

**THE INFLUENCE OF ACADEMIC CONSTRUCTIVE
CONTROVERSY METHOD ON STUDENT LISTENING
COMPREHENSION**

SKRIPSI

**Presented as a Partial Fulfillment of the Requirement to Obtain the Bachelor
Degree of Education (S. Pd) of English Department Faculty of Teacher
Training and Education University of Nusantara PGRI Kediri**



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ENTITLED:

**THE INFLUENCE OF ACADEMIC
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STUDENT LISTENING COMPREHENSION**

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Approved and Accepted by all its
qualification by the Examination Committee
of University of Nusantara PGRI Kediri

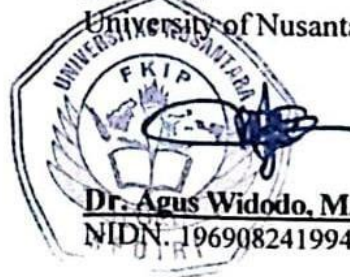
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MOTTO AND DEDICATION

MOTTO:

❖ *“Stay alive!”*

❖ *“Find yourself first before you want to find someone in your live”*

❖ *“Happy – Skinnyfabs”*

DEDICATION:

I dedicate this skripsi to:

- Allah SWT, for always giving me strength so that I can finish this skripsi.
- My family: my beloved parents, Agus Sunarno and Wiwiek Erlinawati, who always beside me in every situation. Also, my brother, Mocha. Hendra Wijaya, who always give me advice.
- My advisors, Dr. Sulistiyani,M.Pd and Dewi Kencanawati,M.Pd, who give me support, motivation, and help me to finish this skripsi.
- The writer’s herself that can believe that she can be strong until the end.
- My best friends: Oksya Ninda, Ita Apriliya, and Rara Fitria, for always giving advice, supporting, accompanying me, and always beside the writer at her lowest point.
- All of my classmate and B class that always be my friends.
- All of my seniors that have been graduated from English Education Department, University of Nusantara PGRI Kediri.

ABSTRACT

Nadia Aisyah Putri: The Influence of Academic Constructive Controversy on Listening Comprehension, Skripsi, English Education Department, Faculty of Teacher and Training Education, University of Nusantara PGRI Kediri, 2024.

Keywords: listening comprehension; ACCM; vocational high school

Listening is a fundamental skill in learning English. Listening is a process of absorbing information that the speaker says and producing the output by representing the meaning. There are some indicators that students are required to complete. However, some difficulties might happen while conducting the listening activities, such as a lack of vocabulary, the students did not understand the context, a crowded environment, and also an unsuitable learning method. In conducting enthusiastic learning, the teacher has to choose a model of learning in innovative ways, such as a project-based learning model. This research has three problems as follows: (1) How are the student listening comprehension before being taught with ACCM? (2) How are the student listening comprehension after being taught with ACCM? and (3) Is there any impact of using ACCM to the student listening comprehension?

This research aims to determine whether there is an influence or not from students' learning achievement on listening comprehension skills using ACCM. In this research, the researcher used a quantitative approach, with experimental method by a pre-experimental design with pre-test and post-test model. The data collection used pre-test and post-test instruments with applying the purposive sampling technique, with a student population of 31 twelveth-grade students of OTKP majors. Analysis of the data used a two-sample independent t-test with a significant $p > 0.05$. The students learning output showed an increase, with average value of 75.68. The data analysis shows the result of sig. (2- tailed) $0.00 < 0.05$, so that it can be concluded there is an influence of the implementation of the ACCM on listening comprehension skills of class 12 student majoring in OTKP. The result of this research can increase knowledge and understanding of innovative listening learning models.

PREFACE

Praise The Lord of Allah SWT who gives His grace and His blessings so that the researcher can finish this Skripsi properly.

This Skripsi entitled “The Influence of Academic Constructive Controversy Method on Student Listening Comprehension” is a final project that is used as one of the requirements for obtaining the Bachelor of Degree in the English Education Department.

On this occasion, the researcher would like to send gratitude and appreciation, especially for:

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9. The Big Family of 2020’s English Department Students, who always support each other until the last semester. Thank you for

being strong and keep alive.

10. The Big Family of ESA that the researcher cannot mention one by one, who has given a lot of memories, experiences, and lessons that never be forgotten.
11. My parents, who always in writer's heart.
12. My best friends: Oksya Ninda, Ita Apriliya, Rara Fitria who are always giving their supports, advice, and helps to finish this Skripsi.
13. Also, all of my seniors that have been graduated from English Education Department, University of Nusantara PGRI Kediri.
14. Last but not least, thank you for the writer's herself that can believe that she can be strong until the end.

The writer realized that there are imperfections in this Skripsi. However, the writer expected that there will be suggestions and criticism for better results in the future.

Kediri, July 11th, 2024

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explain about the introduction these are: a) background of the research, b) identification of the research, c) Limitation of the research, d) Formulation of the research, e) Purpose of the research, f) Significance of the research, g) Definition of key term.

A. Background of the Research

Listening comprehension is an important aspect of language research because it plays a crucial role in effective communication and language learning. Researching listening comprehension allows us to gain insights into the processes and factors that influence a person's ability to understand spoken language. By studying listening comprehension, researchers aim to enhance our understanding of how individuals comprehend spoken language, improve language teaching and assessment practices, and contribute to the broader field of language acquisition and communication.

In this study, there are students who are less active and the assessment carried out by teachers rarely uses group methods in improving listening skills with learning Academic Construction Controversy that hereinafter referred to ACCM on students' Listening Comprehension abilities. The ability to listen with good comprehension is an important aspect of the language learning process, but is often neglected. In the context of education, effective learning techniques are needed to improve students' listening comprehension skills.

The Academic Construction Controversy Method (ACCM) is an approach used in research that involves engaging in a structured debate or discussion around a particular topic or issue. This method has several advantages and benefits that make it valuable for research purposes:

1. **Critical thinking and analysis:** The ACCM encourages participants to critically analyze and evaluate different perspectives and arguments. By engaging in a structured debate, researchers can uncover underlying assumptions, biases, and logical fallacies. This promotes a deeper understanding of the topic and enhances critical thinking skills.
2. **Collaboration and dialogue:** The ACCM fosters collaboration and dialogue among participants. Researchers can create an environment where different viewpoints are respected and encouraged. This promotes the exchange of ideas, constructive argumentation, and the generation of new insights and knowledge.
3. **Exploration of multiple perspectives:** The ACCM allows researchers to explore multiple perspectives and arguments related to a specific topic. By engaging in a structured debate, researchers can uncover diverse viewpoints, consider alternative explanations, and challenge existing paradigms. This helps to enrich the research process and generate a more comprehensive understanding of the topic.
4. **Identification of knowledge gaps:** Through the ACCM, researchers can identify knowledge gaps, inconsistencies, or areas of disagreement within a particular field of study. By analyzing the arguments and counterarguments

presented during the debate, researchers can identify areas that require further investigation or clarification. This can guide future research directions and contribute to the advancement of knowledge.

5. Enhancing communication skills: The ACCM allows researchers to develop and refine their communication skills. Engaging in a structured debate requires participants to articulate their ideas clearly, support their arguments with evidence, and respond to counterarguments. This helps researchers improve their ability to communicate complex ideas effectively and persuasively.
6. Engaging stakeholders and promoting public understanding: The ACCM can be used as a tool to engage stakeholders and promote public understanding of complex issues. By involving various perspectives and presenting a balanced debate, researchers can contribute to informed public discourse and decision-making.

Overall, the Academic Construction Controversy method is a valuable approach in research as it promotes critical thinking, collaboration, exploration of multiple perspectives, identification of knowledge gaps, communication skills development, and engagement with stakeholders. It can enhance the rigor and depth of research and contribute to the advancement of knowledge in a particular field.

Learning reflects change over time, not circumstances certain moment. The term learning refers to the advantages of knowledge possessed by students, generally based on some reflection and introspection. Term actual learning

distinguishes real learning from perceived learning. Actual learning reflects changes in knowledge identified by Rigorous learning measures offer compelling evidence regarding the difference between actual learning and perceived learning constructs (Bacon, 2016).

Research on the Academic Construction Controversy Method (ACCM) method is still relatively limited, but there have been a few studies that have explored its application and effectiveness. "The Academic Construction Controversy: A Teaching Method for Enhancing Critical Thinking Skills in Undergraduate Nursing Students" by Paudel, (2020): This study focused on the use of the ACC method in nursing education. The researchers implemented the ACCM in a nursing ethics course and examined its impact on critical thinking skills.

"Using the Academic Construction Controversy Method to Enhance Students' Critical Thinking Abilities in an Environmental Science Course" by Zahedi, (2019): This study investigated the effectiveness of the ACCM in an environmental science course. The researchers implemented the ACCM as a pedagogical approach to promote critical thinking skills among students.

This research is aimed at knowing the improvement of listening skills using ACCM and the learning conditions in the classroom and then observing what is needed Knowing the management of the English learning model carried out by the teacher on students.

Based on the background, several problems can be identified as follows. Is

there any significant influence from Academic Construction Controversy Method on listening comprehension at SMK PGRI 2?

B. Identification of the Problem

Based on the research background, there are following problems that recognize:

1. 1. Students at SMKN 2 PGRI Kediri feel bored because the English teachers still rely on traditional methods like lectures (teacher-centered). As a result, students tend to not listen and often engage in side conversations.
2. The ACCM has not yet been implemented in teaching English listening skills at SMKN 2 PGRI Kediri.

C. Limitation of the Research

In this study, the researcher concentrated on the use of ACCM to improve listening comprehension among twelfth-grade students at SMKN 2 PGRI Kediri.

D. Formulation of the Research

The research questions are developed in the following bellows:

1. How are the student listening comprehension before being taught with ACCM?
2. How are the student listening comprehension after being taught with ACCM?
3. Is there any influence of using ACCM to the student listening comprehension?

E. Purpose of the Research

Based on the problem formulation above, the objectives of this research are as follows:

1. To explain the students' listening comprehension skill before being taught with ACCM.
2. To explain the students' listening comprehension skill after being taught ACCM.
3. To find out the influence of using ACCM in listening comprehension.

F. Significance of the research

The researcher hopes this study will contribute to teaching and learning of English. It has significance in both theoretical and practical context:

1. Theoretical significance

The researcher will know the influence of listening comprehension using ACCM is solution for students listening skill.

2. Practical Significance

The findings of this study are anticipated to benefit teachers, students, and other researchers.

a. For the teacher

The outcomes of this research are anticipated to serve as valuable input for English teachers, aiding in the enhancement of their professionalism in teaching listening comprehension skills through the use of ACCM.

b. For Students

The findings of this study can serve as a reference for enhancing students' listening comprehension skills through the application of ACCM.

c. For the other Researcher

To serve additional information for the researchers who want to conduct further research on related fields and motivate other researchers to use the media to increase students' interest in learning listening comprehension skills

G. Definition of Key Terms

1. Listening

Listening comprehension has been defined by various authors. Gilakjani and Ahmadi (2011) states that listening comprehension is theoretically regarded as one. A dynamic process in which people focus on acoustic input and selected parts of a structure understand the meaning of passages and connect them with what you have heard with deep knowledge. Listening comprehension is also a way to do that. Hamouda (2013) states that listening comprehension is a communicative process in which the audience participates in the formation of meaning. Listeners perceive verbal information through sound separation, pre-existing knowledge, sentence structure, intonation stress, and other verbal and non-verbal cues. In simpler terms, Nadig (2013) describes listening comprehension as the ability to understand and interpret spoken language. It involves fully understanding

the linguistic content conveyed by a speaker.

2. Academic Constructive Controversy Method (ACCM)

The Academic Constructive Controversy Method (ACCM) is a learning method that involves structured and directed group discussions, in which students actively participate in solving problems or making decisions by presenting arguments based on research and scientific evidence. This method is designed to encourage critical thinking, teamwork, and the development of verbal communication skills. This method provides opportunities for students to hone their listening comprehension skills because they have to pay attention to arguments from other parties and respond appropriately. With debate and dialogue between the two parties, students can also increase their understanding of the topic through the exchange of idea.

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