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

## **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 <sup>1</sup> skills that have 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 Mukmiatun (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's 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 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 being 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 model 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 the weak, from individuals or groups

who do not know to know, (Thobroni, 2013). The characteristics of the cooperative learning model according to Rusman (2013, page 207) are four, namely a.) Willingness to work together in team learning. b.) Collaboration skills. c.) Team learning. d.) Based on cooperative management. Teaching listening comprehension can be accomplished with the help of the cooperative learning approach. 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 skills 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 dan 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 have the weakness in listening comprehension.

### **A. Limitation of the Research**

In this study, researchers focused on students' listening comprehension with material Narrative Text and also using cooperative learning. This study was conducted at SMK PGRI 2 Kediri. In this study has the participants, there are tenth grade culinary 2 with the total of students are 30.

### **B. 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 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?

### **C. 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 of students tenth grade at SMK PGRI 2 Kediri.

2. To find out the score<sup>4</sup> of students tenth grade at SMK PGRI 2 Kediri after accepted the treatment.
3. To find out is there any effect of cooperative learning on listening comprehension to students' tenth grade at SMK PGRI 2 Kediri.

#### **D. 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.

2. For Students

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

4. 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<sup>6</sup> in the English language learning process in order to enhance students' listening comprehension.

## **E. 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 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.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explains about the concept of listening, the importance of listening, listening skill, listening comprehension, teaching listening, cooperative learning method, the steps of cooperative learning method, and the advantages and disadvantages of cooperative learning. Besides, it also presents the review of related research.

#### **A. Concept of Listening**

As learners, we need to understand some skills in English. One of the basic skills is listening. As a receptive skill, listening is. Instead of producing language, they consume it. According to Mukmiatun (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's immediate as well as wider sociocultural context.

Mukmiatun (2009) conducted a study about the ways of Using listening diaries, teachers can empower their students and inspire them to get better at listening. Richards illustrates two ideas that are connected to the idea of hearing: listening 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 how listening might provide input that initiates the advancement of second-language skill. (2008).

Hamouda (2013) claimed that understanding what is being said is dependent on one's ability to listen. No learning can take place in the absence of input. Amanov (2023) stated that acting in educational process as the tutorial, listening in addition to the main, actually communicative, roles performs a set of support, pedagogical functions. It stimulates speech activities of students, provides management of training process, is used for acquaintance of students to new language, speech and regional geographic material, acts as means of developing skills, it helps to maintain the achieved level of speech, improves the efficiency of feedback and self- control.

The skills of listening are important to learners. The first activity to make some communication is listening. Moreover Beyond our capacity for memory recall, listening is crucial. according to Sadiku (2015). It's true that we listen far more than the sound and much more than our ears. Being able to listen is crucial for everyone in a society since effective listening is essential to communication. A skilled listener is prepared and has the capacity to translate sounds into words and their surrounding meaning. Next, a skilled listener shares accountability with the speaker by connecting the given meanings to previous experiences.

In the opinion of Anderson and Lynch (2003), who emphasize the need of listening, people cannot communicate face-to-face unless both speaking and listening abilities are developed simultaneously. Due to the fact that listening helps students acquire knowledge and develop new perspectives, listening skills are also

crucial for learning (Wallace, Stariha & Walberg, 2004). Building stronger relationships with friends and family is another benefit of listening, since everyone wants to be liked and understood. The maturing value comes last. This is the capacity to comprehend the sentiments and ideas of another person, whether or not you share those same views.

In learning a language, you certainly have certain skills to master the language. To learn and master a language we need to learn some skills. Speaking, listening, reading, and writing are the four language abilities that a language learner has to master, according to Zaim's (2016) theory of language learning. In a similar vein, we must acquire these four talents in English.

This process is the first stage process in the order of learning languages, both English and other languages. In the words of Brown, a student's spoken or written response signifies their accurate or inaccurate auditory processing. Learners need to actively think as they listen in order to improve as listeners. Many language-learning activities, both within and outside of the classroom, include listening. The growth of other language abilities will be based on the strengthening of listening. (H Douglas Brown, 2004), Listening is more than just perceiving sounds; it is a sophisticated problem-solving ability. Basic language understanding is a component of listening. It is a medium that provides a great quantity of information, awareness of the world and human affairs, ideas, sense of values, and appreciation for children, young people, and adults. Conversely, Rivers claims that hearing is a creative skill in Hasyuni (2006: 8). It indicates that we take <sup>5</sup>the raw material—words, word combinations, and the rise and fall of the voice—and create meaning



out of it by understanding the sound that falls on our ears. The sender's word choice, delivery style, and pace must be tolerated by the listeners.

In a skill, there are several indicators to be a benchmark for someone who has mastered the skill. According to the KBBI, an indicator is something that can provide clues or captions. Indicators can also be a reference in achieving a goal. Indicators can be used to find out the factors of change in achieving such goals. For indicators of listening skills according to Brown (2004:120) there are:

1. Intensive  
listening for the understanding of a broader linguistic segment's constituent parts (phonemes, words, intonation, discourse markers, etc.).
2. Responsive  
listening to brief language segments (such as a greeting, query, instruction, <sup>5</sup>comprehension test, etc.) and responding in kind.
3. Selective  
Taking many <sup>5</sup>minutes to "scan" through discourse segments, like <sup>5</sup>brief monologues, in order to find <sup>5</sup>specific information. The goal of this type of performance is to be able to understand <sup>5</sup>specific information inside lengthier <sup>5</sup>spoken language segments, rather than necessarily searching for broad or universal meanings (e.g., teacher directives in the classroom, news articles on TV or radio, etc.). Students may <sup>5</sup>be asked to listen for names, numbers, a <sup>5</sup>grammatical category, instructions (in the case of a map exercise), or <sup>5</sup>specific facts and events as part of a selective listening <sup>5</sup>assessment work.

4. Extensive

using listening to get a top-down, comprehensive grasp of spoken language.

<sup>5</sup> Listening for a gist, for the primary concept, and drawing conclusions are all components of extended listening. It can also involve listening to long lectures or listening to conversations and drawing a thorough message or purpose.

**B. Listening Comprehension**

The success of English communication is not far from communicative competence, one of them is understanding what is being heard. The process of listening comprehension offers useful insights for teaching listening. Students may find it challenging to acquire listening comprehension skills, which can give teachers the chance to modify their listening exercises into ones that are more successful. Gaining proficiency in listening comprehension aids language learners in their quest to improve intelligible input. Learners will be more driven to access spoken English, such as conversations with native speakers, as their self-reliance in listening comprehension will grow (Kurita, 2012).

Therefore, As listening lessons "are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse," teaching listening comprehension is crucial (Morley, 2001). Additionally, teaching listening has become increasingly crucial recently since people from non-native English speaking countries utilize English as an international language for communication (Cahyono & Widiati, 2009).

Therefore, it is important for students to have a fairly good listening comprehension, because listening is a basic and main skill that students must have before entering other comprehensions.

Masykuri (2022) said that listening Since comprehension uses English syntax and structure in dialogue and can occasionally be too rapid for ESL learners, it is one of the most challenging English abilities that students encounter from junior high school to university. r. One of the essential skills for learning English successfully is listening comprehension. It can help learners accurately convey who they are and what they think.

### **C. Teaching Listening**

Based on the opinion of Brown (2000), teaching shows or helps to impart knowledge, help someone understand, give directions, mentor someone while they study a subject, or teach them how to accomplish something. This indicates that teaching is an activity that facilitates understanding, particularly in listening. The increased demand for listening proficiency among English language learners has led to a significant focus on listening instruction. Regretfully, listening comprehension instruction is still undervalued in English language instruction.

In addition, listening is the most commonly used language modality. In line with Rivers in Celce-Murcia (2001), people should anticipate hearing from twice as many people as they will talk to, four times more than they will read, and five times more than they will write. Speaking fluently is very crucial for effective communication. People might not be able to speak, read, or write if they never learn how to listen.

Based on Brown's (2000) opinion, Teaching can be defined as demonstrating or assisting someone in learning <sup>1</sup> how to do something, providing guidance in the study of something, imparting knowledge, or forcing someone to know or understand something. It implies that teaching is a helping activity aimed at improving someone's understanding, particularly in listening.

A key component of learning a language is listening. Rost (1994) cites multiple factors that contribute to the significance of hearing in language acquisition. These explanations are as follows:

1. Since listening gives the student input, it is essential in language classrooms. Learning just cannot start without relevant and intelligible input.
2. Spoken language gives the student a way to communicate. Access to language speakers is crucial since understanding requires interaction between learners. Furthermore, learners' inability to comprehend the language they are exposed to serves as a catalyst rather than a barrier for communication and education.
3. Learning to comprehend language as it is truly used by native speakers might be difficult when it comes to authentic spoken language.
4. Teachers can use listening exercises to help students notice new forms of the language, such as vocabulary, grammar, and interaction patterns.

Moreover, the most commonly employed language mode is hearing. According to Rivers in Celce-Murcia (2001), listening is often twice as important as speaking, four times more important than reading, and five times more important

than writing. Speaking fluently is very crucial for effective communication. People may never learn to speak, read, or write if they do not learn how to listen. Without instruction, the students find it difficult to perform or comprehend tasks. To help children understand, there needs to be a teacher. As to Brown (2001), "teaching is demonstrating or assisting someone in learning how to accomplish a task, providing guidelines, assisting <sup>1</sup> in the study of a subject, imparting knowledge, causing to know or understand." Additionally, according to Brown (2001), there are a few guidelines for training listening skills:

1. Incorporate a listening component into an integrated skills course. Even if your curriculum does not explicitly address the integration of all four English language skills, keep in mind that it is crucial to develop effective listening strategies that demand that students concentrate on spoken language.
2. Make use of methods that are inherently inspiring. Instructors ought to make an effort to appeal to the goals and interests of their students.
3. Make use of real language and settings. Students are better able to understand how classroom activities relate to their long-term communicative goals when they are presented with realistic language and real-world tasks.
4. Pay close attention to how listeners respond. Only by students' overt (verbal or nonverbal) responses to speech can we deduce what they have understood.
5. Promote the acquisition of listening techniques. A lot of children hear words, but they lack the understanding of active listening, thus they require listening skills that go beyond the classroom.

6. Make use of both top-down and bottom-up listening strategies. From sounds to words to grammatical links to lexical meanings, etc., bottom-up processing leads to a final "message." "A bank of prior knowledge and global expectations" as well as additional background knowledge that the reader brings to the text are sources of top-down processing.

According to Brown (2001), teaching means demonstrating or assisting someone in learning <sup>1</sup> how to do something, providing guidance in the study of something, imparting knowledge, and causing to know or comprehend. In recent years, listening has also been explored from a different angle when it comes to language acquisition as well as comprehension. The teacher must put in a little more effort than the students do when teaching listening. One of the key tenets of teaching listening is that language should never be presented visually before being used to train listening comprehension.

Teaching of There are many ways to listen, including responding to questions based on the text, rewriting songs, watching video movie clips to listen to sound, listening to the radio, taking notes, etc. The instructor makes an effort to employ the most effective method to help the students comprehend the material and apply it to the development of other <sup>4</sup> English language abilities, such as speaking, reading, and writing. Brown (2001) identified nine strategies for teaching listening:

1. Acting

When given an order, the listener physically reacts. Students listen to what the teacher says and answer accordingly, demonstrating their understanding of the material.

2. Selecting

The options available to the listener include pictures, objects, and messages. Students get the opportunity to select the solution from the teacher's texts, objects, and pictures.

3. Moving

The person hearing creates an image of what they hear. Students use drawings to express what they hear.

4. Responding

Regarding the message, the listener responds to the questions. The assignment for the pupils is to listen to the cassette and attempt to decipher its message.

5. Reducing

A lecture is summarized or notes are taken by the listener. The instructor goes over the topic with the class and gives the students instructions to summarize or take notes on what they hear.

6. Reaching

The storyteller finishes what they have heard. After the teacher explains, the students carry on to the conclusion of the story.

7. Reproducing

The message is either verbatim repeated or translated into the listener's native tongue. when pupils hear taped presenters who are native speakers. They then attempt to translate a message from a foreign tongue into their own.

8. Creating Models

For example, the listener hears a model order and then places their own.

The teacher's words are explained by the students.

9. Talking

The way the listener converses shows that they are appropriately digesting information. Students and teachers have appropriate conversations and have a discussion about it.

From the explanation above, the researcher able to conclude that the procedures of teaching listening able to make the process of teaching listening more orderly and purposeful. Teacher must prepare with make a best lesson plan before they teach listening in class.

**C. Step of Teaching Listening**

Students are more likely to identify their own listening skills and participate in activities that help them become proficient listeners when they are informed about the elements of listening, hearing levels, and listening processes. According to Karakas (2002), listening exercises aim to keep learners from failing so they can support their understanding of the text. Pre-listening, while-listening, and post-listening activities are common subcategories of listening activities.

A. Pre-listening

The effectiveness of pre-listening practices, such as outlining how to listen to the text and explain culturally significant themes, is strongly supported by schema theory. During the topic conversation, the listening teacher may select



specific words, difficult grammatical constructions, and idioms to discuss. The students might also be asked to predict the content of the speakers' remarks based on the information they have already been given. Pre-listening activities frequently have two major goals: (a) to assist students in tapping into their existing knowledge and increasing their level of anticipation for the information to be provided; and (b) to provide the context necessary for the specific listening task. After that, the instructor could assign a listening comprehension exercise that involves two persons conversing about their regular existence. In response to true or false questions, students must refer back to their prior listening assignment. A drill exercise that mimics the same vocabulary or structure might serve as an example of a controlled practice activity (Karakas, 2002).

#### B. While-Listening

Engaging fully in the listening process increases the likelihood that listeners will understand the speaker's spoken words and nonverbal cues and create appropriate meaning. Students check and revise their guesses while they are listening. Their interpretations and conclusions are derived from what they heard. In order to identify the text's major ideas, a listening teacher could ask pupils to write down important terms. As they listen to the narrative, students' complete solve comprehension exercises and select specific information to complete the table that goes with the text.

The following are typical goals of while-listening activities: to draw students' attention to the speaker's organizing patterns, to concentrate their comprehension of the speaker's language and ideas, to encourage their own critical

thinking and <sup>2</sup> responses to the speaker's ideas and linguistic style. A free-form activity that allows students to practice asking questions and listening comprehension about their daily lives in class could come next. It is best for listening comprehension exercises to start with the knowledge and skills that students currently possess, allowing them to expand on those areas through related tasks. Utilizing the same listening resources, but assigning students A and B to work in pairs on a worksheet with some information missing, is one way to modify <sup>2</sup> the —filling in the missing word listening activity <sup>2</sup> (Karakas, 2002).

### C. Post-Listening

Post-listening activities are essential because they improve students' listening skills. Post-listening exercises yield optimal outcomes when completed shortly <sup>2</sup> after the listening session. Planned post-listening activities allow students to connect what they have heard to their own ideas and experiences, which promotes interpretative and critical listening as well as reflective thinking. In post-listening activities, educators can additionally evaluate and verify their students' understandings, as well as to help them go from literal comprehension to interpretative and critical comprehension. After listening, students can be given several comprehension questions to discuss. The entire class has the opportunity to listen to the audio again if there are any questions that are still unresolved after the knowledge swap activity and the first or second listening. Instead of the teacher giving the answers right immediately, after that, the pupils will make an effort to find the solutions to the questions that they were unable to understand earlier. (Karakas, 2002).

#### **D. Cooperative Learning**

Many issues facing primary schools have been presented as solutions, at least since the days of John Dewey and cooperative learning. Transitioning from a competitive to a cooperative classroom goals system has been shown to enhance student success and foster social growth, according to a wealth of studies. T. F. Logan (1986). It has been demonstrated that cooperative learning is a successful teaching method for both teachers and students. It promotes learning and lets students develop their communication skills (Jacobs & McCafferty, 2006).

Cooperative learning is a learning model 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 the weak, from individuals or groups who do not know (Thobroni, 2013).

The cooperative learning approach is a teaching strategy that emphasizes using student collaboration in small groups to maximize the learning environment and accomplish learning objectives (Nurhadi, 2004: 112).

##### **1. Step of Cooperative Learning**

Based on Suprijono (2009), there are 7 steps for applying the cooperative learning method in the form of finding a partner (make a match), they are:

1. Communicating learning goals and getting students ready,
2. Information presentation,
3. Forming the 3 groups of 4 students
4. Explaining the tasks of each group (each student do the different number),

5. One student in the each groups gets the same number,
6. Students are ready to find a pair of the number and join the appropriate number,
7. The third group assesses the results of the pair of number.

According to Tambak (2017), there are 8 steps of cooperative learning activities, they are:

1. Convey goals and motivation
2. Present information related to the topic of discussion
3. Coordinate student groups
4. Guide each group
5. The group to convey the results
6. Teachers give conclusions after carrying out cooperative learning activities,
7. After giving conclusions a teacher conducts a learning evaluation
8. The teacher did not forget to reward each group.

The cooperative learning approach was first put forth by Johnson and Johnson (1987) as follows:

1. Assigning Suitable Assignments One suitable strategy for promoting teaching and learning is coordination. When it comes to the following, cooperative learning is used: complex tasks, the development of learners' social skills, the requirement for creative thinking, problem solving abilities, and high quality achievement.
2. Teacher-Student Communication The teacher and students have a close bond during cooperative learning. In addition to introducing students to the material and outlining learning objectives, the teacher also creates learning

environments, monitors student participation in class, and offers assistance to students as needed. In the interim, students participate in the introduced learning activities and are required to complete the tasks that are set for them.

3. **Student-Student Communication** Every student needs to believe that the other members of his group can assist, encourage, and improve his learning.
4. **Interaction of Students with Materials** The way that learning materials are prepared varies depending on the structure and goals of the topic being learned. A collection of study aids will be given to the students. The learning resources can be used for both solo and group projects, and group members will share the knowledge they acquire.
5. **Expectations for Students' Roles** The goal of cooperative learning is to encourage student engagement within groups. This include sharing of concepts and educational resources in addition to assistance. To accomplish the objectives, each student group must have specific goals and require participation from all group members in group activities.

## **2. Advantages and Disadvantages of Cooperative Learning**

### **A. Advantages**

Expressed by Parker and Jarilimek, mentioning the advantages of this learning. there are: a positive dependence among fellow students in learning by communicating frequently, responding more and acknowledging any differences that exist between students, students are more involved in planning and class management systems, creating a classroom atmosphere that is not tense about task

pressure, creating warm relationships between fellow students and also to educators, Students have more time to explore abilities slowly in small groups that have been shared by educators. Meanwhile, according to Altun (2015) It was discovered that even one failing student had an impact on the team's performance, and that this can put the student under adverse pressure. Students also stated that poor communication skills hindered the performance of the team, regardless of how knowledgeable they were on the issue. However, students made it clear that they were very concerned with succeeding in order to avoid being alone in the group and dealing with the unfavorable attitudes of others.

On Wirati (2020), teacher perception illustrates that the advantages felt by teachers after applying the Cooperative Learning method have made it easier for teachers to condition students in groups. Teachers find new concepts in learning methods in line with the application of cooperative learning. Based on Rochmawati (2017), thus lessons are easier to master and achieve targets, balance in understanding the material delivered is easier to achieve, and another positive value is that the focus of students is more conducive to students who encourage each other. It is also written by Israil (2019) that illustrated of Cooperative *Learning* can improve the presentation of student learning completeness.

#### B. Disadvantages

However, there is a weakness felt by the teacher, namely the lack of honesty of students in doing the assignments given, there are still some students who are indifferent in doing tugas in groups. In addition, there are groups that rely on some people who are considered capable, especially male students who rely on female

students when writing assignments. The phenomenon found is also sometimes in groups of students using the remaining time of discussion to play so as to cause a little commotion, and the last time students point at each other in response to the teacher's request for group representatives, (Herianto, 2018).

#### **E. Rationale of the Research**

Understanding listening comprehension is essential when learning a language, particularly a second or foreign language.

Not a few students who experience difficulties in listening comprehension. In schools it is common to teach listening only by simple methods or individual learning. Individualized learning, sometimes referred to as self-instruction or individualized learning, is learning that is structured so that each student is constantly engaged in the material that is most important to them personally. (Mularsih, 2007)

Generally, to teach listening comprehension using individualized learning methods. This method also has disadvantages and advantages. The advantages are giving each student the freedom to advance at their own speed, inspiring students to put in more effort in their studies in order to finish assignments more quickly, 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.

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, confused 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. By using the cooperative learning method is an effective method for teaching listening comprehension. It is advised that English teachers use cooperative listening to help their students become better listeners. Students can easily understand listening texts through cooperative listening. (Amin, Sapitri, 2019). So, it is assumed that using Cooperative Learning Method is an effective way to increase the student's listening comprehension on tenth grades of Culinary 2 at SMK PGRI 2 Kediri.

#### **F. Review of Related Research**

To make the learning atmosphere fun while obtaining efficient learning outcomes, various teachers use a variety of learning models. In the process of learning listening comprehension with a learning model, it is also very efficient to make students succeed in mastering these comprehensions, especially the learning model using the cooperative learning model.

The researcher has found four relevant studies which relate to this research. The first was taken by Teguh Satria Amin and Reni Sapitri (2019) with the title "Improving Students' Listening Comprehension Through Cooperative Listening". In



their research, there is a similarity with this research, which is to improve students' listening comprehension. Their research also has differences with this research, which lies in the research setting, where in this research used first-grade samples in vocational high schools and in their research used second-grade high schools. They proved that It is advised that English teachers use cooperative listening to help their students become better listeners. With cooperative listening, children have little trouble understanding recorded material.

The second was taken by Maria Dita Ayu Pratiwi (2016) entitled "Using Cooperative Learning Method to Improve Listening Comprehension Achievement of Tenth Grade Students of SMA Srijaya Negara Palembang". There are any similarities with this research; her samples in tenth grade, the research talked about listening comprehension used cooperative learning method, the research method used quantitative method, and she used <sup>3</sup> post-test and pre-test to know the differences. Not only the similarities, in her research any the difference with this research is that in her research is carried out in senior high school and in this research is carried out in vocational high school. The other difference is her research method used experimental and control group. Moreover, in her research proved that method is one of the most important factors and affects students' listening ability.

The third was taken by Yavuz and Arslan (2018) with the title "Cooperative Learning in Acquisition of the English Language Skill". There are any similarities with this research; their samples in tenth grade, they talked about cooperative learning, the research method used quantitative method, and they used post-test and pre-test to know the differences. It also has the differences with this research; their

research carried in Senior High school of Zonguldak Province, the other difference is their variable dependent is English skill, The last difference is they used experimental and control group. Moreover, in their research proved that The study's findings showed that students' proficiency in grammar, vocabulary, reading, and listening has improved as a result of cooperative learning. Thus, in order to enhance these language skills, cooperative learning can be used in language programs.

The last was taken from Yakutiye district Şair Nefi Secondary School and Palandöken District, Alparslan Secondary School of Erzurum province, entitled "Effect of Cooperative Learning Method on The Development of Listening Comprehension and Listening Skill" by Abdulkadir KIRBAŞ (2017). In his research also have any similarities with this research; the research talked about listening comprehension used cooperative learning method, the research method used quantitative method, and he used post-test and pre-test to know the differences. It also has the differences; his samples research in eighth grade, his research is carried out in secondary school and in this research is carried out in vocational high school. The other difference is her research method used experimental and control group. Furthermore, he proved that According to the classical approach, a major factor in the rise in academic accomplishment is the comprehension of the students' listening in the cooperative learning environment.

According to the previous study above, it may be said that cooperative learning through listening comprehension has a significant impact. discussed how cooperative learning has been used to improve listening comprehension. It has also been shown to boost student motivation, keep students from feeling alone and

isolated during the teaching process, allow students to participate in class, and allow group members to learn from one another.

### **G. Hypothesis**

The terms Hypo and Thesis make up Hypothesis. Hypothesis is inadequate or feeble. A thesis is a propositional theory presented as evidence. A hypothesis is a provisional solution to a research topic that is tested using the data that has been gathered. As a result, a hypothesis can specify a weak truth statement for research problems and must establish the truth following data collection. The researcher should use the following alternative hypothesis ( $H_i$ ) and null hypothesis ( $H_o$ ) in order to determine the solution to the problem:

#### *Alternative Hypothesis ( $H_i$ )*

There is an effect of use cooperative learning on students' listening comprehension.

#### *Null Hypothesis ( $H_o$ )*

There is no effect of use of cooperative learning on students' listening comprehension.

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher illustrates identification of research variables, approach and technique, place and time, <sup>1</sup> population and samples, research instrument and technique of collecting data, and technique of data analysis.

#### A. Identification of Research Variable

The variables are the term that researcher needed to conduct the research. The variables influence the way how the researcher can get the data. Based on Ary, Jacobs, and Sorensen (2009) a variable is a construct or a characteristic that can take on different values or score. We can say that variables give the influence to the result of the research. Moreover, they also differ the variables into independent and dependent. Ary, Jacobs, and Sorensen (2009) said that in experimental studies, the treatment is the independent variable and the outcome is the dependent variable. So, we can conclude that independent variable is describe about the way and procedure that used in research, and dependent variable is describe the result that the researcher wants to reach.

This research also differed the variables into dependent variable and independent variable. The independent variable in this research is Cooperative Learning Method. Based on the independent variable, this research identified whether Cooperative Learning Method gave effects to the students' listening comprehension. Then <sup>1</sup> Students' Listening Comprehension was the dependent

variable. In this research, dependent variable compared students' listening comprehension before treatment and after treatment.

## **B. Approach and Technique of the Research**

### **1. Approach of the Research**

This study used a quantitative research methodology. According to Ary, Jacob, and Sorensen (2009), quantitative research collected numerical data by objective measurement in order to test preconceived assumptions or provide answers to questions.

The research's findings are numbers that are displayed in a statistical format, in accordance with the previously mentioned features of the quantitative approach. The pre- and post-test scores, or numerical data, were used in this study. In order to address the research hypothesis on the impact of the cooperative learning method on students' listening comprehension, the data was evaluated.

### **2. Technique of the Research**

In order to determine the impact of the independent variable on the dependent variable, the researcher in this study conducted pre-experimental research, which involved analysis and experimentation. Pre-experimental research, according to Ary, Jacobs, and Sorensen (2009), entails examining the impact of methodically altering one variable on another. Stated differently, they contended that the impacts of introducing an independent variable to a dependent variable are the focus of pre-experimental research.

<sup>1</sup> The students' listening comprehension served as the dependent variable in this study, and the cooperative learning method was used as the independent variable. It meant that the researcher investigated and determined how the cooperative learning method affected the students' ability to understand what they were hearing. Additionally, <sup>6</sup> this study employed a pre-experimental research design in which there was no control variable. According to Ary, Jacobs, and Sorensen (2009), pre-experimental design is research in which the experiment employs minimal or no control variable. As a result, the researcher only applied the cooperative learning method to one class or group of samples <sup>6</sup> in this study in order to collect data.

The research design in this research used one-group pre-test post-test design were compared scores in pre-test and post-test from one group. According to Sugiyono, 2008 this method is given or uses a symptom called exercise. "With the training provided, it will be seen that the causal relationship is an influence of the implementation of the exercise.". In this study, researchers wanted to find out whether there was an effect on Listening Comprehension after using the Cooperative Learning Method. Pre-test and post-test were conducted to know the students' listening comprehension before and after being taught using Cooperative Learning Method. In other words, the test compared the scores and identified the effect of Cooperative Learning Method to the students' listening comprehension. The research design according to Sugiyono 2008 is:

Table 3. 1

## One-group Pre-Test Post-test Design

Pre-Test	Treatment	Post-Test
O <sub>1</sub>	X	O <sub>2</sub>

Keterangan:

O<sub>1</sub> = Pre-Test before treatment

O<sub>2</sub> = Post-Test after treatment

X = Treatment for the student being taught using Cooperative Learning Method to students' listening comprehension

One group pre-test post-test design can be completed in three steps, according to Ary, Jacobs, and Sorensen (2009). These steps were:

1. Giving the dependent variable a pre-test measurement. Prior to beginning the treatment, the students in this study took a pre-test to gauge their listening comprehension.
2. Giving the individuals the experimental treatment X. The Cooperative Learning Method was used in this study to develop listening skills.
3. Giving out a follow-up exam and assessing the dependent variable once more. <sup>6</sup> The researcher administered a post-test to the experimental group to gauge <sup>6</sup> the students' listening comprehension once again after using the cooperative learning method to teach listening. Comparing the pre- and post-test results is another method of determining how the cooperative learning method has affected the students' listening <sup>1</sup> comprehension.







## **1** **D. Population and Sample of the Research**

### **1. Population of the Research**

Ary, Jacob, and Sorensen (2009) said that a population is defined as all members of any well-defined class of people, events, or object in the research. So, population is a big class of object in the research.

The population in this research was all tenth-grade students in SMK PGRI 2 Kediri. It consisted of 406 students distributed into 14 classes (MPLB 1, MPLB 2, MPLB 3, MPLB 4, AKL 1, AKL 2, BDP 1, BDP 2, DKV 1, DKV 2, KL 1, KL 2, ATPH 1, and, APHP 1)

### **2. Sample of the Research**

According to Ary, Jacob, and Sorensen (2009), the sample was a subset of the population. Stated otherwise, a sample comprises a small subset of the population. There are numerous methods for conducting sampling. The researcher employed probability sampling in this study. Probability sampling is described by Ary, Jacobs, and Sorensen (2009) as the type of sampling in which each element in the population has an equal chance of being chosen. It implies that every member of the population has an equal probability of being a sample. The technique of probability sampling is chosen by the researcher. The researcher employed simple random sampling, a probability sampling technique, based on the rationale. It is claimed to be straightforward because the member sample (Sugiyono, 2013, page 82)

That statement explains that the sampling in this research is a group of students that gather in one class. The sample in this research consisted of 30 students (6 males and 24 females) that came from Tenth Culinary 2.

#### **E. Research Instrument and Technique of Collecting Data**

##### **1. Research Instrument**

An instrument is crucial and very helpful in research. The researcher uses an instrument to assist in gathering data from samples. "A wide variety of research tools are of many kinds and employs distinctive ways of describing and qualifying the data," according to Singh (2006). That sentence clarifies how the research's instruments and techniques are utilized to collect data by characterizing and defining it. Pre- and post-tests in the form of listening tests were the research instruments. These tests were listening tests with five true-false and twenty multiple-choice questions. A number of texts about narrative texts were utilized in both tests. Prior to instruction with the cooperative learning method, a pre-test was administered to determine the students' level of listening comprehension. In the meantime, a post-test was administered to determine the students' level of listening comprehension following their instruction utilizing the cooperative learning method. The results of both exams would allow the researcher to determine whether the students' listening comprehension was affected by the cooperative learning method. The impact of the cooperative learning method on students' listening comprehension was examined using the test results.

## 2. Technique Collecting Data

### a. Pre-test

In doing pre-test, the researcher gave test to the students in the first meeting in order to know how students' listening comprehension is. The test was listening test. The researcher gave 25 questions, 20 questions for multiple choice and 5 questions for true-false question. The time to do test were 60 minutes. The genre of the texts were about narrative text and the kinds of the story were legend, fable, and love story.

### b. Treatment

The researcher conducted three times treatments to the students. In the treatments, the researcher taught the students about listening of narrative text used Cooperative Learning. The first treatment used legend story of narrative text, the second treatment used fable story of narrative text, and the third treatment used love story of narrative text.

### c. Post-test

Post-test is conducted to know the effect of Cooperative Learning Method to the students' listening comprehension. This test was listening test which consisted of 25 questions, 20 questions for multiple choice and 5 questions for true-false question. The time to do test were 60 minutes. The texts were about narrative text, the genre of the text were legend, fable, and love story.

## F. Data Analysis

The technique of data analysis in this study is concentrated on how cooperative learning affects the listening comprehension of tenth-grade Culinary <sup>1</sup> <sub>2</sub>

students at SMK PGRI 2 Kediri. Pre- and post-tests were employed by the researcher to see whether the Cooperative Learning Method had any impact on students' listening comprehension. The researcher analyzed the data using a paired sample test with two independent samples to determine the results of the pre- and post-tests. The researcher utilized the Windows application SPSS v25. Additionally, the researcher employed the following guidelines to determine the research's significance:

1. The null hypothesis, or  $H_0$ , is accepted and the alternative hypothesis, or  $H_a$ , is rejected if the significance (Sig) value is less than 0.05, indicating that the data is not significant.

2. The alternative hypothesis, or  $H_a$ , is accepted and the null hypothesis, or  $H_0$ , is rejected if the significance (Sig) result is  $\leq 0,05$ .

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher shows the findings of the research by discussing the improvement of the students' listening comprehension by using Cooperative Learning Methods. All statement which are discussed in this chapter are: a) Description of variable data, b) Data Analysis, c) Hypothesis testing, and d) Discussion.

#### **A. Description of Variable Data**

The researcher includes the method for gathering the data in the description of the data variable. The study was carried out at K.H. Abdul Karim Street 5 Lirboyo, Kediri, at SMK PGRI 2 Kediri. The data was gathered by the researcher over the course of three weeks, from December 1st to December 15th, 2022. The researcher employed "One Group Pretest-Posttest," a pre-experimental approach, to collect the data. The pupils in the tenth grade for the academic year 2022–2023 make up the population of this study. Thirty Culinary 2 students in the tenth grade participated in the study as the sample.

This study uses narrative text as the primary source and focuses on the listening abilities of the pupils. Because it was the most recent information available at the time, the selection was appropriate for the students. For the most part, the researcher conducted this research's lesson via audio recording. But before understanding how well cooperative learning has affected students' academic performance, the researcher would like to clarify how the data from the pre-test,

cooperative learning implementation treatment, and post-test were obtained. In this section, the researcher also offers a comparison of the students' results.

### 1. Pre-Test

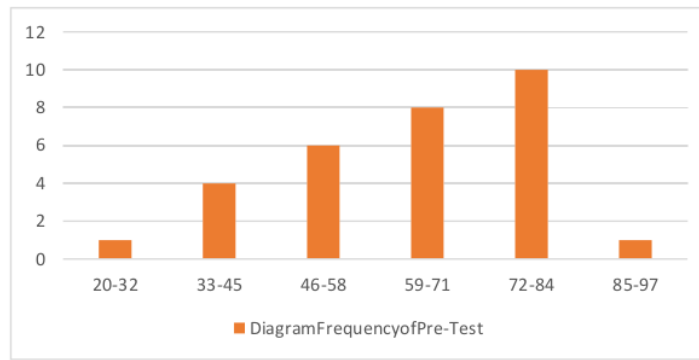
Pre-Test was completed on December 1st, 2022. Thirty tenth-grade culinary II students took part in the activity. The exam was administered orally while consisting of printed instructions. The researcher instructed <sup>1</sup> the students to pay attention to the directions and provide a response to every question that was still relevant to the narrative text, their subject matter. There were twenty-five multiple-choice and true/false questions in the entire test. The table displaying the students' pre-test results is as follows:

Table 4. 1  
Frequency of Students' <sup>3</sup> Pre-Test Scores

No	Class Limit	Class Boundaries	Mid Point	Frequency	Percent
1	20-32	19,5-32,5	26	1	3%
2	33-45	32,5-45,5	39	4	13%
3	46-58	45,5-58,5	52	6	20%
4	59-71	58,5-71,5	65	8	27%
5	72-84	71,5-84,5	78	10	33%
6	85-97	84,5-97,5	91	1	3%
Total				30	100%

The top score, which is 92, can be seen in the table above, however only one student achieved it. The lowest score, meanwhile, is 20. The majority of students continued to receive low marks, indicating that they were having trouble understanding the context. Since the majority of them receive scores below 75, which is lower than the required score set by the school, their performance is still not satisfactory.

Diagram 4. 1  
Frequency of Pre-Test



## 2. Treatment

On Tuesday, December 6, 2022, and Thursday, December 8, 2022, the researcher carried out the first therapy. The entire tenth-grade culinary 2 class participated in this treatment portion. On December 6, 2022, the first treatment began with a greeting, introducing herself, checking attendant list, giving motivation and appreciation, and telling objectives. Then, the researcher did the main activities that were conducted based on the steps of Cooperative Learning. First, she was conveying learning objectives and preparing the students. The second, she was presenting information about the material (narrative text). And then, she was forming three of 4 students. After that she was explaining the tasks of each group to do the worksheet. The Fifth each group started searching the information by sharing and After they had completed their group discussion, the researcher asked a representative from each group to explain their findings. The researcher then guided them back to assessment and considered the outcome of the conversation.



The researcher conducted the second treatment on Thursday, 8<sup>th</sup> December 2022. On the second treatment she did the same treatment as the first treatment but with different kind of narrative text.

### 3. Post-Test

The date of the post-test was December 15, 2022. Thirty tenth-grade culinary II students took part in the activity. The exam was administered orally while consisting of printed instructions. In order to complete the questions that still pertain to their course material—the process text—the students were instructed to listen to the researcher's instructions. There were twenty-five multiple-choice and true/false questions in the entire test. The post-test results for the students are shown in this table.

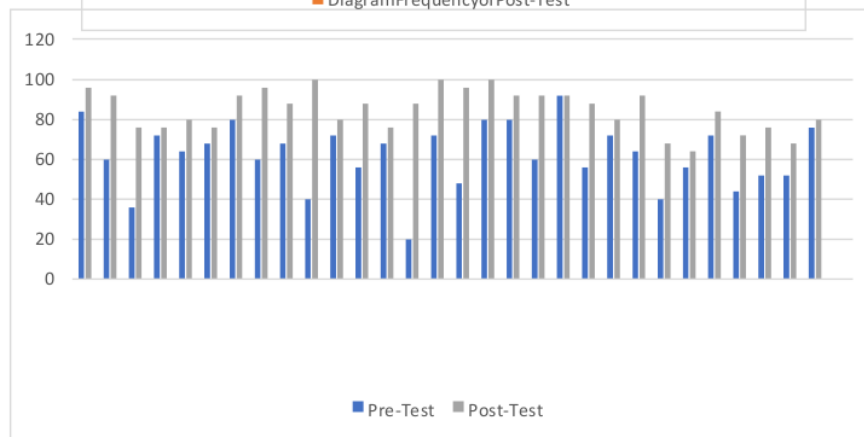
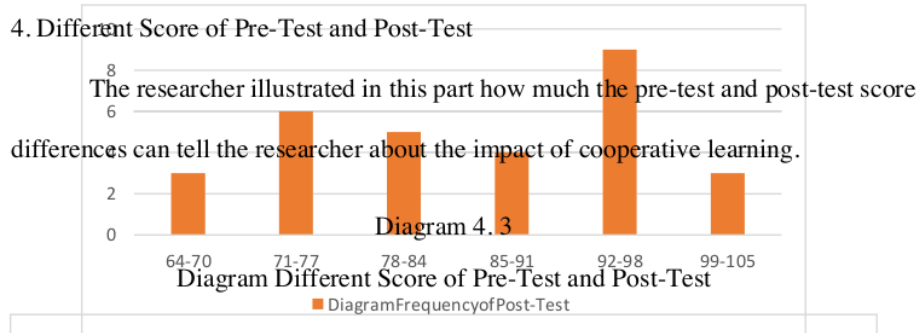
Table 4. 2  
Frequency of Students' Scores in Post-test

No	Class Limit	Class Boundaries	Mid Point	Frequency	Percent
1	64-70	63,5-70,5	67	3	10%
2	71-77	70,5-77,5	74	6	20%
3	78-84	77,5-84,5	81	5	17%
4	85-91	84,5-91,5	88	4	13%
5	92-98	91,5-98,5	95	9	30%
6	99-105	98,5-105,5	102	3	10%
Total				30	100%

The maximum score is 100, as can be seen in the accompanying table, however only three students achieved that level. The lowest score, meanwhile, is 64. Nonetheless, despite some students still receiving scores below the requirement of 75, nearly half of the students had already met the required minimum. Given that

half of them were able to pass the post-test, their score demonstrated an improvement in their performance.

Diagram 4. 2  
Frequency of Post-Test



Student1  
Student2  
Student3  
Student4  
Student5  
Student6  
Student7  
Student8  
Student9  
Student10  
Student11  
Student12  
Student13  
Student14  
Student15  
Student16  
Student17  
Student18  
Student19  
Student20  
Student21  
Student22  
Student23  
Student24  
Student25  
Student26  
Student27  
Student28  
Student29

The aforementioned graphic indicates that the pre- and post-test scores differed. The post-test results for the students are higher than the pre-test results. Therefore, in the academic year 2022/2023, Cooperative Learning had an impact on teaching listening comprehension to tenth grade students at SMK PGRI 2 Kediri. Additionally, SPSS v25 was used to find the pre- and post-test outcomes for the students. Based on SPSS computations, the ensuing data outputs have been produced: Test and Paired Sample Statistic for Pairs.

## **B. Data Analysis**

### 1. Procedure for Data Analysis

In this section, the researcher will explain the procedure before analyzing the primary data. To analyze the data, the researcher did some tests such as the normality test and the homogeneity test.

#### a. Normality Test

The purpose of the normality test is to determine whether or not the data has a normal distribution. It is crucial to determine whether the population or data utilized in the study falls within the normal distribution, which is why the researcher performed the normality test. Understanding the normality of the data's population is essential since the normality test is one of the prerequisites for doing the paired sample t-test. Using the One-Sample Kolmogorov-Smirnov approach, the researcher determined that if Asymp Sig. > 0.05, the data may be considered to be in a normal data distribution and examined the data's normality. (Asmarani, 2008).

The researcher utilized Windows SPSS v25 in this section. The investigator will present the normalcy test result in the manner described below:

Table 4. 3  
Normality Test

Data	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
Pre-test	.110	30	.200*
Post-test	.154	30	.067

The researcher used the Kolmogorov-Smirnov test to perform a data normalcy test based on table 4.5. The pre-test yields significant data when the value is  $0.200 > 0.05$ . In the meantime, the post-test significant data values are around  $0.067 > 0.05$ . The Normality Test serves as the foundation for decision-making. It is considered normal if the significant value (sig) is more than 0.05. Based on the results of the normality test, it can be said that the pre- and post-test data were all normal.

#### b. Homogeneity Test

Both t-tests and P-tests, which determine if the population variances of two or more samples are deemed similar, are based on the hypothesis known as homogeneity of variance (Salkind, 2010). The researcher employed the Levene Test to assess the homogeneity of the data, concluding that the variances of the dependent variable were homogenous if the Sig.  $> 0.05$  (Hartono, 2011). The investigator will present the homogeneity test result in the manner described below:

Table 4. 4  
 4  
 Result of the Homogeneity Test

Data	Levene Statistic	df1	df2	Sig.
Post-test	3.769	1	58	.057

The researcher tested the data's homogeneity, as shown in table 4.6 above. Levene Statistic was utilized by the researcher to assess the data's homogeneity. It is increasing to a significant value of roughly  $0.057 > 0.05$  based on the data above. A Homogeneity Test decision is based on the assumption that the data is homogeneous if the significant value (sig) is based on Mean  $> 0.05$ . It is possible to draw the conclusion that the post-test homogeneity data already exhibits homogeneity.

## 2. Result of The Data

Following the completion of the homogeneity and normalcy tests, the primary data analysis was carried out by the researcher. Using SPSS V.25 for Windows, the researcher conducted a paired sample t-test to look at the students' pre- and post-test results. The paired sample t-test was used to determine whether the null hypothesis, which the researcher presented in the previous chapter, could be accepted or rejected. The null hypothesis ( $H_0$ ) states that there is no influence of the project-based learning model in promoting students' listening comprehension in vocational high school, and the alternative hypothesis ( $H_a$ ) states that there is an influence of the cooperative learning method in promoting students' listening comprehension in vocational high school.

Table 4. 5  
Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	62.1333	30	15.99080	2.91951
	Post-Test	84.9333	30	10.27529	1.87600

The scores of the sample students, both before and after utilizing cooperative learning as the treatment, are displayed in the table above. The pre-test has a mean score of roughly 62.13. The post-test score, meanwhile, is roughly 84.93.

Table 4. 6  
Paired Sample Test

Paired Samples Test		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test - Post-Test	-22.80000	16.48071	3.00895	-28.95400	-16.64600	-7.577	29	.000

The results of the pre- and post-test paired sample test are displayed in the table above. The paired sample test result is displayed, and the significance is roughly 0.000.

### 3. Interpretation of Analysis Data

The researcher will discuss how the data analysis result was interpreted in this part. The researcher presented the paired sample statistics' results on table 4.5. The pre-test mean score for the students is around 62.13, with a standard deviation of 15.99 and a standard error of 2.919, according to the table above. The post-test mean score for the students is around 84.93, with a standard deviation of 10.275 and a standard error of 1.876. It demonstrates unequivocally that student achievement has improved, indicating that following treatment, children would be able to improve their understanding abilities. The results of the paired sample test

were presented by the researcher in table 4.6. We can see from the above table that the significance of the paired pre- and post-test results was 0.000. Sig 2-tailed = 0.000 is less than 0.05, indicating a significant effect following the pre-test with a sig < 0.05, according to the results. Additionally, the mean difference between the pre- and post-tests shows that there was a difference of 22.80.

### C. Hypothesis Testing

Based on the hypothesis and previously assessed data, the researchers concluded that Cooperative Learning has relevance for the listening comprehension of Culinary 2 students in the tenth grade at SMK PGRI 2 Kediri in the 2022/2023 academic year. It is evident that there is a roughly 22.800 difference in mean scores between the pre- and post-tests. In the meantime, the t-test computation yielded a result of roughly 7.577 and a p-value of roughly 0.000. It is possible to draw the conclusion that the alternative hypothesis is accepted and the null hypothesis is rejected, indicating that the use of cooperative learning has a major impact on improving students' listening comprehension.

### D. Discussion

Based on the results of the research above, it can be concluded that listening comprehension in students using the cooperative learning method can be a good option for learning activities. In addition, listening comprehension using cooperative learning can help students to understanding and get more informations from nde recorded text and also makes student become responsive, interest in the learning activity, more confident to express opinion or ideas. In addition, a learning climate that takes place in an open and democratic atmosphere will provide optimal

opportunities for students to get more information about the material as well as develop social attitudes and skills as a provision for community life. (Asmani, J. M. 2016).

The findings of this study are consistent with those of Pratiwi (2016), who found that approach had a significant impact on students' listening skills and was the subject of this investigation. Additionally, it was determined that using the cooperative learning method will enhance students' listening comprehension achievement. Additionally mentioned in Abdulkadir KIRBAŞ (2017) is the fact that, when using the cooperative learning technique in the classroom, students' comprehension of what is being said has a major impact on how much higher academic accomplishment is when using the traditional way.

The objectives of listening comprehension education Prior to utilizing the cooperative learning method, the pupils appeared indifferent, uninterested, and hesitant to voice their opinions and thoughts. They also appeared difficult to comprehend and unable to obtain further information. The learning objectives of the Cooperative Learning Method in listening comprehension include helping students comprehend and learn more from recorded content, as well as increasing their responsiveness, interest in the learning task, and confidence in expressing their opinions or views.



## <sup>1</sup> CHAPTER V

### CONCLUSION AND SUGGESTION

The researcher wants to present the research's implications and conclusion in this chapter, along with a recommendation for anyone who happens to read it.

#### A. Conclusion

The researcher will wrap up earlier chapters in this section. The researcher might draw the conclusion that one of the most crucial abilities for students to acquire in order to study, communicate, and obtain some knowledge is listening skills. The researcher's findings indicate that students are having trouble developing their listening comprehension skills since they are still unsure on how to comprehend and extract information from the recorded material. The researcher employed cooperative learning as a new way because the traditional learning approach is likewise unsuitable and uninteresting <sup>1</sup> enough to lower students' motivation even throughout the listening activity. <sup>6</sup> Because of the features of the cooperative learning model, the primary objective of the current study is to determine how the cooperative learning approach affects students' listening comprehension according to Rusman (2013, page 207) are four, namely a.) Willingness to work together in team learning. b.) Collaboration skills. c.) Team learning. d.) Based on cooperative management. Cooperative learning is learning carried out by teams to achieve goals. The experiment carried out in SMK PGRI 2 shown that there is an increased after using cooperative learning in listening comprehension. The result of this study indicate that the student can understanding and get more informations from the listening text easily and also can improve their listening comprehension more freely. Additionally, they become more responsive, interested, and can expressed their opinion or ideas. The present study makes several contributions to listening comprehension.

As previously mentioned, there are some notable changes in students' listening comprehension while adopting the cooperative learning method, based on the results and

discussion in the preceding chapter. Students' scores significantly improve as a result of the cooperative learning approach. The pre-<sup>1</sup> and post-test results of the tenth-grade 2nd Culinary class show that they receive sig. (2-tailed)  $0.00 < 0.05$ . This indicates that teaching listening to students using the cooperative learning approach has a major positive impact on their listening skills. This indicates that Dewey's cooperative learning approach has been shown to be successful.

## **B. Implication**

The researcher had done the experiment in which Cooperative Learning used as the method in teaching process. There are some implications which are in theoretical and practical.

### **A. Theoretical Implication**

Cooperative learning, according to Slavin (2011),<sup>3</sup> is an instructional strategy in which teachers divide their students into small groups, and those groups collaborate to help one another acquire academic material. According to the aforementioned notion,<sup>3</sup> using the cooperative learning method can aid students' listening comprehension. This is a result of the students' increased responsiveness, engagement in the learning task, confidence in expressing their opinions and thoughts, and ease with which they can comprehend and extract additional information from recorded texts while using listening comprehension.

Thus, this theory has also been supported by the study's findings, which demonstrate differences between the researcher's pre- and post-test results and the ability of students to improve their listening comprehension skills following instruction in the cooperative learning method.

### **B. Practical Implication**

Students' comprehension improves when the cooperative learning method is used in the listening comprehension process. This approach consists of seven steps: communicating learning objectives and getting students ready; providing information; creating three groups of

four students; outlining each group's tasks; assigning a single number to each group; having students locate and join the appropriate pair of numbers; and, finally, having the third group evaluate the outcome of the pair of numbers. Students that use the cooperative learning method are better able to speak with one another, present their ideas, do better academically, be more tolerant of others, and manage their time effectively. They also learn about their own limitations and how to take care of others. The distinction between

## **B. Suggestion**

The researcher wishes to make some recommendations to English teachers, students, and other future researchers based on her experiences working at SMK PGRI 2 Kediri, the tenth-grade culinary program.

### 1. For English Teachers

It is anticipated that this study will benefit English teachers by providing them with an additional option for the best teaching and learning methodology. The researcher would like to propose that one useful use of the cooperative learning approach is in the teaching of listening. <sup>6</sup> It is the teacher's crucial responsibility to assist, direct, and explain to pupils as they work through study exercises. In order for the pupils to comprehend the contents, the researcher further suggests that the teacher provide clear explanations of them. Along with helping <sup>1</sup> the students follow the correct technique and help them resolve and solve problems while they work on the assignment, the teacher must also provide them with tough and intelligent guidance. Even in the event that the pupil must work in a group,

### 2. For Students

Suggestion for students are they must know that listening was important aspect in communication. In listening, practicing is the most important thing to do. By listening, students can also comprehending the structure, understanding the text, determining of meaning, and developing the gist by listening. The students can do another listening exercise by ownself to

improve the listening comprehension. The student also give more attention to theirs english teachers, so they can get the informations about the material clearly.

### 3. For the Next Researchers

Now is the time for the researcher to recommend to other researchers how this study might be utilized as a model for carrying out a study of a similar kind on the cooperative learning approach in the learning task, particularly when it comes to listening abilities. The following time around, the other researchers must be mindful of every circumstance and chance in order to steer clear of unforeseen events and ensure that the research is executed flawlessly. Hopefully, additional narrative texts utilizing cooperative learning to teach listening will be available in the future, allowing researchers to examine the impact of this teaching strategy. This method can also be implemented at other grade levels or in public schools with the aim of seeing the differences in cooperative learning in student listening comprehension and also the next researcher can use another skills to see the effectiveness of cooperative learning method.

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