

**USING COOPERATIVE LEARNING METHOD TO IMPROVE
LISTENING COMPREHENSION ACHIEVEMENT OF TENTH GRADE
STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG**

A Thesis by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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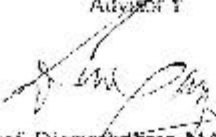
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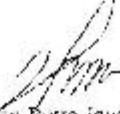
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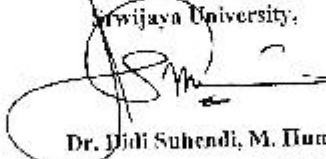

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certify that the thesis entitled "**Using Cooperative Learning Method to Improve Listening Comprehension Achievement of the Tenth Grade Students of SMA Srijaya Negara Palembang**" is my own work and I did not do any plagiarism or inappropriate quotations against the ethics and rules commenced by Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, March 2016

The undersigned,



Maria Dita Ayu Pratiwi
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DEDICATION

This Thesis is dedicated to:

1. My parents (Stefanus Jhoni Hadi Putra and Ermina Setyawati) who always give me support, motivation and prayer.
2. My advisors (Prof. Diemroh Ihsan MA., Ph. D and Hariswan Putra Jaya, S. Pd., M. Pd.). Thanks for your guidance, comments, and suggestions in writing this Thesis.

Motto

“Whatever you do, God sees your effort.”

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USING COOPERATIVE LEARNING METHOD TO IMPROVE LISTENING COMPREHENSION ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA SRIJAYA NEGARA PALEMBANG

ABSTRACT

The objectives of this study were to find out whether or not: (1) There was a significant difference in students' listening comprehension achievement between before and after the tenth grade students in SMA Srijaya Negara Palembang were taught by using Cooperative Learning method., (2) Teaching listening using Cooperative Learning Method had significant difference on listening comprehension achievement of the tenth grade students in SMA Srijaya Negara Palembang who were taught by using Cooperative Learning Method and those who are not. The samples of this study were 64 tenth grade students who were divided into two groups, that is, experimental and control groups. Each group had 32 students who were selected by using purposive sampling method. To collect the data, each group was given pretest and posttest. The data were analyzed by using paired sample t-test and independent sample t-test using SPSS version 21. The standard error means of the pre-test and post-test was 2.690. The significant result was also supported by the value of 0.00 (2-tailed) in which was lower than 0.05 ($0.000 < 0.05$), and t-obtained was higher than t-table ($10.478 > 2.040$). It means that the mean difference in the pre-test and the post-test in the experimental group was significantly different. It can be stated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In conclusion, Cooperative Learning method was effective to in teaching listening for the tenth grade students of SMA Srijaya Negara Palembang.

Keywords: cooperative learning method, teaching listening, listening achievement.

A thesis by an English Education Program student, Faculty Teacher Training and Education, Sriwijaya University

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) research objective, and (4) significant of the study.

1. 1 Background of the Study

Cooperative learning is a learning method that emphasizes the attitude or behavior in working together or helping each other in a group consisting of two people or more, with various levels of ability. The students in the group do various activities to improve their understanding about the learning material that they are learning. Each member of the group has a responsibility not only to learn what is taught but also to help their peer learn, so that they can achieve success together. All of the students in a group make efforts until all of the members of the group get success to comprehend what they have learned. Slavin (1996, p. 20) states that in cooperative learning method, students work together in four-member teams to master the material initially presented by the teacher. It means that cooperative learning is a learning model in which the learning system and working small groups numbered 4-6 collaboratively so as to stimulate more passionate learners in learning. Some experts said that cooperative learning is a way of learning in the form of small groups working together and directed by the teacher to achieve the expected learning goals. Cooperative learning is one of the most popular methods, and has shown to have positive effects on various outcomes (Johnson & Johnson, 2002). Most studies on the effectiveness of cooperative learning have consistently indicated that this methodology promotes higher achievement, more positive interpersonal relationships, and higher self-esteem than do competitive or individualistic efforts (Gomleksiz, 2007; Johnson & Johnson, 1994).

There are many researchers on cooperative learning, on various levels of study. Those researchers showed that cooperative learning makes better achievement, positive relationship among students, rather than a learning situation

that is full of competition and students categorizing. Many researchers on cooperative learning aimed to find out the effect of this strategy to many major subjects, including English. Barkley, et al, (2005, p. 17-18) stated that in extensive meta-analyses across hundreds of studies, cooperative arrangements were found superior to either competitive or individualistic structures on a variety of outcome measures, generally showing higher achievement, higher-level reasoning, more frequent generation of new ideas and solutions, and greater transfer of what is learned from one situation to another. Furthermore, students in mixed groups (different races, genders, learning styles) tend to have a deeper understanding of the material and remember more than those in homogeneous groups (Wenzel, 2000).

There are many kinds of cooperative learning, but in this study the writer chose STAD (student team achievement division) for the sub method of this study. STAD is one of the simplest and most extensively researched forms of cooperative learning. It is a good model to begin with for the students who are new to the cooperative model. STAD has five major components as Slavin (1995) defined: class presentation, teams, quizzes, individual improvement score, and team recognition. In STAD, students are assigned to four-member of learning teams that are mixed in heterogeneous teams. The teacher presents the lesson and then students work within their team to make sure that all team members have mastered the lesson. Then, the students take the individual quizzes on the material, at which time they may not help one another.

Listening is one of the four skills in English. It is the active process of receiving and responding to spoken message. Listening is also one of the subjects studied in the field of language arts and in the discipline of conversation analysis. Moreover, there are different goals in listening. Mohamed (2005, p. 4) categorizes the goals of listening as listening for enjoyment, for information, for persuasion, for perception, for comprehension and lastly for problems solving. For this study, the writer focuses on listening for comprehension. Richards (2008, p. 3) states that listening comprehension is the traditional way of thinking about the nature of listening.

According to my interview with English teacher in SMA Srijaya Negara Palembang that when students listen they try to interpret each word uttered by the recording. It makes them lose concentration at that time when the speaker speaks too quickly in recording which resulting in the sound produced is less obvious and make the students lose control to concentrate when they listen. In addition, most students do not recognize the words they heard. It is because they have limited vocabulary. Furthermore, they cannot distinguish between different sounds in the English language. For example, such as "there", "their, and" they're ". Lastly, they do not have good listening habits. They only listened without knowing the purpose of what they heard. Goh (2000) found that listeners quickly forget what is heard, unable to form a mental representation from words heard, and they do not understand subsequent parts of input because of earlier problems, third, in the utilization stage, they understand the words but not the intended message, and confused about the key idea in the message were often mentioned. It is because they only listen but they do not want to comprehend what the message of what they heard.

Getting low English national examination score is one of the causes that the students could not pass the examination. Surely, they have problems and weaknesses in their skills and aspects of English. English skills and aspects here refer to listening, reading, grammar, and vocabulary that are difficult to master. Underwood (1989) organizes the major listening problems as follows: (1) lack of control over the speed at which speakers speak; (2) not being able to get things repeated; (3) the listener's limited vocabulary; (4) failure to recognize the "signal," (5) problems of interpretation; (6) inability to concentrate; and (7) established learning habits. Method is one of most important factors and 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 of the Tenth Grade Students in SMA Srijaya Negara Palembang.

1. 2 Problems of the Study

Based on the explanation above, the problems of this study were formulated in the following questions:

1. Was there any significant difference in students' listening comprehension achievement before and after the tenth grade students of SMA Srijaya Negara Palembang were taught by using Cooperative Learning method?"
2. Was there any significant difference in listening achievement between the tenth grade students of SMA Srijaya Negara Palembang who were taught by using Cooperative Learning Method and those who are not?

1. 3 Objectives of the Study

Based on the problems above, the objectives of this study are:

1. To find out whether or not there was a significant difference in students' listening comprehension achievement before and after the tenth grade students in SMA Srijaya Negara Palembang were taught by using Cooperative Learning method.
2. To find out whether or not teaching listening by Cooperative Learning Method had significant difference on the students' listening comprehension achievement of the tenth grade students in SMA Srijaya Negara Palembang who were taught by using Cooperative Learning Method and those who are not.

1. 4 Significance of the Study

This study is expected to bring some benefits: First, this study will improve the students' achievement in listening comprehension. Second, it is also expected that the teachers understand how their students learn and what they enjoy in learning. Third, the findings of the study can be used to develop the application of Cooperative Learning Method in teaching listening comprehension.

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