

**THE EFFECTIVENESS OF JIGSAW TECHNIQUE ON STUDENTS'
LISTENING SKILLS USING MOVIE CLIPS AT GRADE VIII SMPN 4
BUKITTINGGI**

THESIS

*Submitted in Partial for Fulfillment of the Requirements for Undergraduate
Program in English Tadris Department the Strata One (S1) Degree*



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APPROVAL PAGE

THE EFFECTIVENESS OF JIGSAW TECHNIQUE ON STUDENTS'
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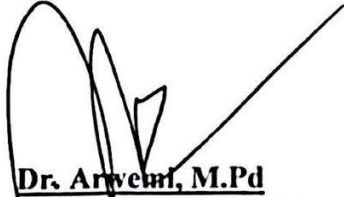
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THESIS ACCEPTANCE

The thesis entitled "The Effectiveness of Jigsaw Technique on Students' Listening Skills using Movie Clips at Grade VIII SMPN 4 Bukittinggi" written by Mita Gustiana, students register number. 2114050016 has been examined by Board of Examination in the faculty of Tarbiyah and Teacher Training of Islamic State University (UIN) Imam Bonjol Padang. On July, 29th, 2025. Therefore, it has accepted as one of the requistes to produce Academician Degree Program of Strata One (S1) degree in English Tadris Department.

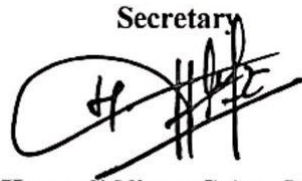
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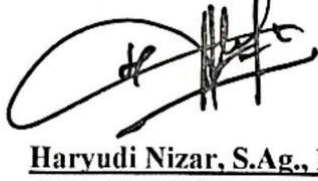
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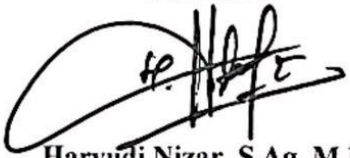



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PENGESAHAN TIM PENGUJI

Skripsi dengan judul “The Effectiveness of Jigsaw Technique on Students’ Listening Skills using Movie Clips at Grade VIII SMPN 4 Bukittinggi”, yang ditulis oleh Mita Gustiana, NIM. 2114050016 telah diujikan dalam sidang Munaqasah Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Imam Bonjol Padang pada hari tanggal 29 Juli 2025, Oleh karena itu telah diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris.

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DECLARATION PAGE

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Here by some declara that:

1. This thesis is truly my own work, and in preparing the thesis, I implemented and respected the research code of ethics that applies both outside and at the Imam Bonjol State Islamic University, Padang.
2. I agree to accept all legal consequences in accordance with applicable provisions, if in the future it is found and or proven that part or all of the contents of this thesis are the result of violations of the research code of ethics, then I am ready to accept all legal consequences in accordance with applicable provisions.

Padang, July 29th 2025
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ABSTRACT

Mita Gustiana, 2025 “*The Effectiveness of Jigsaw Technique on Students’ Listening Skills Using Movie Clips at grade VIII SMPN 4 Bukittinggi*” thesis. Faculty of Tarbiyah and Teacher Training. Islamic State University Imam Bonjol Padang. Supervisors (1) Dr. Arwemi, M.Pd (2) Haryudi Nizar, S.Ag., M.Pd.

This research aimed to determine whether there was a significant effect of using Jigsaw technique on students’ listening skills using movie clips at grade VIII SMPN Bukittinggi. The study focused on teaching recount text as the listening material by applying movie clips as media combined with the jigsaw technique. The research employed a quantitative method with a quasi-experimental design. The sample consisted of 60 students from the experimental and control classes, selected through cluster random sampling from a population of nine classes. Class VIII I was assigned as the experimental class, while class VIII E served as the control class. The experimental class was taught using the Jigsaw technique and movie clips, while the control class was taught without jigsaw technique and movie clips. The research instrument used was a multiple-choice listening test comprising 20 questions, administered after the treatment. The data were analyzed using SPSS version 20. The mean score of the experimental class was 82.67, while that of the control class was 62.33. The significance value (p-value) was 0.000, which was lower than the alpha level of 0.05 ($0.000 < 0.05$), indicating that H_0 was rejected and H_1 was accepted. Based on these findings, it can be concluded that there is a significant effect of using Jigsaw technique and movie clips as a media on listening skill at grade VIII SMPN 4 Bukittinggi. This means that the jigsaw technique and movie clips as a media are effective for improving students’ listening skill.

Keywords: *Jigsaw technique, listening skill, movie clips, recount text*

ABSTRAK

Mita Gustiana, 2025 “Keefektifan Teknik Jigsaw terhadap Keterampilan Menyimak Siswa Menggunakan Klip Film di kelas VIII SMPN 4 Bukittinggi” Skripsi. Fakultas Tarbiyah dan Keguruan. Universitas Islam Negeri Imam Bonjol Padang. Pembimbing (1) Dr. Arwemi, M.Pd (2) Haryudi Nizar, S.Ag., M.Pd

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan teknik Jigsaw terhadap kemampuan menyimak siswa dengan menggunakan klip film di kelas VIII SMPN Bukittinggi. Penelitian ini difokuskan pada pengajaran teks recount sebagai materi menyimak dengan menggunakan klip film sebagai media yang dikombinasikan dengan teknik jigsaw. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimental. Sampel terdiri dari 60 siswa dari kelas eksperimen dan kelas kontrol, yang dipilih secara cluster random sampling dari populasi sembilan kelas. Kelas VIII I ditunjuk sebagai kelas eksperimen, sedangkan kelas VIII E sebagai kelas kontrol. Kelas eksperimen diajar dengan menggunakan teknik Jigsaw dan klip film, sedangkan kelas kontrol diajar tanpa menggunakan teknik Jigsaw dan klip film. Instrumen penelitian yang digunakan adalah tes menyimak pilihan ganda yang terdiri dari 20 pertanyaan, yang diberikan setelah perlakuan. Data dianalisis menggunakan SPSS versi 20. Nilai rata-rata kelas eksperimen adalah 82,67, sedangkan nilai rata-rata kelas kontrol adalah 62,33. Nilai signifikansi (p -value) adalah 0,000, yang lebih rendah dari tingkat alpha 0,05 ($0,000 < 0,05$), yang menunjukkan bahwa H_0 ditolak dan H_1 diterima. Berdasarkan temuan ini, dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan teknik jigsaw dan klip film sebagai media terhadap kemampuan menyimak di kelas VIII SMPN 4 Bukittinggi. Hal ini berarti bahwa teknik jigsaw dan movie clips sebagai media efektif untuk meningkatkan keterampilan menyimak siswa.

Kata kunci: Teknik Jigsaw, keterampilan menyimak, klip film, teks recount

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“In the name of Allah, the Most Compassionate, the Most Merciful”

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This thesis was written as one of the requirements to obtain a Bachelor’s Degree (S1) in the English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Imam Bonjol Padang.

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Padang, July 29th 2025
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CHAPTER I

INTRODUCTION

A. Background of the Problem

In an increasing connected world, the ability to understand information conveyed in a foreign language is crucial. However, many students still struggle to develop good listening skill. Listening skills is the first skill that children acquire before they learn to read and must be mastered before they learn a foreign language. Furthermore, listening is a very important skill because listening skill can produce language such as speaking and writing through vocabulary acquired through listening. This is supported by Scott and Ytreberg (1990), who state that when students start to learn a foreign language, it enters primarily through their ears, and what they hear becomes the main source of their language.

Ranggen (2016) argues that listening skill is a process of focusing on dynamic sounds with precision and quickness in analyzing information. Listening has also been described as “a communicative behavior, in which listeners try to construct a reasonable interpretation of a text for some communicative purpose” (Haris & Palmer, 1986, as cited in Nor, 2014, p.45). It is the first and is considered the primary vehicle for the language acquisition process.

According to Fatimah and Naffisi (2016), listening is considered the simplest way to receive spoken language and one of the easiest skills to master

compared to speaking, reading, or writing. Listening plays an important role in building vocabulary and improving overall language use.

Meanwhile, at SMPN 4 Bukittinggi, many students experience difficulties with listening skills. Based on preliminary interviews conducted by the researcher, it was revealed that students still face significant challenges in understanding English listening materials. The English teacher stated, “The students here still have difficulties understanding listening materials. They often get confused when trying to catch the words in the audio, especially when there are no visuals to support it. Sometimes they get bored quickly because they only listen without a clear context” (L, personal communication, August 11th 2024).

In addition, a student said, “When I do listening exercises, I often don’t understand what is being said in the recording. The speech is fast, and sometimes the accent is unfamiliar. So I just guess the answers.” (SA, personal communication, August 11th 2024). Another student added, “When there is a video or short video, it’s easier for me to understand because I can see the expressions and gestures of the speaker” (RB, personal communication, August 11th 2024).

These responses highlight the need for more engaging and context-rich listening materials. To address this issue, the researcher considered the use of movie clips as an instructional medium in teaching listening. According to Harmer (2007), movie clips are valuable in language teaching because they present language in a visual context, allowing students to associate spoken

language with facial expressions, gestures, and setting. Sherman (2003) also emphasized that movie clips bring authentic language into the classroom, exposing students to real life speech patterns, idiomatic expressions, and varied accents. Meanwhile, Putriani et al. (2013) found that the use of video clips significantly increases student motivation and helps them stay focused during listening activities.

Additionally, Stempleski and Tomalin (2001) noted that movie clips provide contextualized input and can create an enjoyable learning atmosphere, leading to increased student participation and better retention of language. Therefore, incorporating movie clips into listening instruction is expected to improve students' engagement and comprehension, especially for those who rely heavily on visual learning to support auditory processing.

Movie clips are short audio-visual segments, typically lasting between three to five minutes, that capture key scenes from movies, news, TV shows, or other visual media (Susila, Dambayana, & Wedhanti, 2017). They contain rich, focused content and can deliver meaningful communication in a short time. Harmer (2007) adds that using film clips allows students to see a full range of paralinguistic behavior, pick up on cross-cultural cues, and gain access to broader communication contexts. Students can observe how gestures align with certain phrases and how intonation corresponds with facial expressions.

To maximize the effectiveness of movie clips, the researcher integrates cooperative learning through the jigsaw technique, described by Brown

(2000:185) as “ a special form of information gap in which each member of a group is given specific information, and the goal is to pool all information to achieve some objectives. “The jigsaw technique has been proven to increase students participation and deepen understanding through collaborative learning.

While many previous studies have explored the use of movie clips in teaching listening (Susila et al., 2017) or examined the benefits of the jigsaw technique in other language skills (Qiao & Jin, 2010) very few have combined both approaches to specifically improve students’ listening skills in the context of recount text. Moreover, prior research often focused on other skills such as reading or vocabulary acquisition, with little attention to structured listening using narrative based on content.

To fill this research gap, this study combines the jigsaw technique and movie clips as a new approach in teaching listening skills, particularly for recount text, which is commonly taught at the junior high school level. Recount text, which consists of orientation, a series of events, and reorientation, helps students understand past experiences in sequence.

In this integrated approach, movie clips serve as the main listening material, while Jigsaw technique functions as the learning strategy that facilitates peer collaboration and individual accountability. Students are first divided into expert groups where each group watches a specific part of the movie clip and analyzes its content (main idea, vocabulary, expressions, etc.).

Then, they return to their home groups to share and reconstruct the whole story collaboratively.

This integration enables students to observe authentic language in action through visual media and practice active listening comprehension through cooperative interaction. It not only enhances their listening skills, but also improves their motivation, social learning, and contextual language understanding.

Based on the background of the problem above, the researcher is interested in conducting a study entitled: **“The Effectiveness of Jigsaw Technique on Students’ Listening Skill Using Movie Clips at Grade VIII SMPN 4 Bukittinggi.”**

B. Identification of the Problem

Based on the description that has been presented in the background of the problem above, various problems can be identified, including:

1. The student's understanding about the listening is low.
2. There is still a lack of interactive learning media and monotonous learning techniques.

C. Limitation of the Problem

The goal of this study is to teach listening skills. Additionally, this study focuses movie clips on applying the Jigsaw technique to the listening skills of Recount text material.

D. Formulation of the Problem

The author focuses on investigating the effectiveness of using movie clips media in teaching listening skill. So the research question : “Is Jigsaw technique by using movie clips effective for students’ Listening skill at grade VIII SMPN 4 Bukittinggi?

E. Purpose of the Research

Based on the background above, the research objectives are formulated as follows: to know whether there is a significant of Jigsaw technique on students' listening skill by using movie clips.

F. Significance of the Research

This study focuses on the effectiveness of the jigsaw technique on students' listening skill using clips movie. The researcher hopes that the research on teaching listening with the jigsaw technique using movie clips can provide benefits for researchers and readers in general.

1) Students

Students are motivated to do listening activities using the jigsaw technique, especially by using English movie clips media to improve their listening skills.

2) Teacher

English teachers will gain insight into the benefits of the jigsaw technique in the classroom to improve students' listening skills by using

movie clips media, thus providing effectiveness and having a positive impact on their learning experience.

3) Other researchers

Motivating other researchers who wish to conduct the study and also positively influence the excellence of this study lies in its efforts to improve students' listening skills by utilizing the jigsaw technique using English movie clips media.

G. Definition of Key Terms

To avoid misunderstanding and to ensure clarity in this research, the following key terms are defined as follows:

1. Effectiveness

Effectiveness refers to the extent to which the use of a certain technique or method produces the desired outcome. In this study, effectiveness is measured by the improvement in students' listening scores after being taught using the Jigsaw technique and movie clips, compared to those taught using conventional methods.

2. Jigsaw Technique

Jigsaw is a cooperative learning strategy in which students are divided into small expert groups, each responsible for learning a specific part of the material. After discussing in their expert groups, students return to their original (home) groups to share and reconstruct the entire material collaboratively (Brown, 2000). In this study, the Jigsaw technique is applied to facilitate group-based comprehension of movie clips.

3. Listening Skills

Listening skill is the ability to receive and interpret messages accurately in the communication process. It involves understanding spoken language, including identifying the main idea, specific information, and speaker's intention. In this research, listening skill refers to students' comprehension of spoken texts presented in the form of movie clips.

4. Movie Clips

Movie clips are short video segments taken from films, TV programs, or other audiovisual sources, usually lasting three to five minutes. According to Harmer (2007), short sequences from TV or film can be extremely useful for various teaching activities. In this study, movie clips serve as the main instructional material for listening activities.

5. Recount Text

A recount text is a text that retells past events or experiences in the order they happened. It generally includes three parts: orientation, series of events, and reorientation. In this study, the recount text is presented through the narrative structure of the movie clips used as listening materials.