

The Effect of Cooperative Learning Method on Students Listening Comprehension at SMK PGRI 2 Kediri

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Abstract

This study aims to find out the effect of the Cooperative Learning Method to students' listening comprehension. This study used a *quantitative* approach with pre-experimental design with a *one group pre-test post-test Method*. The research sample was taken by *purposive sampling* technique with a total of 30 students in grade 10 majoring in Culinary Class. This data analysis was carried out using a two-sample independent T-test with significance (sig)>0.05. Student learning outcomes after using the Cooperative Learning Method on Listening Comprehension showed an increase with an average score of 84.94. In the analysis of data, the results of significance (*2-tailed*) $0.00 < 0.05$, and it can be concluded that there is a significant effect of the Cooperative Learning Method to Listening comprehension of grade 10 students majoring in Culinary. The results of this research can increase knowledge and understanding of listening learning Methods that are innovative, creative, and not boring. In this study, researchers carried out pre-experimental research at SMK PGRI 2 Kediri in tenth grade Culinary 2 with a Cooperative Learning learning Method. SMK PGRI 2 Kediri is located on Jl. K. H. Abdul Karim No. 05 Kediri. Researchers use a quantitative approach to conduct research.

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

INTRODUCTION

The success of English communication is not far from communicative competence, one of them is listening comprehension. Listening comprehension is one of the important aspects of language learning for students. Listening comprehension is also one of the important things in communication, especially for non-English

learners. 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 coming into other comprehension. Listening is a receptive skill. People receive language rather than produce it. Mukmiatun (2009) states that listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. Mukmiatun (2009) conducted a study about the ways of empowering the students through listening diaries to motivate students to improve their listening ability. Related to the concept of listening, Richards shows two concepts, namely listening as comprehension and listening as acquisition. The former deals with the traditional way of thinking about the nature of listening in which the main function of listening in second language learning is to facilitate understanding of spoken discourse. As a complement to this view, the latter considers how listening can provide input that triggers the further development of second-language proficiency, (2008). In some cases, it often occurs in schools, because schools more often teach reading comprehension and speaking comprehension. While listening comprehension is a basic comprehension of language learning. It's like at Vocational High School PGRI 2 Kediri, which rarely teaches about listening comprehension. Listening comprehension was once taught to tenth grade students at Vocational High School PGRI 2 Kediri, but more often used the individual learning Method. In this study, researchers tried to use cooperative learning Method to teach listening comprehension.

Cooperative learning has been proved to be an effective teaching strategy to both the teacher and learner. It encourages learning to take place and allow communication skills to foster among learners (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 the weak, from individuals or groups who do not know (Thobroni, 2013). This is supported by the results of a study at SMA Srijaya Negara Palembang which concluded Method is one of most important factors influencing students' listening ability which becomes the concern of this study. Therefore, this study focuses on the implementation of Cooperative

Learning Method to improve Listening Comprehension Achievement. Another research that was approved with Cooperative Learning Method to Improve Listening Skill is taken by Teguh Satria Amin and Reni Sapitri (2019), they proved that it is suggested for English teachers to apply Cooperative Listening to improve the students' listening comprehension. Through cooperative listening, the students can comprehend recorded text easily. The understanding of the students' listening to the class in which the cooperative learning method is applied has a significant effect on the increase of the academic achievements according to the classical method, Abdulkadir KIRBAŞ (2017).

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 (preparing number cards and picture cards), the third is forming three groups and one group of 4 students, fourth is explaining the tasks of each group (the first group as number card holders, the second group as holders drawing cards, the third group as an assessor), fifth is each student in the first and second groups gets one card, sixth students are ready to find a pair of cards and join the appropriate card, and the last is the third group assesses the results of the pair of cards (2009).

In schools it is common to teach listening only by simple Method or individual learning. Individual learning is better known as individualized learning or self-instruction, which is learning that is organized in such a way that each student is involved at all times in the learning process with the things that are most valuable to himself as an individual. (Mularsih, 2007)

Generally, to teach listening comprehension using individualized learning Method. 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.

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 because of lack of confidence to ask questions or express opinions or ideas.

The cooperative learning Method is an effective Method for teaching listening comprehension. It is suggested for English teachers to apply Cooperative Listening to improve the students' listening comprehension. Through cooperative listening, the students can comprehend recorded text easily (Amin, Sapitri, 2019). In this study, Cooperative Learning will be applied in listening comprehension learning, so that students are able to easily understand the recorded text.

RESEARCH METHODOLOGY

According to Sugiyono (2018) quantitative data is a research method based on *positivistic* (concrete data), research data in the form of numbers that will be measured using statistics as a calculation test tool, related to the problem under study to produce a conclusion.

In this research case, it was carried out on students of Vocational High School PGRI 2 Kediri majoring in Culinary 2. There were 30 students, 6 male students and 24 female students. According to Idrus (2009), the subject of research is elements of objects, individuals and organisms as a source of information needed by researchers to obtain research data.

Researchers also carry out a series of research stages, namely pre-test, treatment, and post-test. So that the data obtained by researchers from pre-test and post-test results. When administering tests, researchers determine indicators for assessing the instrument. When the test is carried out, students must hear the audio that is prepared to answer some questions on the instruments. Researchers used the T-test by sampling two independent samples of data with significant $p > 0.05$ using the SPSS 20 application.

Researchers took pre-test and post-test data on students who carry out for approximately 3 weeks. The pre-test data collection was carried out at the end of November. At the time of pre-test data collection,

students were given 45 minutes to answer the questions before being given treatment.

After taking pre-test data, in the following days students were given treatment to see the difference before and after treatment. After that, post-test data collection was carried out in early December. The instruments about Narrative Text that have an indicator there are, comprehending of surface structure elements such as phonemes, words, intonation, or grammatical category, understanding of pragmatic context, determining meaning of auditory input, and developing the gist, a global, or comprehensive understanding. The total of instruments are 20 multiple choices and 5 objectives true-false.

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In this technique, researchers used 2 scores on the T-test in which there are pre-test values before treatment and post-test values after treatment. Before looking at the comparison, the data is tested for homogeneity and normality. After that the data is tested to see the comparison.

RESULTS

This research was held to know the effect of the Cooperative Learning Method to Student Listening Comprehension. This research was held in Vocational High School PGRI 2 Kediri in K.H. Abdul Karim Street Number 5 Kediri City. This research was held for 3 weeks, starting from 25th November until 6th December 2022. The population of this research is the tenth-grade students' academic year 2022/2023. The sample of this research is the tenth grade of the 2nd Culinary class which amounts to about 30 students. Based on the result of the research conducted in the tenth grade of the 2nd Culinary class, it is found that there is an increasing mean between the pre-test and the post-test.

Table 1
The Result of Pre-test and Post-test Average

	N	Mean
pre-test	30	62.1333
post-test	30	84.9333

Based on table 1, there is an increase in the average of students from pre-test to post-test results. These data indicate that student achievement in the pre-test, which is the stage before the implementation of treatment, is still low. The score achieved was around 62.1 and it's still lower than the minimum standard score of 75. After the treatment was carried out through project-based learning, the researcher held a test with the purpose to test students' abilities, namely the post-test. Students' achievement in the post-test reached 84.94 and it has exceeded the minimum standard. As can be seen from the acquisition of student scores above, it means that treatment using project-based learning can increase student achievement.

Table 2
Tests of Normality

Data	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pre-test	.110	30	.200*
Post-test	.154	30	.067

Based on table 2, the researcher conducted a data normality test using Kolmogorov-Smirnov test. Significant data results from the pre-test are around $0.200 > 0.05$. Meanwhile, the results of significant data from the post-test are around $0.067 > 0.05$. The basis for making

a decision is the Normality Test if the significant value (sig) > 0.05 then it is said to be normal. The result of the test of normality, it can be concluded that all of the data, which is pre-test and post-test, has been normal.

Table 3
Test of Homogeneity of Variances

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

According to table 3 above, the researcher conducted the homogeneity test of the data. The researcher used Levene Statistic to examine the homogeneity of the data. Based on the data above, it is gaining a significant value of about $0.057 > 0.05$. The basis for making a Homogeneity Test decision is if the significant value (sig) is Based on Mean > 0.05 then the data is Homogeneous. It can be concluded that the data of the test of homogeneity in post-test is already homogeneous.

Table 4

Ranks			
Data	N	Mean Rank	Sum of Ranks
Negative Ranks	0 ^a	.00	.00
Positive Ranks	29 ^b	15.00	435.00
Ties	1 ^c		

The researcher used Wilcoxon Rank Test to see the increase after using the Cooperative Learning Method on Student Listening Comprehension. Based on the table above, in Negative Ranks there is a result of 0 which means there is no decrease from the pre-test value to the Post-test value. Then, in Positive Ranks, the value of N is 29

which means that students have increased from the Pre-test and Post-test. Then the Mean rank and Sum of Rank both show the result 00, it means there is no decrease from the pre-test to the post-test. Ties shows 1 which means there is one the same score between the scores in the Pre-test and Post-test.

Table 5

Test Statistics			
post-test - pre-test			
Z			-4.710 ^b
Asymp. Sig. (2-tailed)			.000

The conclusion from the Wilcoxon test results in table 5, it can be seen that Asymp.Sig (2-tailed) has a value of 0.000. Because the value of 0.000 is smaller than 0.05 then Ho is rejected and Ha is accepted, which means that there is an average difference between the pre-test and post-test learning outcomes so that it can be said that there is an effect of using the Cooperative Learning Method on Student Listening Comprehension in tenth grade of the 2nd Culinary class at SMK PGRI 2 Kediri.

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 instead of using the individualized learning method. In addition, listening comprehension using cooperative learning can help students to stimulate and arouse the potential of students optimally in a learning atmosphere. Furthermore, 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, 2016).

When using cooperative learning, students seem more interested and have a high enthusiasm to learn listening comprehension. This can be proven by the learning outcomes of listening comprehension before using the Cooperative Learning Method look lower and experience increased learning outcomes when using the Cooperative Learning Method in

listening comprehension learning. This is because students are able to hone listening comprehension in learning using the Cooperative Learning Method.

DISCUSSION

Based on the results of the research above, it can be concluded that listening learning in students using the cooperative learning Method can be a good option for learning activities. In addition, listening learning using cooperative learning can help students to stimulate and arouse the potential of students optimally in a learning atmosphere. 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. M. (2016). *Effective Cooperative Learning Tips: Active, Creative, and Not Boring Learning*. Diva Press. Page:44)

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CONCLUSION

Based on the results and discussion in the research above, it can be concluded that there are very significant changes in students' listening understanding using the cooperative learning Method. It can also be stated that students' listening comprehension managed to get improved scores after using cooperative learning compared to before using the cooperative learning Method. It can be seen from the pre-test and post-test scores of the tenth-grade 2nd Culinary who get *sig. (2-tailed)* 0.00 <

0.05. This means that there is a significant effect of using the cooperative learning Method in teaching listening to improve students' listening.

Suggestions for researchers, can be implemented at other grade levels or in public schools with the aim of seeing the differences in cooperative learning in student listening comprehension.

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