



## IMPROVING STUDENTS' LISTENING COMPREHENSION THROUGH COOPERATIVE LISTENING

Teguh Satria Amin<sup>1</sup>, Reni Sapitri<sup>2</sup>

<sup>1,2</sup>Universitas Muslim Nusantara Al-Washliyah, Medan, Indonesia

Korespondensi: TeguhSatriaamin@umnaw.ac.id

### Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan listening siswa melalui teknik cooperative listening. Penelitian ini dilaksanakan pada siswa kelas dua SMA N 6 Medan. Subjek penelitian berjumlah 35 orang siswa yang diajari teknik cooperative listening. Untuk memperoleh data kualitatif, interview dan observasi dilakukan selama proses pembelajaran listening. Sementara itu, untuk data quantitative, test pilihan berganda dan selanjutnya ditentukan meannya. Hasil penelitian ini menunjukkan bahwa nilai rata-rata siswa di siklus kedua (80.85%) lebih tinggi dari nilai disiklus pertama (68.28%). Berdasarkan hasil observasi dan interview, para siswa menjadi aktif dan antusias selama proses belajar listening.

**Kata kunci:** Kemampuan Listening, Kooperatif Listening, Penelitian Tindakan Kelas.

### Abstract

*This research attempts to improve the students' achievement on listening comprehension through cooperative listening. The research was conducted at the second grade by using classroom action research at the second grade students of SMA N 6 Medan. Four classes were selected as subjects that consist of 35 students. The students were taught cooperative listening meanwhile for the qualitative data, interview and observation were conducted. The quantitative data were collected by giving 10 multiple-choice tests and calculating the mean. The result of the research shows that the mean of the second cycle (80.85%) was higher than the mean of the first cycle (68.28%). Based on the observation and interview, the students were becoming active and enthusiastic during the teaching learning processes.*

**Keywords:** listening comprehension, listening ability, cooperative listening, Action Reserch.

## INTRODUCTION

In learning an English language, the students are expected to master four language skills, such as listening, reading, speaking, and writing. As the ultimate goal of all these activities are to lead students toward the attainment of communicative competence in the real world. Listening is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." (Morley, 1991). Listening is one of language skill, which is difficult to be acquired by the students. Concerning with the difficulties faced by the students, listening is needed to be taught creatively by the teacher. Teaching listening is almost related to exercise, which can motivate students to improve their listening skill.

Teaching listening comprehension is undoubtedly a challenging task for teachers. The fleeting nature of sound makes it hard for listeners to focus attention on a particular word or phrase for detailed analysis. Therefore, it is understandable that many teachers slip into testing the learners' listening comprehension rather than teaching them how to listen effectively. Field (2002) points out those teachers tend to concentrate on the product of listening when they should be interested in the process. Since the 1960s, he notes, teachers have tended to begin their listening comprehension lessons by preparing learners for the vocabulary they will hear in the recorded material. After listening to the material, the students then are required to answer some comprehension questions, followed by pronunciation practice. This research is intended to find out the ways to improve students' achievement on listening comprehension through the cooperative listening technique.

## RESEARCH METHODOLOGY

The research designed is in classroom action research with the students of the second year students of SMAN 6 Medan as the population. The sample of the research was obtained by using cluster sampling from the four classes. The researcher took one class as the representation of the whole classes as the sample by using lottery technique. In collecting the data, the researcher used listening test as the instrument in form of listening to the dialogue and the questioner sheet, interview and notebook which are used when the researcher want to identify what is happening in the classroom. It is expected that the require data of the researcher will be achieved after being analyzed. To evaluate the student's improvement in listening, the writer used multiple-choice test by listening to dialogue and conducted the interview.

## RESULTS AND DISCUSSION

### Results of the Research

The result of research indicated that there was an improvement on the students' listening comprehension, which was taught by cooperative listening. It was proved by data, which showed that the mean of the students in the second cycle (80.85%) was higher than in the first cycle (68.28%) and in the pre-test (52.57%).

The qualitative data that were taken from observation sheet, interview sheet and field note. It also showed that students' interest in listening comprehension increased because they could share their knowledge and expressed their opinion each other and also find an effective strategy who used by more able students.

## Improvement of Listening Skills in Cycle I and Cycle II

### The Quantitative Data

For more detail of the students' listening ability progress from each listening component during the first cycle until the second cycle are shown in the following chart.

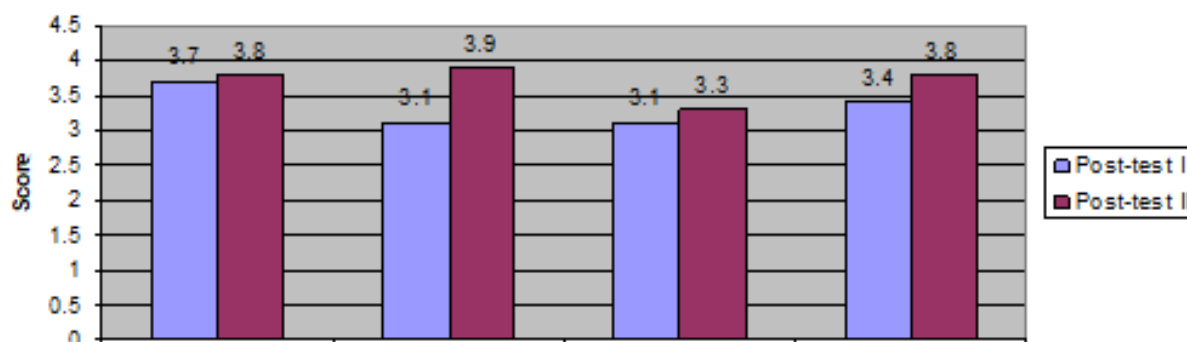


Figure 1. Students' listening ability for the first cycle and the second cycle

### Analysis of Qualitative Data

There were many activities that were done from cycle I until cycle II, they were:

#### a. Group discussion

Previously in the cycle I, there were just 4 groups that could do their tasks actively and cooperatively, they are: group 1, 4, 5, 6. In these four groups, all the member of the group worked together. They expressed their strategies used to accomplish the task, made note of whatever they got from it, and tried their best to answer the questions together. In discussing the questions, they became 6 groups that could do their tasks actively and cooperatively, they are: group 1, 2, 4, 5, 6, 7. In these six groups, all the member of the group worked together. They expressed their strategies used to accomplish the task, made note of whatever they got from it, and tried their best to answer the questions together. In the third group, there were three students who were active, too while the others just told each other's.

**b. Group Presentation**

In presenting the result of discussion, just 3 students whom the teacher asked to come to the front of the class to explain their strategies, to read the note and to write the answer of the questions while the others just sit in their chair and listened. There were 4 groups of students who could explain the task clearly and enthusiastically. There was an increasing number of students who participate in the group presentation from cycle I until cycle II.

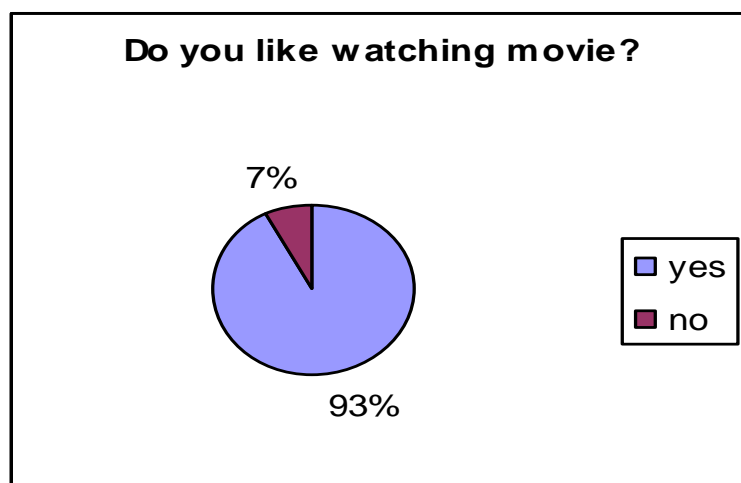
**c. Asking and Answer the Questions**

In giving the questions, from the first cycle until second cycle, the students became actively participate in the discussion. Previously, there were 4 groups that were active from group 1, 2, 4, and 6. The students who participate increased into 6 groups. From group 6, two students gave the comment, too.

**d. Interview**

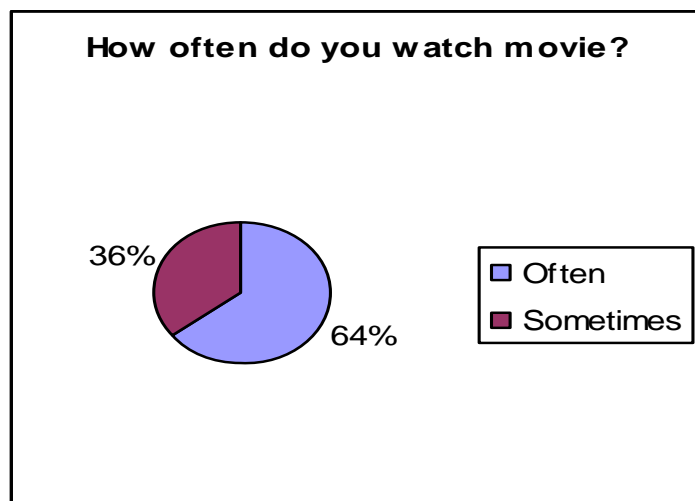
The interview was conducted at the end of the research. The interview consists of five questions, which were asked to 35 students. The results of the interviews are as follow.

The result of the first question is 33 of 35 students response positively, and the rest, only 2 students response negatively. It means 93% of participants enjoy watching movie, only 7% of them do not enjoy watching movie. The following chart shows the result of first question more briefly.



**Figure 2. The result of first question of interview**

The result of the second question is 24 of 35 students frequently watch movies, and the rest, 9 students sometimes watch movie. It means 64% of participants often watching movie, and 36% of them do not often watching movie. The following chart shows the result of second question more briefly.



**Figure 3. The result of second question of interview**

The result of the third question is 35 of students agree that watching movie contributes to their English proficiency in cooperative listening. It means 100% of participants agree that watching movie can be a good ways for improving their listening English skills. The following chart shows the result of third question more briefly.

### **Discussion**

As Nunan (2002a) notes, these new techniques focus more on training learners to utilize effective strategies for listening to spoken messages. These strategies are best learned in an environment of cooperative learning, which enables students to work jointly with their classmates to comprehend spoken discourse and then benefit each other by sharing the strategies they employed during the listening.

However, in fact, in cycle I, although all the activities were done in-group, many students did not work cooperatively, even there were students who did not care with the group work. It was caused by the lack of controlling from the teacher. The teacher did not admonish the students who were noisy and passive. The leader of the group did not know about their responsibility.

The cooperative listening technique complies with the characteristics of good strategy training proposed by Oxford (2002), who states that effective strategy training should be explicit, integrated into a typical classroom activity, spread over a period of time, and lead to an orchestration of strategies. In this research, students comprehend the topic by sharing their knowledge and changing information about the effective strategy in listening used by them. However, in the most of group, the member of the group who were enthusiastic to do the group task didn't motivate their friends who were not active in doing the group task. The leader of the group or other member of the group didn't care whether there were their friends in group were passive and noisy. They just try to do the best in answering the question without including their friends who didn't do anything in group discussion so not all the students gave contribution to the group task.

In the first cycle, the teacher also didn't move from the chair to chair so the students couldn't ask helping when they needed. Students also were not given time to ask about anything that made them confused so some students just kept silent although they were confused.

Meanwhile, in the second cycle, the teacher controlled the class better than in the first cycle. The teacher motivated the students to give the best, asked the students to give questions if they didn't understand about the task or about the procedure of cooperative listening. The teacher moved from one chair to the others to make sure that all the students worked in their group. The teacher also directly admonished the students who were noisy so the class was quieter.

29 students were able to improve their score from the pre-test to cycle I. they could improve their score because they were active in teaching learning process. They had learned how to find the effective strategies and how to give more concentration on listening the recorded text. In cycle I, there were 6 students whose score was still the same with their score in pre-test, they were AK, MI, SS, TK, VK, YA. They still had not improved their score because they were not active in discussing so the discussion didn't affect their score of listening comprehension.

Most of the students had improved their score from cycle I to cycle II, although there were still students who didn't have score improvement. Those whose score were improved were the students who were active in teaching and learning process. They admitted that they enjoyed learning of listening comprehension by using cooperative listening because they could share their opinion and found the effective strategies and even the definition of difficult words together while those who didn't improve their score were students who were not serious in teaching and learning process. They were noisy, passive and had no interest to study.

### CONCLUSION

Based on the result of the research, the conclusions are dawn as follows:

1. There is an improvement of students' listening comprehension if it is taught by using cooperative listening. It is showed by the mean of the students: pre-test (52.57%), cycle I (68.28%), cycle II (80.85%).
2. The students felt more enjoyable and interested in learning listening comprehension by using cooperative listening. It is showed by their enthusiasm in listening comprehension in the two cycles and their responds while they were asked about cooperative listening.

Therefore, 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.

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