in teaching listening comprehension using authentic materials to the students with high and low anxiety. The samples of the study were tenth graders of SMA N 11 Kota Ambon in the academic year of 2015/2016. There were two classes, experimental class I and experimental class II which every class consisted of 20 students. Jigsaw listening technique was used in the experimental class I, while problem-solving technique was used in experimental class II. To answer research questions number one up to four, T-test was used. To answer research question number five and six, students' mean scores in experimental class I and II were compared. While two-ways ANOVA with F-test at the 5% (0.05) level of significance was used to answer the seventh question. The result of this study showed that jigsaw listening and problem-solving techniques were effective to teach listening comprehension to the high and low anxious students. Jigsaw listening was more effective in teaching listening to the low anxious students, while problem-solving technique was more effective in teaching listening to the high anxious students. There was no interaction among jigsaw listening, problem-solving techniques, listening comprehension, and students' anxiety.

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✉ Alamat korespondensi:

Kampus Pascasarjana Unnes, Jalan Kelud Utara III Semarang 50237

E-mail: pps@unnes.ac.id

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INTRODUCTION

In this communication era, listening has become an object of growing attention (Valette: 1977, p.76). It is, in fact, possible for two persons of different linguistic backgrounds to carry out a productive conversation with his or her own language while understanding what the other is saying in the second language. Besides, in service occupation such as medicine, law enforcement, or social work, a person can become much more effective if he or she readily understands the language or languages of the local minority groups, even if that person's speaking command is less developed than his or her listening comprehension.

Moreover, the first experience that students acquire by the time they were born was much influenced by listening. So, it is important for English teacher to help students to develop their listening skill in learning English. Thus, helping students to develop their listening skill besides reading, writing, and speaking is one of the language teacher's important duties.

Improving the listening skill has a significant part in curricula, it is a highly difficult process for teachers (Dawes: 2008, p.90), because numerous variables need to be taken into account while trying to improve this skill. Success in listening depends on numerous external factors such as the quality of messages received, visual behaviors of the message source and the way the communication instrument (voice) is used (Ciftci: 2001, p.125), and students do not always encounter well-constructed talks in their everyday lives. Students, who repeatedly fail in such situations, may eventually experience several negative feelings in their listening tasks. These negative feelings, which are generally referred to as anxiety, constitute yet another external factor that influence students' success in listening (Ozbay: 2010, p.98). Especially problematic environments and tasks that stir up anxiety in students negatively influence the development of the listening skill. For example, teachers' efforts to include students in the listening activity by imposing a strict discipline about remaining silent render the

listening process ineffective, and at the same time, cause students to experience listening anxiety (Umagan: 2007, p.94). It could therefore be suggested that not only should the education given in schools prepare students for real life listening situations but also it should help remove negative ideas and feelings that they have developed or may develop in the future such as listening anxiety.

The curriculum justify the materials that can be used for teaching language skills; namely the material which is commonly chosen from the textbooks or published material, a type of material made for native speakers or English used in the classroom in a way similar to the one it was made for. The materials can be taken from radio, TV programs, or recording materials. Since the curriculum suggested using authentic materials for teaching language skills, therefore, it is important for English teachers to explore the materials used in English classroom by applying authentic materials for teaching listening skill since listening is as much important as other language skills. Larsen and Freeman (1998) state that it is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used by native speakers. So, it is important for teachers to provide the teaching of listening with authentic listening materials, since they are real examples of thing that native speaker listen to.

In reality, some English teachers at schools only provide non-authentic listening materials. Most of materials used by the teachers are only short passages from school's textbook, and the teacher does not vary the activities. The students are only asked to answer some questions related to the text being read by the teacher or rewrite the sentence after they heard it. It seemed the teaching learning activities become less effective, uninteresting, boring, and not enjoyable, and most of all it does not help the students to improve their ability to use the language communicatively. This is seen from the students' response when they do not follow the teacher's instruction seriously, and they feel bored. Moreover, the students are not given the

chances to listen to spoken English. The students are required to pay more attention on reading activities since the English test that the students have at school are emphasized more on reading comprehension.

Assisting learners in the development of listening comprehension is a challenge for teacher. It demands both the teacher's and learner's attention because of the critical role that listening plays not only in communication but also in the acquisition of language. Knowledge of the listening process and factors that affect listening enable teachers to select or create listening materials and activities that meet the needs of their learners.

Based on the explanation above, the writer would like to conduct a study to investigate the effectiveness of jigsaw listening technique and problem-solving technique using authentic materials to increase student's listening comprehension in the tenth grade of Senior High School students. It seems that authentic material is a rich source of planning and conducting teaching learning activities, and it can also help teacher to achieve the objective of enriching student's experience in learning and using English, and adjusting them to the use of English in real life situation. However, the writer observed that some teachers hesitate to choose authentic materials for teaching listening skill. In this case the uncertainty of choosing suitable materials for listening has a direct effect on the students' listening development. Good and suitable listening materials can help the students to promote their listening comprehension development. Besides, the appropriate techniques or strategies can increase the students' listening comprehension.

METHODS

In line with the main aim of the study, quantitative method was used because the study needed a statistical analysis in analyzing the data. "Experimental research is one of the most powerful research methodologies that researchers can use (Fraenkel and Wallen, 2005:267). There were three variables in this

study namely independent variable, dependent variable, and moderator variable. The independent variables were jigsaw listening and problem-solving techniques. The dependent variable was listening comprehension, and the moderator variable was students' anxiety.

In this study, the researcher used factorial design since there were two independent variables in this study. According to Gay (2011: 272), factorial design refers to a design that has more than one variable (or grouping variable), also known as a factor.

The population of this research is the tenth graders of SMA N 11 Kota Ambon. Two classes were chosen as the samples. They were nautical X Mia 1 and X Mia 2. There were 40 students consisting of high and low anxious learners that were taken as the sample. In this study, jigsaw listening was used to teach listening comprehension in experimental class I and problem-solving was used to teach listening comprehension in experimental class II.

The instruments which were used to collect the data were questionnaire, observation, and test. Then, the data were analyzed using independent sample T-test to answer the research questions number one up to four, then the group statistic of SPSS were used to answer research question number five and six, while ANOVA was used to answer research question number seven.

RESULTS AND DISCUSSIONS

To answer the first until the fourth research problems, the researcher used T-test to see the significance difference between pre-test and post-test. Based on the calculation of students' pre test and post test score by using independent sample T-test, it showed that the t count is -2.396 while the t table with the df: 12 which was gotten from $(n_1+n_2-2) = (7+7-2) = 12$ is 2.179. Because the t count $(-2.396) < t$ table (2.179) and p value $(0.036 < 0.05)$, so it could be concluded that H_0 was rejected and H_a was accepted. It means, jigsaw listening was effective to use in teaching listening comprehension to the high anxious students.

In the second question, the mean score of low anxious students who were taught by using jigsaw listening in pre-test was 64.1 while the mean score of post-test was 74.8. The statistic calculation showed that the tcount is -2.663 while the t table with the df: 12 which was gotten from $(n_1+n_2-2) = (7+7-2) = 12$ is 2.179. Because the t count $(-2.663) < t$ table (2.179) and P value $(0.021 < 0.05)$ so it could be concluded that H_0 was rejected and H_a was accepted. In other words, jigsaw listening was significantly effective to use in teaching listening comprehension to the low anxious students.

In the third question, the mean score of high anxious students who were taught by using problem-solving in the pre-test was 56.2 while the mean score of post-test was 67.2. Based on the calculation above, it shows the tcount is -2.396 while the t table with the df: 12 which was gotten from $(n_1+n_2-2) = (7+7-2) = 12$ is 2.179. Because the t count $(-2.386) < t$ table (2.179) and P value $(0.034 < 0.05)$ so it could be concluded that H_0 was rejected and H_a was accepted. It means, problem-solving technique was significantly effective to use in teaching listening comprehension to the high anxious students.

In answering research question number four; how is the effectiveness of problem-solving technique to teach listening comprehension to the low anxious students, the SPSS calculation in independent sample test showed that the tcount was -2.603 while the t table with the df: 12 which was gotten from $(n_1+n_2-2) = (7+7-2) = 12$ was 2.179. Because the t count $(-2.603) < t$ table (2.179) and P value $(0.023 < 0.05)$ so it could be concluded that H_0 was rejected and H_a was accepted. It means, problem-solving was significantly effective to use in teaching listening comprehension to the low anxious students.

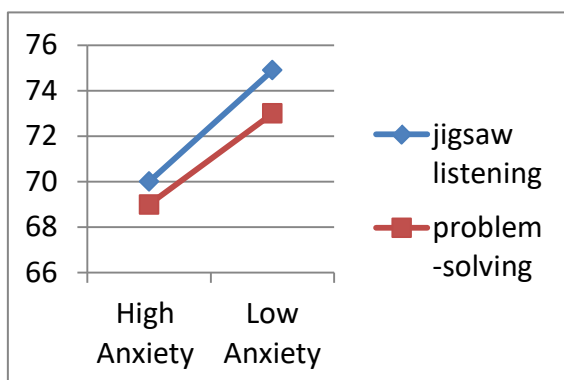
The fifth research question was about the strategy that is more effective to teach reading comprehension to the high anxious students. The data of SPSS calculation showed that the mean scores between high anxious students who were taught using jigsaw listening and those who were taught using problem-solving technique were different. The table showed that the mean score of high anxious students who

were taught using jigsaw listening was 71.29, while the mean of high anxious students who were taught by using problem-solving technique was 67.29. From the result, it can be concluded that H_0 was rejected and H_a was accepted. It means jigsaw listening was more effective than problem-solving technique to use in teaching listening comprehension to the high anxious students.

In the fifth question, the researcher used SPSS calculation to know which technique that is more effective to teach listening comprehension to the low anxious students. The data showed that the mean from the data score of low students who were taught by using jigsaw listening technique was 74.86, while the mean score of low anxious students who were taught by using problem-solving technique was 70.00. It means the low anxious students who were taught by using problem-solving technique got the higher score, so H_0 was accepted and H_a was rejected. In other words, problem-solving technique was more effective than jigsaw listening technique to each listening comprehension to the low anxious students.

In the sixth question, ANOVA was used to analyze the interaction among jigsaw listening, problem-solving technique, listening achievement, and students' anxiety. Based on the statistic calculation F count was 1.172 while F table was 4.225 with df 1 was 1 and df 2 was 26. The testing criteria of hypotheses stated that H_0 would be accepted if $F \text{ count} < F \text{ table}$, while H_0 would be rejected if $F \text{ count} > F \text{ table}$. In the analysis above, it was found that F count was 1.172, while F table was 4.225. F table was gotten by seeing df 1=1 and df 2= 26. From the data invention above, it could be seen that $F \text{ count} < F \text{ table}$ $(1.172 < 4.225)$, so H_0 was accepted and H_a was rejected. It could be concluded that there was no interaction among jigsaw listening and problem-solving techniques, students' anxiety and listening comprehension. The interpretation of the data could be seen in chart below:

Graphic 1. represents the interaction among three variables



Graphic above represents the interaction among three variables; jigsaw listening and problem-solving techniques, students' anxiety, and teaching listening comprehension. The graphic shows that there is no interaction among those variables. The result was gotten from the post-test scores calculation of the high anxious and low anxious students of experimental class 1 and experimental class 2.

CONCLUSION

Based on the results that have been described above, it can be concluded that jigsaw listening was effective to teach listening comprehension to the high and low anxious students. It was also found that problem-solving technique was effective to teach listening comprehension to the high and low anxious students. By comparing the mean score, it was

found that jigsaw listening was more effective to be used in teaching listening comprehension to low anxious students, while problem-solving was more effective to teach high anxious students. However, there was no interaction among jigsaw listening, problem-solving, students' anxiety and listening comprehension.

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