

**THE EFFECT OF COOPERATIVE LEARNING METHOD ON
STUDENTS' LISTENING COMPREHENSION OF TENTH GRADES AT
SMK PGRI 2 KEDIRI.**

SKRIPSI

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



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2024**

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Approved by the Advisors to be proposed to English Language Education
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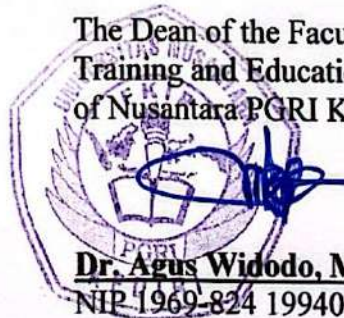
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MOTTO AND DEDICATION

MOTTO:

Gliyak gliyak tumindak, sareh pakoleh

(Javanese Proverb)

DEDICATION:

- Allah SWT for His grace and guidance which gave me strength and patience in writing this Skripsi.
- My parents, especially my beloved mother who is always there to support, gives motivation and never stop praying for my journey.
- All my sisters and brothers, especially my beloved twin who always gives me motivation and suggestions from our childhood until now.
- My advisors, Dr. Khoiriyah, M. Pd and Dr. Sulistyani, M. Pd who always guide and give motivation to finish this Skripsi.
- All my classmates, especially my best friends who are my partners to do sharing and discussing during the process of this Skripsi.

ABSTRACT

Hanna Safitri Putri Mulia: The Effect of Cooperative Learning Method on Listening Comprehension of Tenth Grades at SMK PGRI 2 Kediri. Skripsi, English Education Department, Faculty of Teacher and Training Education, University of Nusantara PGRI Kediri, 2024.

Keywords: Cooperative Learning Method, Listening Comprehension, Vocational High School.

The background of this study is based on the results of observations and researcher's experience that in grade 10 Culinary 2 at SMK PGRI 2 Kediri, listening comprehension was taught using the individual learning method. This has an impact on student learning outcomes, where students become quite a lot of students who do not understand the recorded text and can not get more information about the material, because they can not find the main idea, confused about understanding the context, and also unfamiliar vocabulary. It causes they become unresponsive and not interested in the material and also have a lack of confidence to ask questions or express opinions or ideas.

Based on the problems found, the researcher formulated the problems, namely (1) How is the score of Listening Comprehension before using the Cooperative Learning on students' tenth grade at SMK PGRI 2 Kediri? (2) How is the score of students' tenth grade at SMK PGRI 2 Kediri after they accepted the treatment? (3) Is there any effect of Cooperative Learning on listening comprehension to students' tenth grade at SMK PGRI 2 Kediri?.

In this study, a quantitative research method was used with the subject of tenth grade culinary 2 at SMK PGRI 2 Kediri. Technique of the research used pre-experimental with one group pre-test post-test design. Pre-test and post-test were conducted to know the students' listening comprehension before and after being taught using Cooperative Learning Method.

In the results of the research that has been carried out, it is concluded that (1) The results of students' grades on listening comprehension before using cooperative learning show that most of the students still had low scores, which means that there was difficulty when the students try to comprehend the context. (2) The results of students' scores on Listening Comprehension after using Cooperative Learning showed that students' post-test scores are higher than before using cooperative learning method. (3) In the results of the study showed that there is effect of cooperative learning method on listening comprehension.

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Praise and thanks to the presence of Allah SWT because of the grace and guidance given by the researcher, the researcher was able to complete this Skripsi with great patience.

This Skripsi entitled “The Effect of Cooperative Learning Method on Students’ Listening Comprehension of Tenth Grades at SMK PGRI 2 Kediri” is a final project that is used as one of the requirements for obtaining the Bachelor of Degree in the English Education Department.

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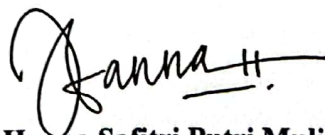
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Kediri, 15th of July 2024

Signed by:



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CHAPTER I

INTRODUCTION

The chapters that are connected to the research's title are covered in this chapter. There are seven subchapters in all, those are the research's history, problem identification, problem formulation, problem limitation, research importance, goal, and description of important terms are all included.

A. Background of the Research

The success of English communication is not far from communicative competence, which is one of them is listening comprehension. Listening comprehension is one of the important aspects for language learning in students. Listening comprehension is also one of the important things in communicating, especially for non-English learners. Therefore, it is important for students to have a fairly good understanding of listening, because listening is a basic and main ability skill that has to be mastered by students to learn, communicate, and get some information that students must have before entering other comprehensions. As a receptive talent, listening allows people to receive language instead of speaking it. According to Mukminatun (2009), hearing is a difficult to describe mental function that is invisible. Listeners need to be able to distinguish between different sounds, comprehend vocabulary and grammatical constructions, interpret intention and stress, and retain and analyze all of this within the utterance is immediate as well as wider sociocultural context. Mukminatun (2009)

additionally carried done a study on how to empower kids by using listening diaries to inspire them to get better at listening.

Richards (2008) illustrates two ideas that are connected to the idea of listening: hearing as acquisition and listening as comprehension. The former discusses the conventional view of listening, according to which listening's primary purpose in learning a second language is to make spoken conversation easier to grasp. In opposition to this perspective, the latter takes into account the ways in which listening might supply input that initiates the advancement of second- language skill.

According to the cognitive theory of language learning, listening comprehension and reading comprehension are essentially the same, and as a result, educational approaches have been quite similar: pre activities, while activities, and post activities are all common in instructional design. Teachers are aware that hearing and reading are slightly different even with our extensive preparation. For example, listeners cannot skim a text; students may swiftly scan a text to obtain a decent grasp of its content. They are suddenly bombarded with language. Unless the listener directly requests repetition, listening must be done in real time with no opportunity for repeat listening. Students are given all the information they require to listen to and comprehend the listening material during the pre-listening phase. This is an important stage because it introduces the purpose of listening to pupils, sparks their interest, and directs them to the reading text they will be listening to.

The main goals of pre-listening activities are to provide examples of well-structured texts and an appropriate framework for the task, break the task down into manageable, logical learning steps, give a briefing, initiate prior knowledge, make connections to previous task experience, make connections to previous achievement levels, reveal learning objectives, and clarify listening behavior.

The teacher assigns assignments to the class while they are listening. Sometimes, in order for students to complete their while-listening assignments, they will need to listen to the text more than once. After going over the students' feedback, the teacher ought to highlight the main points of the text and deal with any grammatical or structural problems that the students had trouble understanding. The success of the while-listening assignments is also influenced by the listening text's substance and the students' areas of interest. Repetition of the same assignments can make students lose interest. Individual requirements and ability levels should be taken into account when designing listening exercises for kids in order to help them listen more effectively. While the main objectives of listening activities are to contextualize, explain, and model effective listening practices for students. Other key components include asking questions of students while they are working on a task and seeking clarification.

The purpose of post-listening exercises is to deepen the vocabulary or subject matter addressed in the listening material. There are post-listening exercises that are carried out after the hearing. In addition to developing their interpretative, critical, and reflective listening skills, well-designed post-listening exercises help students make the connection between the information they have

heard and their own ideas and feelings. Activities Following Listening Prioritize the following: taking stock, assessing, promoting skill transfer, and appreciating varying degrees of success.

In listening itself it also has some problems. It is critical to identify these issues that students are facing and to come up with solutions. The following are the listening issues that Field (2003) highlighted: Students are aware of the word yet misunderstand it. They were misled by a word's phonetic change. (elision, cliticization, resyllabification, reduction, assimilation). Students are familiar with the word in written form, but not in spoken form. It is challenging for learners to understand a word from a dialogue or other related speech. Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) state that there are numerous challenges that students may have when it comes to listening comprehension, and the goal is to be aware of these issues and make an effort to address them. A few issues include poor record quality, cultural disparities, accents, new terminology, length and speed of listening, and unfamiliar vocabulary.

Besides the problem of listening in students, it's also occurred in teachers. It's the same at SMK PGRI 2 Kediri, which rarely teaches about listening comprehension. Listening comprehension was once taught to tenth grade students at SMK PGRI 2 Kediri, but more often used the individual learning method.

Individual learning, sometimes referred to as individualized learning or self- instruction, is defined by Mularsih (2007) as learning that is structured so that each student is constantly engaged in the material that is most important to him as a unique individual. Students use individual learning strategies on their

own, according to Wina Sanjaya (2008: 128). The individual's abilities have a major role in determining how quickly, slowly, and successfully students learn. Instructional materials and methods are intended for independent study.

This method also has disadvantages and advantages. The advantages are giving each student the opportunity to progress at their own pace, provoking students' motivation to study harder so that they can complete tasks in a faster time, improve reading comprehension and critical reading skills, and establishing the habit of being independent and independent of the help of others. Then the disadvantages are, the role of the teacher cannot be completely replaced by a written description, interpersonal reduction in groups/classes, listening and speaking skills are somewhat neglected, and requires large costs in preparing modules or study packages. When using this method, students occasionally run into learning barriers. They are reluctant to focus on teachers and are afraid that their interest and attention would be diminished because they are not accustomed to working as a team.

As we know, learning methods are very important in the learning process. In this study, researchers tried to use cooperative learning methods to teach listening comprehension. The term "cooperative" refers to optimizing student learning to advance knowledge and skills both individually and in groups, as well as to support one another (Trianto, 2009). It promotes learning and lets students develop their communication skills (Jacobs & McCafferty, 2006). Cooperative learning is a learning method with group learning, namely by forming learning societies or study groups. During the cooperation process, of course, there are

discussions, exchanging ideas, who are good at teaching or weak, from individuals or groups who they do not know, (Thobroni, 2013). The characteristics of the cooperative learning method according to Rusman (2013) are four, namely a.) Willingness to work together in team learning. b.) Collaboration skills. c.) Team learning. d.) Based on cooperative learning method. Teaching listening comprehension can be accomplished with the help of the cooperative learning method. It is advised that English teachers use cooperative listening to help their students become better listeners. Students can easily understand recorded material by cooperative listening (Amin, Sapitri, 2019). In order to help students grasp the recorded material, cooperative learning will be used in this study to teach listening comprehension.

Since group success determines the success of cooperative learning, it is important to highlight the cooperative principle in order to achieve the best results possible. This can be done by practicing cooperative learning method during group teaching and learning activities. Students need to be encouraged to be able to interact and communicate with other members aiming to achieve a mutual reward in a group team. Johnson and Johnson (Trianto, 2010) explains that maximizing student learning for improved academic accomplishment and comprehension both individually and in groups is the primary objective of cooperative learning. Zamroni (in Trianto, 2000) suggests that the benefit of implementing cooperative learning is that it can reduce educational gaps, especially in the form of input at the individual level. In addition, Students that participate in cooperative learning can grow in social solidarity. According to the

Ministry of Education's Directorate General of Primary and Secondary Education (2005), cooperative learning has the following advantages: 1) Students complete their learning materials cooperatively in groups; 2) Students with high, medium, and low abilities form groups; 3) Group members are drawn from diverse racial, cultural, tribal, and gender backgrounds whenever possible; and 4) The awards are more group-oriented than individual. According to Johnson and Johnson (1994), Cooperative learning involves five key components, which are as follows: 1) enhanced student engagement; 2) good interdependence between students; 3) individual responsibility; 4) interpersonal and small group skills; and 5) group processes. This is supported by the results of a study at SMA Srijaya Negara Palembang which concluded Method is one of the key elements affecting students' listening comprehension, which is the subject of this study. Thus, the use of the cooperative learning method to enhance listening comprehension achievement is the main emphasis of this study. (Pratiwi, 2016).

Based on Suprijono, there are 7 steps for applying the cooperative learning method in the form of finding a partner (make a match) the first is conveying learning objectives and preparing students, the second is presenting information, the third is organizing into three groups and one student-led group., fourth is explaining the tasks of each group (each student do the different number), fifth is each student in the first and second groups gets the same number, sixth is students are ready to find a pair of the number and join the appropriate number, and the last is the third group assesses the results of the pair of number. (2009).

In the observation at SMK PGRI 2 Kediri, teachers use individualized learning methods to teach listening comprehension which causes quite a lot of students who do not understand the recorded text and can not get more information about the material, because they can not find the main idea, bewildered about comprehending the context and using strange words. It causes they become unresponsive and not interested in the material and also have a lack of confidence to ask questions or express opinions or ideas.

That assertion leads us to the conclusion that researchers found the weakness at SMK PGRI 2 Kediri to teach listening comprehension. The weakness is teacher teach with individual learning method that based on Wina Sanjaya (2008: 128) individual learning strategies are completed on their own by the kids. The individual's abilities have a major role in determining how quickly, slowly, and successfully students learn. Instructional materials and methods are intended for independent study. It means that if the Students have experience about less speed and slow, so In order for pupils to comprehend the subject given, they may fall behind. Sometimes students find obstacles in learning, student interest and attention are feared to be reduced due to a lack of student-to-student learning communication and a reluctance to concentrate on teachers, not accustom students to work in a team. It can be seen from the weaknesses and constraints of using the Individual Learning Method, the researcher can examined listening comprehension in tenth grade students at SMK PGRI 2 Kediri with Cooperative Learning as a method.

B. Identification of the Problem

Based on the background, the author concludes that listening comprehension is rarely carried out in listening comprehension and always uses individualized learning methods at SMK PGRI 2 Kediri, so the students do not understand how to comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical catagory.

C. Limitation of the Research

In this study, researchers focused on the effect of cooperative learning method on students' listening comprehension such as how to comprehending of surface structure elements such as phonemes, words, intonation, or a grammatical catagory with material Narrative. This study was conducted at SMK PGRI 2 Kediri. In this study the participants are tenth grade culinary 2 with the total of students being 30.

D. Formulation of the Research

The researcher formulated several questions as the following bellows:

1. How is the score of Listening Comprehension before using the Cooperative Learning Method on students' tenth grade at SMK PGRI 2 Kediri?
2. How is the score of students' tenth grade at SMK PGRI 2 Kediri after they accepted the treatment?
3. Is there any effect of Cooperative Learning Method on listening comprehension to students' tenth grade at SMK PGRI 2 Kediri?

E. Purpose of the Research

Based on the formulation of the research, the objectives of the research are:

1. To find out the score of listening comprehension before using the cooperative learning method of students in tenth grade at SMK PGRI 2 Kediri.
2. To find out the score of students in tenth grade at SMK PGRI 2 Kediri after accepting the treatment.
3. To find out is there any effect of cooperative learning method on listening comprehension to students' tenth grade at SMK PGRI 2 Kediri.

F. Significance of the Research

The next section elaborates on how the study's findings are anticipated to be advantageous from a theoretical and practical standpoint:

1. For Teachers

The findings of this study can facilitate teachers' presentation of listening comprehension content through cooperative learning method.

2. For Students

It is anticipated that employing cooperative learning method will improve students' listening comprehension because it can make hearing contents easier for them to understand, whether implicitly or explicitly.

3. For Other Researcher

It is intended that this study will be helpful and that the information it contains will serve as a reference for future research that actively involves students in the English language learning process in order to enhance students' listening comprehension.

G. Definition of Key Terms

1. Listening

Lynch and Mendelsohn (2013) stated that listening entails using our relevant past knowledge and the environment in which we are listening to make meaning of spoken language, which is typically accompanied by other auditory and visual data. According to Aminah (2018), Listening is one of human senses, it is a physiological process and doesn't require understanding of incoming stimulus. Individuals can passively hear sounds produced by people, animal, and objects, which one might not otherwise perceive reasonable, or individuals can choose which sounds will receive attention. While listening requires the ability to focus and full attention.

2. Listening Comprehension

In the opinion of Rost (2002) and Hamouda (2013), the process of hearing comprehension is participatory, including the listener in the construction of meaning. Through the use of sound discrimination, prior knowledge, grammatical structures, stress and intonation, and other linguistic or non-linguistic cues, listeners are able to understand oral input. As to Nadig's (2013) assertion, hearing comprehension encompasses the diverse procedures involved in deciphering and organizing spoken language. These include being aware of speech sounds, deciphering word meanings, and comprehending sentence structure.

3. Cooperative Learning

Cooperative learning is an approach to groupwork that, as defined by Felder and Brent (2007), enhances the learning and satisfaction that come from

working in a high-performance team while minimizing the occurrence of those unpleasant situations. According to Slavin (2011), The term "cooperative learning" describes an educational approach where teachers divide their class into smaller groups, and the students help each other acquire academic material.

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