

**THE EFFECTIVENESS OF TEAM GAMES
TOURNAMENT (TGT) AND AUDIO IN
TEACHING LISTENING AT THE TENTH
GRADE OF MA MA'ARIF KLEGO MRICAN
PONOROGO
THESIS**



By:

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ABSTRACT

Solikhah, Niatus. 2019. *The Effectiveness of Teams Games Tournament (TGT) and Audio in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo*. Thesis. English Education Department Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Ponorogo. Advisor Wiwin Widyawati, M. Hum.

Key words: teams games tournament (TGT), audio, listening

Listening is one of the important skills in learning English but students usually feel bored during the process in the class. Therefore, teacher must give the interesting technique and media. One example of the technique that teacher can use is TGT technique. This technique include in cooperative learning that focus on students center. Here, teacher also can implement it with combining the audio so that the students enjoy the process of listening class. Teacher can make pair or group work, collaboration, competition, games or technology tools that make students increase their score in listening.

This research is conducted based on the certain purpose. The purpose is to find the effectiveness of Teams Games Tournament (TGT) and audio in teaching listening at X grade of MA Ma'arif Klego Mrican Ponorogo.

The method that was used in this research was quasi experimental research. To apply this research, the researcher needs two classes named experimental and control class. Both of these classes were taught by using different treatment. The techniques of data collection were tests and observation. While to analyze the data, the researcher used

assumption test named normality, homogeneity, and t-test by using SPSS 23 version.

The result of data analysis showed that the mean value of experimental class was 89.15 and the control class was 74.45. The value of t_{test} was 6.318 while t_{table} was 1.697. It indicated that students who were taught by using TGT and audio got better score than the students who were not taught by TGT and audio. Thus, TGT and audio was effective in teaching listening at X grade of MA Ma'arif Klego Mrican Ponorogo.

Based on the result of data analysis, it was known that the students who were taught by using TGT and audio visual had better listening comprehension than those who are taught by non TGT and audio visual. Then, the value of the t_{test} was higher than t_{table} . It means the alternate hypothesis which was formulated as “there is effective of the use of TGT and Audio Visual in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo” was accepted. In other word the TGT and audio was effective in teaching listening comprehension.

APPROVAL SHEET

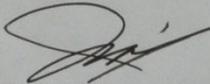
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RATIFICATION

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, one of the English skills which must be mastered by students is listening skill. It is an important skill because students will get information briefly while they can listen to something correctly. Listening is important in the language classroom because it provides input for the learner. Without understanding the input, any learning can't begin.

Listening itself include receptive skill. It means, when students hear something with their ears, they get a new information or knowledge. If they can't comprehend well the information, they can't get new important information or knowledge. On the other hand, listening is a skill that people can spend time more to do their daily activities. For example, to communicate each other people need to listen what their friends said, to listen the material that was given by the teacher in class, to listen the news, music and so on. It means listening makes up much of the time people spend in a day. It indicated listening problems are crucial problem that must be solved by the teacher if the teacher wants her students have a good ability in listening skill.

In learning process, listening skill is almost ignored by the teachers. Teachers usually give a listening activity with a simple way and less in using

an attractive technique. If teacher always use this way in learning process, it make students feel bored during the activity. In a long time, it can be students' mindset that listening is a boring activity. But, it is not the end of learning listening problems. To help teachers in teaching listening, they can use the interesting media and combining it with the appropriate technique. Using an appropriate media and technique also becomes a good material to discuss about listening comprehension. Using students' centered and collaborative learning formats, such as pair and group work, and employing task types, such as collaborations, friendly competitions and listening games, and technology tools that learners enjoy, may help learner relax, become more engaged, and make greater progress in listening.¹ In other word, it will be better if teacher also using media and an attractive technique in learning listening. So that in this research the researcher uses Audio and Team Games Tournament (TGT). Then, the researcher thinks that an attractive teaching learning activity is an important aspect in education field. When students can get information with a happy situation without any problem with their environment and friends, they can pass the learning process well. As Robert E Slavin said that the effect of students taught by team games, they will get two principle areas namely students'

¹ Michael Rost, *Teaching and Researching Listening*. (Hong Kong: Graphicraft Limited, 2011), 151-152.

achievement and social relationship. In other word, when students taught by TGT technique, their achievement in listening can be improved and have a good relationship with their friends.² TGT is one of techniques in cooperative learning method. O'Mahony states that Slavin has found TGT increased basic skills, students' achievement, positive interaction between students, acceptance of mainstreamed classmates and self-esteem.³

The rule of this game is consists of 3-4 students in each group. Student in each group will learn and hear the explanation of the teacher, then discuss with their group to review and discuss the material that explained before. After that, students will divided into some new groups in tables' tournament. They will ask to do a tournament with some cards that prepared by the teacher. Each student will get a score and submit it in their first group. Then, group with the higher score will be a winner in this game tournament. As the result, this activity can build students' comprehension because they can discuss the material with their friends who come from different levels.

Besides that, Oliver et al said that the use of audio files also makes teacher possible to present

² Robert E Slavin, *Learning to Cooperate, Cooperating to Learn*. (New York: Plenum Press, in 1985), 9.

³ Ainun Elvilla, "*The Effect of Using Team Games Tournament (TGT) Technique on Vocabulary Mastery of the Eighth Grade Students at SMPN 13 Jember*", (Jember: Universitas Jember, 2014), 2

knowledge in different ways and enables different forms of interaction with learners. Utilizing audio to support learning is now more accessible than ever. Audio materials can be used to enhance learning resources by showing real life scenarios, explaining concepts, observing social groups, and acting as triggers for discussion. They are also able to bring experts and viewpoints to the student learning experience and are excellent at bringing subjects 'to life' to engage discussion and inspire learning. Audio has come a long way as a teaching and learning aid and is an extremely valuable method for capturing and presenting information. Audio provides a quick, cost-effective alternative to text for connecting with the students and providing up-to-date content, interviews, discussion or lecture materials. Middleton highlights that audio has demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and publishers. Audio can easily be created with many desktop tools and small digital recording devices.⁴ Audio is a style of teaching used in teaching foreign language. It comes from Skinner's Behaviorist psychology. It is one of the methods in English teaching-learning process. Audio trains students in order to reach conversational proficiency in a variety

⁴ *Using Audio and Video For Educational Purposes*. Deakin University: Modules 1- 4, Last Update 28 February 2014, 1-2.

of foreign language and puts the emphasis on behavior.⁵

The researcher also conducted an interview to teacher named Mrs. Umi Latifah S, Pd. on 18th of September about teaching listening in MA Ma'arif Klego Mrican Ponorogo. According to Mrs. Umi Latifah S, Pd. from four English skills that must be mastered by students, listening is a skill that students lack in achievement than others. Besides that some students state that listening is a difficult skill and they feel bored during listening process. Then, in a long time, this statement can influence their motivation and score.

According to the explanation above, researcher will conduct the research by the title The Effectiveness of TGT and Audio in Teaching Listening at the Tenth Grade of MA Ma'arif Klego Mrican Ponorogo. The research methodology used in this research is quasi-experiment design which consists of control and experiment class. The researcher wants to find the effectiveness of using TGT technique and audio in teaching listening. The researcher also hopes that by this technique and media, students' comprehension in listening can improved.

⁵ Ninik Suryani, "*The Implementation of Audio-Lingual Method in Teaching English at the Fourth Year of SDN Bedoro 2 Sambungmacan Sragen*", (Surakarta: Universitas Muhammadiyah Surakarta, 2012), 3.

B. Limitation of the Problem

The material that will be focused in this research is recount text. In this teaching process, the researcher uses TGT technique and Audio. The researcher also hopes this technique and media can increase students' comprehension in listen a recount text.

C. Statement of the Problem

Based on the background of study, the statement of the problem is:

“Do the students who are taught by TGT and Audio visual have better listening comprehension than those who are not?”

D. Objective of the Study

Concerning with the problem statement, this research aim is:

To know whether the students who taught by TGT and Audio have better listening comprehension than those who are taught by non TGT and Audio visual in Teaching Listening at the Tenth Grade of MA Ma'arif Klego Mrican Ponorogo.

E. Significances of the Study

The result of this research, the researcher hopes that it will give the advantages for many cases such as for English department, teachers, students and readers.

A. Theoretically

It will be additional information for other researcher who wants to conduct the further research about teaching listening skill.

B. Practically

1. For the teachers

It will be useful in knowledge development and be additional information related teaching technique applied by the teacher to improve her students listening comprehension. Beside teacher can use an attractive technique in teaching English especially in teaching listening skill after read this research.

2. For the students

Students never feel bored after taught by an attractive technique in teaching listening process. They can study actively and their comprehension in listen a text can be improved after taught by this technique and multimedia. Finally the students will be interested in English class and get good achievement in listening comprehension.

3. For the readers

The researcher gives a contribution in knowledge to the readers especially in teaching listening. The readers here mean person who want to conduct further

research especially the students of IAIN Ponorogo.

F. Organizations of the Study

To make easy in writing the thesis, the researcher used the organizational of the study that consist of five chapters.

The first chapter is the introduction. This chapter consists of background of the study, limitation of the study, a statement of the problem, objective of the study, and significance of the study.

The second chapter is the review of related literature. It consists of previous research finding, review of related literature, theoretical framework, and hypothesis.

The third chapter is research methodology. It consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

The fourth chapter is research finding that consist of data analysis, discussion and interpretation.

The fifth chapter is the closing. It consists of conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

This research needs some previous research as a consideration theory. The first previous research is from Yoga Pratama with the title “*Teaching Students Listening Skills by Using Team Games Tournament (TGT)*”. The aim of this research is to know whether it is effective to improve students’ listening skill in MTs Pancasila Bengkulu in the 2013/2014 academic year. The research methodology that used in this research was CAR. The researcher took respondents of VIIIA, which were contains of 24 students. The data was collected from pre-test, cycle 1, cycle 2, and cycle 3. The result showed that there was an improvement in the value of listening ability from the pre-test, cycle 1 to cycle 2 and cycle 3 using TGT technique.⁶

The second previous research is from Abdulkadir Kirbas. In his thesis entitled “Effects of Cooperative Learning Method on the Development of Listening Comprehension and Listening Skills” showed that learning together technique is an effective way to apply in listening class. To gain the purpose of this research, the researcher selected 75 students into experimental and control group. In experimental group, the

⁶ Yoga Pratama with the title “*Teaching Students Listening Skills by Using Team Games Tournament (TGT)*” (Thesis, IAIN, Bengkulu, 2014), 1.

researcher taught using the learning together technique or cooperative learning but in control group the researcher using a traditional technique. The researcher applied same listening comprehension test in pre and post-test. In pre-test, both classes have the same score, but in post-test the experimental group has the higher score than control group. It indicate that this technique give positive effect on improving students' listening comprehension.⁷

The third thesis is from Ike Yeni Kumalasari with the title "The Use of Audio Visual Media on Teaching Listening to the Eight Grade Bilingual Class Students of MTsN Ponorogo in Academic Year 2015/2016". This research employed descriptive qualitative. It was conducted at eight class of MTsN Ponorogo and focused on description the use audio visual media on teaching listening. The data in this research collected through interview, observation and documentation. The data were analyzed using Matthew B Mile & Michael Hubberman of qualitative research on data display, data reduction and conclusion. The result showed that audio visual is an effective media to increase students' listening skill. This media make

⁷ Abdulkadir Kirbas, International journal of languages' education and teaching, "*Effects Of Cooperative Learning Method On The Development Of Listening Comprehension And Listening Skills*", April 2017, 1.

students more active to follow the teaching and learning process.⁸

The last previous study is “The Use of Audio-Visual Materials in Teaching and Learning of Classification of Living Things among Secondary School Students in Sabon Gari LGA of Kaduna State” by Adamu Tairu Idris, *et all*. The researcher use Audio-Visual Materials in Teaching and Learning of Classification of Living Things among Secondary School Students in Sabon Gari LGA of Kaduna State which examine the impact of use Audio-Visual Materials as a purpose. Quasi-experimental was used in this research. The researcher analyzed the data by using t-test with SPSS 22 version. The result shows that there is unavailability of such materials in the study area and with significant level of 0,001 using t-test, it shows that using audio-visual aids in teaching plays the role of enhancing students’ performance.⁹

Based on those previous studies, the researcher was interested to combine TGT technique also Audio in teaching learning especially in listening activity so that it can differentiate with those previous studies. TGT

⁸ Ike Yeni Kumalasari, “*The Use of Audio Visual Media on Teaching Listening to the Eight Grade Bilingual Class Students of MTsN Ponorogo in Academic Year 2015/2016*”, (Thesis, STAIN, Ponorogo, 2016), 1.

⁹ Adamu Tairu Idris, *et all*, “*The Use of Audio-Visual Materials in Teaching and Learning of Classification of Living Things among Secondary School Students in Sabon Gari LGA of Kaduna State*”, Agustus 2018, 1.

technique which combine with audio system is a good strategy to lose students' bored during learning activity. Besides that, the researcher hopes their listening comprehensions have increased.

B. Review of Related Literature

1. TGT Technique

a. History of TGT

In real condition, students can't do every activity by themselves. They need a help to solve problems that appear in learning process. It caused they are a social human and have an instinct to doing a competition. Several social-psychological experts such as Dewey, Moreno, and Lewin have researched students' relationship in learning process. They found there are difference attitude between students' who learned individual or group in doing an assignment. Furthermore research about group in learning process be an issue in education experts environment. This issue also discussed in education-psychological world. Some education experts here are Elliot Aronson, David W. Johnson, and Roger T. Johnson. They named this issue as cooperative learning. According to Artz & Newman cooperative learning here mean small groups of learner working together as a team to solve a problem, complete a task, or accomplish a common goal.

Besides that in John Hopkins University, cooperative learning comes from Robert E. Slavin and his friends.¹⁰ They made research to develop and evaluate cooperative learning program designed specifically for particular subjects and grade levels. Their goals are to use what they had learned about cooperative learning to try to solve fundamental problems of instruction, to design cooperative learning programs that could be used all year, and to incorporate knowledge about curriculum and domain specific learning.¹¹ Then, they introduce cooperative learning types in educational word, such as Team Games Tournament (TGT), Student Team Achievement Division (STAD), Jigsaw, Learning Together, etc.¹²

The effects of cooperative methods have been studied in two principal areas: students' achievement and student social relationship. Positive effects on achievement have been anticipated because in a cooperative group, students are likely to encourage and help one another to learn. Positive effects on social

¹⁰ Miftahul Huda, "*Cooperative Learning (Metode, Teknik, Struktur Dan Model Terapan)*", (Yogyakarta: Pustaka Pelajar, 2013), 3.

¹¹ Robert E Slavin, "*Student Team Learning: A Practical Guide to Cooperative Learning*". (New York: Plenum Press, 1991), 108.

¹² Huda, *Cooperative Learning (Metode, Teknik, Struktur Dan Model Terapan)*, 3.

relationship, such as improved race relations and attitudes toward academically handicapped classmates, are also expected because cooperative learning creates the conditions of no superficial, cooperative contact long believed to improve relationships across such boundaries as race or ethnicity.¹³

TGT technique include in one of several types of cooperative learning method. When teachers place students on learning teams, each student knows that a group of peers supports his or her academic efforts. This is true because team success requires that all members do their best. Educational research has demonstrated that heterogeneous teams made up of high and low achievers, boys and girls, blacks and whites can be successfully transplanted from the playing field to the classroom. Several Student Team Learning techniques have now been extensively researched and found to significantly increase student learning. Some are designed for specific subjects and grade levels, and some are generic, broadly applicable methods. The latter, which is emphasized in this research is TGT.¹⁴

¹³ Robert E Slavin, *Learning to Cooperate, Cooperating to Learn*. (New York: Plenum Press, in 1985), 9.

¹⁴ Slavin, *Student Team Learning: A Practical Guide to Cooperative Learning*, 8.

b. Strength and Weakness of Cooperative Learning

Under most methods of teaching, having the students working together in groups for some part of a lesson is regarded as a desirable strategy to use. Effective teachers make use of group work as a component in their overall approach. Working in groups not only increase students' active participation, but also encourages social skill development, enhances communication and increase independence. Children working together, sharing ideas and learning from one another facilitates effective learning.¹⁵ According to Adams and Hamm, cooperative learning can: Motivate students, increase academic performance, increase respect for diversity, promote literacy and language skills, help with the creative generation of new ideas.¹⁶

Besides that, the strength of cooperative learning can be found on various sides such as in academic achievement, intergroup relations, and balancing the *social* and the *studies* in social studies.

¹⁵ Peter Westwood, *What Teachers Need to Know About Teaching Methods*. (Australia: ACER Press, 2008), 68.

¹⁶ Nancy Falchikov, *Learning Together: Peer Tutoring in Higher Education*. (Canada: RoutledgeFalmer, 2002), 50-51.

1) In Academic Achievement

Anyone who has seen students working in cooperative groups will note that they enjoy doing so, that working cooperatively makes schoolwork social and exciting. Slavin has recently identified 46 field experiments that have studied the effects of cooperative learning on student learning. The pattern of results of those studies on cooperative learning indicates the importance of designing cooperative methods to resolve the problem of individual accountability. The most successful method for increasing student achievements, or in which each member had an unique task for which he or she could be held accountable. Of the 27 studies in which all group members studied the same material and group rewards were provided based on the individual achievements of the group members.¹⁷

The method of cooperative learning that is used has a considerable impact on the effectiveness of cooperative learning. For example, if we examine studies of cooperative learning that include both goals and individual accountability, we find

¹⁷ Slavin, *Learning to Cooperate, Cooperating to Learn.*, 10.

significant positive achievement effects. Of these studies, thirty-seven out of forty-four show significant positive achievement effects. Only four of twenty-three studies of cooperative learning methods that did not use these components found significantly positive effects on student achievement.¹⁸

When cooperative learning group is tasked with ensuring that each member understands the material, there is incentive for each group member to invest time and energy learning from and explaining to other members. Research on student behavior in cooperative groups has found that in fact, those group members who gain most from cooperative work are those that give and receive expanded or elaborated, explanations. Webb's research consistently found that when students gave or received answer without explanation, there was a negative impact on achievement. When groups are given clear goals and group members are individually accountable, students are motivated to take each other's learning seriously.¹⁹

¹⁸ Slavin, et all, "*Cooperative Learning in the Social Studies: Balancing the Social and the Studies*", 5.

¹⁹ Slavin, et all, "*Cooperative Learning in the Social Studies: Balancing the Social and the Studies*", 6.

2) Intergroup relations

Research has consistently shown that cooperative learning methods have a positive impact on intergroup relations. Most of this research involves students listing their best friends at the start of the study and at the end. Intergroup relation was determined by the number of friends that a student listed from outside his or own ethnic group. TGT, STAD, Jigsaw, Learning Together, and Group Investigation have all shown positive effects on intergroup relations.

Improving intergroup relations is central to the overarching agenda of social studies. Social studies curricula are designed to foster better understanding among diverse communities and cultures around the world and among groups that exist side by side. Traditional social studies curricula promote such understanding through content and factual knowledge. According to current research on intergroup relations, improved relation among groups is best achieved through contact and only through contact where members of different groups are of equal status and have shared goals. Traditional classroom

practices allow for little direct, supervised contact and where this contact exists, it is usually competitive in nature. Cooperative learning techniques can enrich social studies by encouraging children to develop skills and attitudes which facilitate understanding while providing them the opportunity to interact with others in the types of circumstances known to enhance intergroup relations.²⁰

3) Balancing the social and the studies in social studies

Students in social studies as other disciplines can benefit from cooperative learning. Research on cooperative learning in social studies and other settings has demonstrated the potential of this strategy to help students learn content and at the same time improve social skills and prosocial attitudes. It is important to note, however, that grouping students and telling them to work together is not enough. While a wide variety of cooperative learning methods have shown positive social outcomes, achievement gains appear to rely on group goals and accountability. It is

²⁰ Slavin, et al, “*Cooperative Learning in the Social Studies: Balancing the Social and the Studies*”, 8.

imperative that group success depends on the learning and performance of every student.²¹ Cooperative learning, when used in a thoughtful and informed way can fill a social studies classroom with students who are debating, exploring, questioning, teaching, assessing, and experiencing knowledge-who are actively engaged learners. A classroom like this embodies the social and the studies that are part of a comprehensive social studies curriculum.²²

According to Damon, group discussion that can be characteristic of cooperative learning has several benefits, there are:

- a) Group discussion show debate between students. This debate shown what Piaget said as cognitive disequilibrium that can increase students' comprehension about the material is.
- b) Group discussion will be a forum that can train students to have a good critical thinking
- c) Group discussion will be motivate students to share their opinion²³

²¹ *Ibid*, 10.

²² Slavin, et all, "*Cooperative Learning in the Social Studies: Balancing the Social and the Studies*", 11.

²³ Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur Dan Model Terapan)*, (Yogyakarta: Pustaka Pelajar, 2013), 42.

Specialized roles in discussions are a cooperative learning technique for managing discussions in small groups within particular discipline areas. Specialized roles in discussions are used after a text has been presented. The technique has everyone discussing the same topic or text. By playing a different role, each student takes a different perspective on the discussion. Because the roles are chosen to highlight aspects of comprehension, the method enables students to learn those aspect deliberately through active practice. Later, when they study on their own they will combine the different roles into a comprehensive ability to make sense of a topic.²⁴

When talk about a strategy in learning process, the strength and weakness of it can't be released from its discussion. It means every strategy whether it is cooperative learning or not always has their strength also the weakness. Slavin has identifications that there are several problems which appear in cooperative learning process. The first is free rider. If teacher can't plan her cooperative learning as good as possible, some students who didn't care with their group task will ignore the task and only trailing with their friends in a same group. This

²⁴ Alan Crawford, et all, *Teaching and Learning Strategies for the Thinking Classroom*, (New York: RWCT, 2005), 66.

problem usually appears when teacher gives a worksheet or report.

Then, the second problem is diffusion of responsibility. The diffusion of responsibility here mean a condition which one students who less in comprehend the material will ignored by the other friends who comprehend well the material. Beside that some students who comprehend well the material sometimes lazy to explain briefly to the other friends in a same group because they think it just waste their time. The last is learning a part of task specialization. In some methods of cooperative learning, each group divided to learn different material with another group. This division usually makes students only focus to their own material and ignored the other material that learned by the other group whereas all material that given by teacher is interconnected.²⁵

c. TGT process

In TGT, students play academic games to show their individual mastery of the subject matter. Students play these games in tournament and compete with members of other teams who are comparable in past performance. After tournament, team scores are figured and a

²⁵ Alan Crawford, et all, *Teaching and Learning Strategies for the Thinking Classroom*, (New York: RWCT, 2005), 68.

newsletter recognizes the highest-scoring teams and tournament table winners.²⁶ However, as the technique involves team games and tournaments, it seems unlikely that they will be favored by many students in tertiary education.

Moreover, the technique of TGT involve teachers in considerable organization, in terms of setting up achievement divisions, tests and tournaments, and it is unlikely that this addition to the workload would be welcomed by lecturers, either. A key aim of TGT is to familiarize students with teachers –supplied material. As we have seen, this aim may be achieved by other peer tutoring techniques such as Supplemental Instruction (SI) proctoring or Reciprocal Peer Tutoring (RPT).²⁷

To implement TGT technique need some steps that must teacher do. According to Slavin, TGT is made up of five major components. However, instead of the quizzes and the individual improvement score system, TGT uses academic games and tournaments, in which students compete as representatives of their

²⁶ Ibid, 10.

²⁷ Nancy Falchikov. *Learning Together: Peer Tutoring in Higher Education*. (London: RoutledgeFalmer, 2001), 52.

teams with members of other teams who are like them in past academic performance.²⁸

(1) Class presentation

The teacher initially introduces the material in a class presentation. In most cases, this is a lecture or discussion, but it can include an audiovisual presentation. Class presentation in TGT differ from usual teaching only in that they must clearly focus on the TGT unit. Thus students realize that they must pay careful attention during the presentation because doing so will help them do well on the quizzes and their quiz scores determine their team scores.²⁹

(2) Teams

Teams are composed of four or five students who represent a cross-section of the class in academic performance, sex and race or ethnicity. The major function of the team is to prepare its members to do well on the quizzes. After the teacher presents the material, the teams meet to study worksheets or other material. Most often, the study takes the form of students quizzing one another to be sure that they understand the content or of

²⁸ Robert E Slavin, *Student Team Learning: A Practical Guide to Cooperative Learning*. (New York: Plenum Press, 1991), 34.

²⁹ *Ibid*, 34.

students working problems together and correcting any misconceptions that may have caused teammates to make mistakes. The team is the most important feature of TGT. At every point, the emphases are on the members doing their best for the team and on the team doing its best for the members. The team provides important peer support for academic performance; it also provides the mutual concern and respect that are important for producing such outcomes as improved intergroup relations, self-esteem and acceptance of mainstreamed students.³⁰

(3) Games

The games are composed of simple, course-content-relevant questions that students must answer and they are designed to test the knowledge students gain from class presentations and team practice. Games are played at tables of three students, each of whom represents a different team. Most games are simply numbered questions on a ditto sheet. A student picks a number card and attempts to answer the question corresponding to the number. A challenge

³⁰ Robert E Slavin, *Student Team Learning: A Practical Guide to Cooperative Learning*. (New York: Plenum Press, 1991), 34.

rule permits players to challenge each other's answer.³¹

(4) Tournament

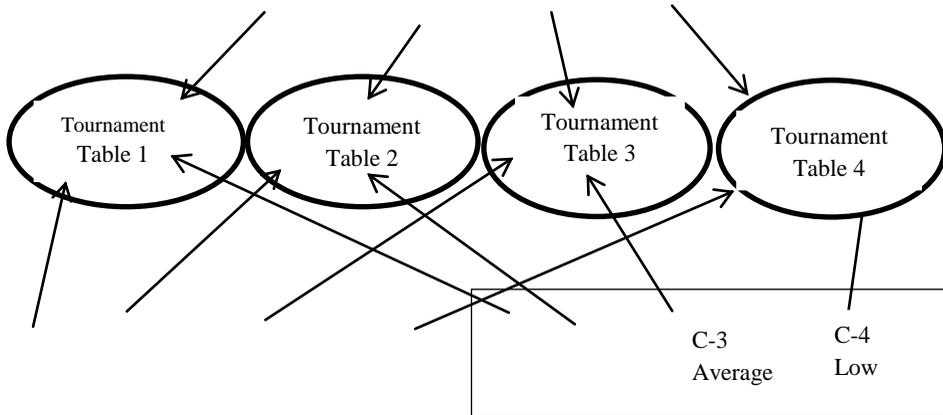
The tournament is the structure in which the games take place. It is usually held at the end, after the teacher has made a class presentation and the teams have had time to practice with the worksheets. For the first tournament, the teacher assigns students to tournament tables: the top three students in past performance to table one, the next three to table two and so on. This equal competition, like the individual improvement score system in STAD, makes it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best. Figure bellow illustrates the relationship between heterogonous teams and homogenous tournament tables.³²

³¹ *Ibid*, 34.

³² Robert E Slavin, "*Student Team Learning: A Practical Guide to Cooperative Learning*". (New York: Plenum Press, 1991), 35.

Assigned to Tournament Tables (TGT).

Team A



(5) Team Recognition

A newsletter is the primary means of rewarding teams and individual students for their performance. The newsletter also recognizes individuals showing the greatest improvement or completing perfect papers and reports cumulative teams standing. In addition to or instead of the newsletter, many teachers use bulletin boards, special

privileges, small prizes or other rewards to emphasize the idea that doing well as a team is important.³³

d. Strength and Weakness of TGT

As we know that TGT is a part of cooperative learning method. When a cooperative learning group is tasked with ensuring that each member understands the material, there is incentive for each group member to invest time and energy learning form also explaining to other members. Research on student behavior in cooperative groups has found that in fact, those group members who gain most from cooperative work are those that give and receive expanded or elaborated and explanations. Webb's research consistently found that when students gave or received answer without explanation, there was a negative impact on achievement. When groups are given clear goals and group members are individually accountable, students are motivated to take each other's learning seriously.³⁴ It means that TGT is very useful technique to implement by the teacher. This technique will help teacher to make students' achievement increase. Students who

³³ Slavin, "Student Team Learning: A Practical Guide to Cooperative Learning", 35-36.

³⁴ Slavin, et all, "Cooperative Learning in the Social Studies: Balancing the Social and the Studies", 6.

type as a shy student to ask their teacher directly about a material can understand well the material by ask to their friends. Besides that, discussion that occur in this technique come from students who have high, average and low students, so they confident. At the end, learning goal will achieved well.

Although TGT has several strengths, we must consider that none of technique in learning process is perfect. They have positive and negative impact that can't be ignored by the teacher. Each technique of learning process has advantages and disadvantages. The advantages and disadvantages can be due to the connection with other technique. Although teacher can choose the appropriate technique, none of technique can be said to be the best. Teacher's assignment is to take the advantages and find solutions of their disadvantages. Therefore, teacher needs to consider the characteristics of each method so that teacher can choose the best decision.³⁵

TGT is made from a complex activity because students are asked to doing several steps. If teacher can't give a good instruction, automatically students will confuse. Then, because of has a complex activity, its need much

³⁵ <https://youtu.be/HYMEb0v04c0> accessed on April 23 2019 at 3.04 p.m.

time. As Shoimin said that this technique takes a long time and teacher must prepare this technique well before applying it.³⁶ Besides that there are students who were less to be able to give explanation to their friends. Therefore, teacher must have good time management when she wants to implement this technique. As the result, although in this technique students can participate actively, teachers' knowledge and creativity are needed.

e. Audio

From the audiocassettes of the 1970s to digitally recorded music on an invisible cloud, audio has come a long way as a teaching and learning aid and is an extremely valuable method for capturing and presenting information. Audio provides a quick, cost-effective alternative to text for connecting with your students and providing up-to-date content, interviews, discussions or lecture materials.³⁷ Oliver et al said that the use of audio files also makes it possible to present knowledge in different ways and enables different forms of interaction with learners. Utilizing audio to support learning is now more

³⁶https://www.academia.edu/16718509/kelemahan_dan_kelebihan_modul_pembelajaran_TGT Accessed on June 26 2019 at 7.20 a.m.

³⁷ *Using Audio and Video for Educational Purposes*. Deakin University: Modules 1- 4, February 2014, 4.

accessible than ever. Audio materials can be used to enhance learning resources by showing real life scenarios, explaining concepts, observing social groups, and acting as triggers for discussion. They are also able to bring experts and viewpoints to the student learning experience and are excellent at bringing subjects 'to life' to engage discussion and inspire learning. Audio has come a long way as a teaching and learning aid and is an extremely valuable method for capturing and presenting information. Middleton highlights that audio has demonstrated capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world as both listeners and publishers. Audio can easily be created with many desktop tools and small digital recording devices.³⁸ The values of audio-visual materials received further emphasis by Wendt who states many experimenters have proven the very real contribution which all types of audio-visual materials make to learning. The use of audio-visual materials as aids to learning extends far back into the beginnings of recorded history. Carrol briefly summarized the historical background of the use of audio-visual materials. Pictographs and clay baked picture inscription are mentioned as being among the earliest audio-

³⁸ *Using Audio and Video for Educational Purposes*. Deakin University: Modules 1- 4, February 2014, 1-2.

visual aids. He states that the use of similar materials to assist verbal instruction was later justified by the intellectual of the day.³⁹

Definition of audio-visual aids to learning has varied considerably and the writer would like to briefly develop the connotation for audio-visual aids ascribed to this study. The dictionary education defines audio-visual aids as any device by means of which the learning process may be encouraged or carried on through the sense of hearing and sight simultaneously. Some authors have defined audio-visual aids in terms of their function and have given to such functions the term visual education. Carroll, in his study "*Teacher Education And Visual Education For The Modern School*", states, for the purpose of this study visual education is defined to the major emphasis is placed upon the concrete aids that function for the most part through the audio-visual-sensory channels.⁴⁰

Then, Monroe develops this concept further and said that the term "visual education" usually applies to the changes in behavior which result from the school utilization of such materials as

³⁹ Marvin Joseph. S, *A Study of Teacher Constructed Audio-Visual Aids*, (Washington: Scholar Works, 1950), 2.

⁴⁰ Joseph. S, *A Study of Teacher Constructed Audio-Visual Aids*, 6-7.

motion pictures, sound, pictures which may be viewed directly or projected in the form of film slides, charts, maps and graphs. The term “visual education” while a psychologically a misnomer is used in the meaning of the integration of sense experiences on the basis of visual materials. Wheeler and Perking say on this point, the ear alone does not determine what the nature of an auditory experience will be. The meaning of an object will not be apprehended until it is perceived in the light of a total situation with the aids of other senses. Several writers in this field have defined audio-visual aids in terms of the ability of the materials to present auditory and visual experiences in varying degrees of concreteness. Dale visualizes this concept with his cone experience. At the base of the cone are the direct first hand experiences with reality. At the apex of the cone are placed the materials appealing to the most abstract type of learning. Dale states “as you study the cone, you recognize that each division represents a stage between the two extremes-between direct experience and pure abstraction.” Similar expressions of this concept are presented by Hoban and Olson. The investigator suggests the following definition: Audio-visual aids are those material that implement learning, by presenting through the

visual and auditory senses, experiences, either real or vicarious.⁴¹

2. Listening

a. Listening Definition

Morley said that listening is consists of auditory discrimination, aural grammar, choosing necessary information, remembering it and connecting it to the process between sound and form of meaning. It helps us to understand the world around us and is one of the necessary parts in making successful communication because listening is an input to acquire understanding about a message. It means listening is crucial in learning a language because every parts of language need to listen so that it can be accepted well.⁴²

Listening itself is a topic that has relevance to all of us. As one of the crucial components of spoken language processing - there is no spoken language without listening. Listening is also an area that is interconnected with numerous areas of inquiry and development. Listening is quite apparently relevant in humanities and applied sciences such as linguistics, education, business and

⁴¹ Joseph. S, *A Study of Teacher Constructed Audio-Visual Aids*, 6-7.

⁴² Sayedeh Masoumeh A, *the Importance of Listening Comprehension in Language Learning*, (November, 2016), 7.

law, and in social sciences such as anthropology, political science, psychology and sociology.⁴³

Listening in general is the least concrete of the language skills. In listening, however, only the listener knows if listening let alone comprehension is actually taking place. Listening is an active process. A listener must actively attend to oral input to perceive the sounds of a message. The listener then has to match the perceived sounds to meaning using his or her knowledge of grammar and vocabulary. Finally, the listener must find relationship between the incoming message and information stored in memory in order to decide what to do with the message.⁴⁴ Therefore, it is important for students to know what they are expected to do with the listening material. The more concrete, interesting, or personally relevant the student finds this utilization of information to be may have a significant effect upon his or her willingness to engage fully in the listening task.⁴⁵

⁴³ Rost, *Teaching and Researching Listening*, 1.

⁴⁴ Anna Uhl Chamot, *Learning Strategy Instruction in the Foreign Language Classroom: Listening*. (Washington Dc: Center for International Education, 1990), 47.

⁴⁵ *Ibid*, 49.

b. Listening process

To communicate adequately it is important for a listener to understand what the speaker says. Understanding spoken language can be described as an inferential process based on the perception of several cues rather than a simple match between sounds and meaning. The listening comprehension process is a combination of four sub-processes.

- a. Hearing: the auditory reception of an acoustic signal (perception), as is also performed on non-speech sounds
- b. Categorization of sounds: categorizing incoming sounds in terms of the sound categories of language
- c. Word recognition: breaking up the stream of sounds into linguistic units and retrieving their meaning from long term memory
- d. Comprehension: integrating the meaning of the words in their sequence into an interpretation of the entire utterance.⁴⁶

On the other hand, there are two processes in listening. These two processes are bottom-up and top-down. Bottom-up is an activity to understanding the listening text through linguistic element such as phonemes,

⁴⁶ Petra Poelmans, *Developing Second-Language Listening Comprehension: Effects of Training Lower-Order Skills Versus Higher-Order Strategy*, (Juni, 2003), 10.

vocabulary and structures. In top-down process, the listener uses background knowledge when they listen to listening text. According to Andrew D Wolvin, in bottom-up, listeners build understanding by starting with the smallest units of the acoustic message, individual sounds, or phonemes. These are combined into words, which, in turn, together make up phrase, clause and sentences. Finally, individual sentences combine together to create ideas and concepts and relationship between them. Then, he also said that top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down models was developed when researchers considered the fact that experimental subjects are unable to identify truncated words in isolation from the words of which they form a part, while, on the other hand, they are quite able to identify these same truncated words so long as they are presented with the surrounding context.⁴⁷

c. Teaching Listening

Language learning is essentially an abstract psycholinguistic process, but one that always takes place in concrete social contexts.

⁴⁷ Andrew D Wolvin, *Listening and Human Communication in the 21st Century*. (United Kingdom: John Wiley & Sons, 2007), 167.

The contexts rather than the listening process, provide learners with definable goals, standards, and expectation. As such, before discuss and recommend teaching and learning methodologies, it is important to define what this social context is for a particular learner or group of learners. This, by itself, will aid in selecting types of input and activities that will help learners improve their listening.⁴⁸

The material presented here stem from an interest in trying to reduce the problems of foreign language teaching in compulsory secondary education. Language teaching in school suffers from a series of handicaps. Many students fail to see the relevance of foreign language to their lives or perhaps worse, they fail to see the relevance of the kind of language they are trying to learn at school compared with 'real language' as they experience it outside in the real world. This can be in part caused by inappropriate learning materials and methods or, possibly, by an understandable failure on the part of the students to see how the objectives set can be achieved given the circumstances in which they have to learn. A students comes to class with to valuable assets, there are his own

⁴⁸ Rost, *Teaching and Researching Listening*, 146.

knowledge and experience of the world around him also a well-developed set of language skills of his own.⁴⁹

Then, by taking into account learners' motives and their attitudes about listening, the instructor can better select input or point learners to the best resources and opportunities for input. Choosing listening content that appeals to the students- current dramas and television programs, music, comedy, or relevant political discussions-can help students lower their affective filters toward listening, and get more out of the learning experience.⁵⁰

C. Theoretical Framework

Some teachers seem to ignore students' interest entirely, and others put their faith in methods that inhibit rather than encourage learning. Their classes seem to be completely irrelevant to their students' lives. Unmotivated students are liable to be bored and disinterested. Therefore, it seems important that teachers try to create an atmosphere favorable to learning.⁵¹

For example is implementing TGT strategy and audio in teaching listening. Listening is an

⁴⁹ The British Council, *The teaching of Listening Comprehension*, (London: Tonbridge Printers Ltd, 1981), 107.

⁵⁰ Rost, *Teaching and Researching Listening*, 151.

⁵¹ Leonard H Clark. *Strategies and Tactics in Secondary School Teaching*. (London: The Macmillan Company, 1968), 112.

important skill because all of language skill can't use briefly without a listening activity. As Jones and Plass said that to have a listening comprehension, the listener must have a good input. Comprehensible input may be aural or written or both. Context should be enhanced to ease processing input with visual and other sensory support will tend to be more comprehensible. Using multimedia involving visuals and audio and with multiple modes of presentation will increase context, reduce cognitive load and improve comprehension. Besides that, listening experiences that help students lessen their anxiety about listening will generally be beneficial.

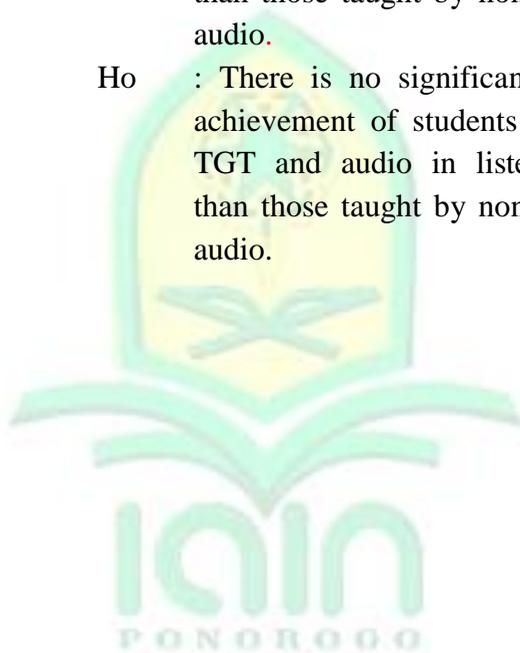
D. Hypothesis

After stating the research question and examining the literature, the quantitative researcher is ready to state a hypothesis based on the question. The hypothesis presents the researcher's expectation about the relationship between variables within the question. Hence, it is put forth as a suggested answer to the question, with the understanding that the ensuing investigation may lead to either support for the

hypothesis or lack of support for it.⁵² In this research, the researcher formulated research hypothesis as follows:

Ha : There is significant different achievement of students taught by TGT and audio in listening skill than those taught by non TGT and audio.

Ho : There is no significant different achievement of students taught by TGT and audio in listening skill than those taught by non TGT and audio.



⁵² Donald Ary, *Et All, Introduction to Research in Education Eight Edition*. (Canada: Wadsworth, 2010), 81.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a quantitative approach to conduct this research. Quantitative research was primarily related to numerical data, measurement and statistical analysis. The procedures of data collection and analysis were usually planned beforehand. Quantitative researchers use some form of control over their research in order to make accurate inferences about the variables under study and to generalize their findings to other contexts. Data analysis to answer research questions was mainly statistical. One of the examples of this approach was experimental research.⁵³

According to W.S. Monro and M.D. experimental was the name given to the type of educational research in which the investigators controls the educative factors to which a child or group of children was subjected during period of inquiry and observes the resulting achievement". On the other hand, John W. Best defined experimental research as the description and

⁵³ Aek Phakiti, *Experimental Research Method in Language Learning*. (London: Bloomsbury Academic, 2014), 8.

analysis of what will be or what will occur under carefully controlled condition”.⁵⁴

The experimental research itself has several kinds. One of it was quasi-experiment design. In this research the researcher used this design. Quasi-experimental designs were similar to randomized experimental designs in that involve manipulation of an independent variable but differ in that subjects were not randomly assigned to treatment groups.⁵⁵ In this research, the researcher called group as class. The researcher needs two kinds of groups in doing this research, named the control and the experiment class. In an experimental hypothesis-testing research when a class was exposed to usual conditions, it was termed a control group, but when the group was exposed to some special condition, it was termed an experimental group.⁵⁶

⁵⁴ Yongesh Kumar S, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), 134.

⁵⁵ Ary, *Et All, Introduction to Research in Education Eight Edition*, 316.

⁵⁶ C.R. Kothari. *Research Methodology Methods and Techniques*. (New Delhi: New Age Publishers, 2004), 35.

Table 3.1 Research Design

Group	Pre-test	Treatment	Post-test
Experiment (E)	O_1	X	O_2
Control (C)	O_3	-	O_4

Notes:

E : Experiment class

C : Control class

O_1 : Pre-test in experiment class

O_3 : Pre-test in control class

O_2 : Post-test in experiment class

O_4 : Post-test in control class

X : TGT and audio treatment in experiment class

Based on table above, it can be concluded that:

1. In experimental class the researcher give pre-test at the first. This step was important because it was a parameter to know the effectiveness of the treatment. Then, a treatment was given to the students by the researcher. The last was post-test step. Post-

2. test was given to the students to know the significant higher score after the treatment was given.
3. The steps in control class were same with the steps that applied to the experimental class, only the treatment that differentiate each other.

Generally, this research was divided into several steps that were adopted by John W Creswell theory. These several steps were identifying a research problem, reviewing the literature, specifying a purpose for research, collecting data, analyzing and interpreting the data, reporting and evaluating research.⁵⁷

1) Identifying a research problem

Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the important of the study for select audiences. By identifying a problem, the researcher limits the subject matter and focus attention on a specific aspect of study. The main focuses in this research are to know how TGT and Audio in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo conducted is, to know whether the

⁵⁷ John W Creswell. Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition. (Boston: Pearson Education, 2012), 6-11.

students taught by TGT and Audio have better listening comprehension than those taught by non TGT and audio, whether there is any weakness of using TGT and Audio in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo is.

2) Reviewing the literature

Reviewing the literature means locating summaries, books, journals, indexed publications on a topic and selectively choosing which literature to include in the review then summarizing the literature in a written report. The review or literature here were concern about previous research finding, review of related literature, theoretical framework, and hypothesis.

3) Specifying a purpose for research

The purpose for research consists of identifying the major intent or objective for a study and narrowing it into specific research questions or hypotheses. The purpose statement contains the major focus of the study, the participants in the study and location or site of the inquiry. This purpose statement was the narrowed to research questions or predictions that plan to answer in the research study. The purposes of this research were to know how TGT and Audio in Teaching Listening at X Grade of MA

Ma'arif Klego Mrican Ponorogo conducting is, to know whether students taught by TGT and Audio have better listening comprehension than those taught by non TGT and Audio in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo, to know the weakness of using TGT and Audio in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo.

4) Collecting data

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them and gathering information by asking people questions or observing their behaviors. Of paramount concern in this process was the need to obtain accurate data from individuals and places. This step will produce a collection of numbers such as pre-test and post-test score.

5) Analyzing and interpreting the data

Analyzing and interpreting the data involves drawing conclusions about it, representing it in tables, figures and pictures to summarize it and explain the conclusions in words to provide answer to the research questions. The researcher report analysis and interpretation in sections of a research report usually titled results, findings, or discussions.

6) Reporting and evaluating research

After conducting a research, the researcher will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, students) that can use the information of it. Its involve deciding on audiences, structuring the report in a format acceptable to these audiences and writing the report in a manner that is sensitive to all readers. The audiences for research will vary from academic researchers who contribute and read journal articles, to faculty advisors and committees that review master's theses and dissertations, to personnel in educational agencies and school districts that look for reports of research on timely topics.

Then, specifically, the researcher divided the quasi-experimental into several steps to help in doing the research. The procedures in quasi-experimental research involve fewer steps:

a) Define the population of the research

Selected the population was an important point when people want to conduct the quasi experimental design beside the others important thing.

- b) Select two classes out of all the existing classes which are of equivalent level.

Two classes here mean experimental and control class. Both of these classes taught by different treatment each other.

- c) Randomly select one of the classes into experimental group and the other one into the control group.

The researcher decides which class will be the experimental and control class in this step.

- d) Give the experimental treatment to the experimental group and control treatment to the control group.

It means, the researcher must differentiate which treatment implemented in experimental and control group. The purpose was to know the effectiveness of treatment that was a topic in this research.

- e) Asses the results of the treatments of both groups.

Score from treatment and control class will assess by the researcher. In this step, the researcher prepares the scores that will process at the calculation step.

- f) Compute the difference between the average score of the experimental group and the control group.⁵⁸

After assess the results of the treatments, the researcher compare score of experimental and control class.

The researcher used the statements above to conduct this research. In this research, X IPS as a control class and X IPA as an experiment class. The control class was taught by using lecturing technique, but the experimental class was taught by using TGT and audio in teaching listening. Both of these classes were given a pre-test before treatment. After that, the researcher teach with lecturing technique in control class but use TGT technique and audio in experiment class. Then, post-test was given to both classes after the researcher gives the treatment. Finally, the pre-test and post-test score of each student whether in control or experiment class were compared to know the effectiveness of TGT and audio in teaching listening. It same with what David Nunan said in his book with the title "*Research Methods in Language Learning*". Nunan said that teacher teach both groups for a term, using an innovative materials with the experiment group

⁵⁸ Mohammad Adnan L, *Research Methods on Language Learning an Introduction* 2nd Ed. (Malang: Um Press 2013), 95.

and the traditional materials with control group. At the end of the term, the groups are retested and teacher obtains the scores for each student.⁵⁹

B. Population and Sample

1. Population

A population is a group of individuals who have the same characteristic.⁶⁰ For a research that requires a large population for the source of their data, the first step to do is to define the target population. Target population in educational research usually is defined as all the member of the real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research. Target population was usually too large to reach, so the researchers usually limit the sources of the data into the accessible population, the sources of data that the researchers have access to get the data form. So after defining the target population, the next to do was to define the accessible population.⁶¹

⁵⁹ David Nunan, *Research Methods in Language Learning*. (New York: Cambridge University Press, 1992), 27.

⁶⁰ Creswell. *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education Inc., 2012), 142.

⁶¹ Mohammad Adnan L, *Research Methods on Language Learning an Introduction 2nd Ed.* (Malang: Um Press 2013), 181.

In this research, the target population was the tenth grade of Senior High School in Ponorogo and the population was the tenth grade of MA Ma'arif Klego Mrican Ponorogo. The number of population consists of 40 students which 20 students in each class.

2. Sample

The accessible population was still practically too big to get the measures from every member. So, due to the factors of expense, time, and accessibility, it was not always possible or practical to obtain measures from an accessible population. Researchers usually try to obtain measures from some of the members of the accessible population in a much smaller number than the accessible population. This smaller number of the accessible population was called the sample. Charles defines a sample as a small group of people selected to represent the much larger entire population from which it was drawn.⁶² Beside that a sample was also defines as a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶³ While according to

⁶² *Ibid*, 181.

⁶³ Creswell. *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 142.

Webster a sample can be define as a finite part of a statistical population whose properties are used to make estimates about the population as a whole. It can be defined as a set of target respondents selected from a larger population for the purpose of a survey. Then, the technique of sampling will be used in this research is saturated sampling. Saturated sampling was a sampling technique when all members of the population were used as samples. This technique was used if the population was relatively small, usually less than 30 people. The samples were 20 students of X IPS as a control group and 20 students of X IPA as an experimental group. It was same with Roscoe said in Research Methods for Business that an experimental research consisting of experimental and control group the sample of each group about 10-20 students.⁶⁴

C. Instrument of Data Collection

The researcher uses a test as an instrument of data collection. Quantitative research always depends on measurement. Two very important concepts that researcher must understand to measure instruments are validity and reliability.

1. Validity

⁶⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. (Bandung: Alfabeta, 2010), 90.

Validity was defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Validity was the most important consideration in developing and evaluating measuring instruments.⁶⁵ In this research the validity will be calculate with SPSS and proposed by Pearson Correlation. The result calculation of the validity as follows:

Table 3.2

The result calculation of the validity

No. of items	r_{table}	r_{xy}	Criteria
1.	0,433	0,668	Valid
2.	0,433	0,373	Invalid
3.	0,433	0,668	Valid
4.	0,433	0,373	Invalid
5.	0,433	0,668	Valid
6.	0,433	0,584	Valid
7.	0,433	0,668	Valid
8.	0,433	0,584	Valid
9.	0,433	0,584	Valid
10.	0,433	0,373	Invalid

2. Reliability

⁶⁵ Donald Ary, *Et All, Introduction to Research in Education Eight Edition*. (Canada: Wadsworth, 2010), 224.

The reliability of a measuring instrument was the degree of consistency with which it measures whatever it was measuring. This quality was essential in any kind of measurement.⁶⁶ Reliability was essentially synonym for consistency and replicability over time, over instruments and over groups of respondents. It was concerned with precision and accuracy.⁶⁷ To calculate the reliability test the researcher use SPSS program.

Table 3.3

Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.752	10

D. Technique of Data Collection

The researcher requires many data-gathering tools or techniques. To collect the data, the researcher used tests and observation. Tests were the tools of measurement and it guides the researcher in data collection and also in

⁶⁶ *Ibid*, 224.

⁶⁷ Louis Cohen, et all, *Research method in education*. (New York: RoutledgeFalmer, 2005), 117.

evaluation.⁶⁸ John W. Creswell's gave a statement about test in experiment design. According to him, a pre-test provides a measure on some attribute or characteristic that teacher assess for participants in an experiment before teacher receive a treatment. Then, a post-test was a measure on some attribute or characteristic that is assessed for participant in an experiment after a treatment.⁶⁹ The researcher will give ten questions in essay form to students. The researcher used post-test and pre-test in each group. The pre-test was given before treatment, while post-test was given after treatment to both groups to know the effectiveness of TGT and audio in teaching listening.

Beside use test in collect the data, the researcher also used observation. Observation technique was one of the data collection techniques in which the researcher makes observations and records systematically of the object of research, both in artificial situations that were specifically held or in natural situation (fields). The implementation of observations can be done in several ways, one of which was direct observation. The purpose of direct observation

⁶⁸ Pandey Prabhat. *Research Methodology: Tools and Techniques*. (Romania: Bridge Center, 2015), 57.

⁶⁹ Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* Fourth Edition, 297.

was to determine the extent to which a particular behavior(s) is present.⁷⁰ The observer functions like a camera or recording device to provide a record of the occurrence of the behavior. The researcher identifies the behavior of interest and devises a systematic procedure for identifying, categorizing, and recording the behavior.⁷¹ Here, the researcher did the observation to get the data such as school location, schedule to enter the classes, students and class condition, material and school data.

E. Technique of Data Analysis

Before analyze the data, the researcher needs assumption test to know the difference score before and after the treatment. This test applies the use of parametric formula whose data was assumed normal and homogeneous.

a. Normality

Normality was a normality distribution test of (pattern) data.⁷² In other word, the function of this test was to know whether the population of distribution data was normal or not.

⁷⁰ Andhita Dessy Wulansari. *Penelitian Pendidikan – Suatu Pendekatan Praktik dengan Menggunakan SPSS*, (Ponorogo: STAIN Po PRESS, 2012), 64.

⁷¹ Ary, *Et All*, *Introduction to Research in Education Eight Edition*, 216.

⁷² Andhita Dessy Wulansari, *Statistika Parametrik*, STAIN Po Press, 38.

In this research, the normality of data will be calculated with SPSS and the steps as follows:

- 1) Make a table of pre-test and post-test that would be analyzed
- 2) Open SPSS program
- 3) Click variable view
- 4) Write down name in the first row by pre-test and the second row by post-test
- 5) Click data view
- 6) Write down score in the label column
- 7) Click analyze – descriptive statistics – explore
- 8) Click the arrow on pre-test (inputted dependent variables) – enter it into dependent list box
- 9) Click plots – normality plots with test – continue - ok

After analyzed normality test, the results can determine by the following criteria:

- a) If the result analyzed of SPSS program shown that it was lower than Cronbach Alpha (0,05 was selected as Cronbach Alpha), H_0 was accepted and H_1 was rejected.
- b) If the result analyzed of SPSS program shown that it was higher

than Cronbach Alpha (0,05 was selected as Cronbach Alpha), H_0 was rejected and H_1 was accepted.

b. Homogeneity

Homogeneity was a test variance differences between two or more groups.⁷³ So the purpose of this test was to know whether the objects in this study have the same variant. In this research, the researcher will be calculated homogeneity with SPSS and the steps were:⁷⁴

- 1) Make a table of post-test of each class that would be analyzed
- 2) Open SPSS program
- 3) Click variable view
- 4) Write down column name in the first row by score and model in the second row
- 5) Click data view and write down the score of each class
- 6) Write number 1 as a code to the experiment group and number 2 for the control group

⁷³ Andhita Dessy Wulansari, *Statistika Parametrik*, STAIN Po Press, 22.

⁷⁴ Syofian Siregar, *Statistic Parametric untuk Penelitian Kuantitatif*. (Jakarta: Bumi Aksara, 2017), 167.

- 7) Click analyzed – compare mean – one way ANOVA
- 8) Click the arrow on score (inputted dependent variables of experiment class) – enter it into dependent list box
- 9) Click the arrow on model (inputted dependent variables of class code) – enter it into factor box
- 10) Click options – homogeneity of variance test – continue – ok.

After analyzed homogeneity test, the results can be determined by the following criteria:

- a) If the result analyzed of SPSS program shown that it was lower than Cronbach Alpha (0,05 was selected as Cronbach Alpha), H_0 was accepted and H_1 was rejected.
- b) If the result analyzed of SPSS program shown that it was higher than Cronbach Alpha (0,05 was selected as Cronbach Alpha), H_0 was rejected and H_1 was accepted.

c. T-test

After collecting the data, the researcher used the t test to test the result of the tests. It was a test that used t distribution of the

significances differences of certain mean of two groups that were not in pair. The steps as follow:

- 1) Make the table of posttest that would be analyzed by t-test
- 2) Open SPSS program
- 3) Click variable view
- 4) Write down column name in the first row by X_1 and X_2 (variable from control class)
- 5) Write down column name in the second row by X_1 and X_2 (variable from experiment class)
- 6) Click data view – input both of data x
- 7) Click analyze – compare mean – independent sample t-test
- 8) Click the arrow on X_1 and X_2 (inputted variable of control class) – enter it into test variables box
- 9) Click the arrow on X_1 and X_2 (inputted variable of experiment class) – enter it into group variables box
- 10) Click define groups – write down code 1 in the group 1 – write down code 2 in the group 2 – continue – ok.

Then, the researcher looks at the hypothesis that made before and compare t table with t

value. If the t value was bigger than t table, H_0 was rejected.



CHAPTER IV

RESEARCH FINDING

A. Data Description

This research used quasi-experimental research. To apply this research, the researcher observed two classes named experimental and control class. Therefore the researcher took X IPA and X IPS in MA Ma'arif Klego as the respondents of the research. There were 20 students in each class. Both of these classes were taught by using different treatment. The purpose was to find the effectiveness of certain treatment. The researcher chose X IPA as an experiment class which taught by audio visual as a media and TGT technique as one of the example of several kinds cooperative learning and X IPS as control class which taught by lecturing technique. The researcher took some procedures in experimental and control class as follows:

1. Procedures in Experimental Class

The researcher applied some activities in this class such as pre-test, treatments and post-test in certain period of time. Pre-test were given to the students before the researcher began the treatment. The purpose was to know the level of students' score and comprehension. Then, the researcher gave some treatments to the students by using audio visual and TGT technique. The

last, the researcher gave post-test to the student. Post-test were given to know the effectiveness of the audio visual and TGT technique.

First activity was pre-test. Pre-test was deliberately given at the beginning of the research because it was to determine how was the level of score and understanding of the students before being given treatment. This was very important and must be done in quasi-experimental research because the existence of a pre-test is one of the important elements in this research. To start the pre-test activity, the researcher gave the material about recount text with the title RA. Kartini. The researcher gave this material by using the usual method that was given by the teacher in teaching listening but in this activity students didn't enjoy the process and lazy to do the command of the researcher. In this activity, the researcher also gave ten numbers with the essay form. The questions were made related the audio that was given by the researcher.

Second activity was treatments. The researcher gave treatments after pre-test. In giving treatment to the students, the researcher used audio visual and TGT technique. Audio visual was given to help students in getting information of recount text type biography. The researcher used audio because the room of the class was large. It made the researcher felt difficult to

control the voice during read the listening text. So the researcher used audio to reduce the risk of unstable voice. In this moment, students were enjoy and didn't complain because of the unstable voice of the researcher. Then, to make students felt easy in learning process, the researcher divided students into some groups to do the TGT technique. In TGT technique, students discuss with their member group. They discuss about the material that was given by the researcher before. In this step, students actively exchanged information each other such as gave and took information in 15 minutes. After that, students were divided into some groups again. The purpose was to test the students understanding about the material that was discussed with their first group. Here, the members were different from the first group because it was tournament time. In this tournament, students were asked to answer the question by themselves or without help of their friends. Students got the score when they could answer the questions. After that, students' score of answering question were collected into the first group score. Finally the group with the higher score will be the winner of the game.

The last activity in experimental class was post-test. It was used to measure the effectiveness of audio visual and TGT technique in teaching

listening. To know the effectiveness of its, the researcher check the understanding of the students by looking the score of answering the questions.

2. Procedures in Control Class

In the control class, the researcher gave some activities like in the experimental class. These activities were same, only the treatment that differentiate each other. In this class, the technique was lecturing technique. The activities were pre-test, treatments, and post-test. Firstly, the researcher gave pre-test to students. Secondly, the researcher gave treatment to students which taught by using lecturing technique. Thirdly, the researcher gave post-test. The steps in control class described as follow: the researcher gave pre-test. The material in pre-test of control class was same with the material that gave in experimental class. The numbers of questions in this pre-test were ten numbers with the essay form. The researcher dictates students the listening material. It was held for three times. In this treatment, the students were not allowed to discuss each other but in fact students very noise because they feel bored and couldn't comprehend well the material. Besides that, the voice of the researcher when the researcher dictates the material was unstable. It made students didn't focus because they couldn't hear the material clearly. In this moment, the researcher still focuses to give dictation to the

control class although the students couldn't enjoy the activity. The reason was to determine the technique between the experiment and control class so that the researcher found the effectiveness. After that the researcher asked students to discuss the material in pair and answer the questions by themselves. Next, the researcher gave post-test. It used to get the final score in control class.

3. Students' Listening Test Score of Experimental Class

The result of students' listening score of pre-test and post-test of students who were taught by using TGT and Audio were showed in the table below. The researcher was used initial name to write the named of students.

Table 4.1 the score of experimental class

No.	Name	Pre-test	Post-test
1.	SE	80	90
2.	FDA	80	93
3.	TR	83	83
4.	ACA	93	96
5.	MNN	70	80
6.	SW	56	96
7.	UMM	36	80
8.	HL	86	93

No.	Name	Pre-test	Post-test
9.	FA	46	93
10.	NNH	86	86
11.	EAY	93	96
12.	MFZ	86	96
13.	NR	66	86
14.	ARM	66	86
15.	FKA	60	80
16.	RFN	60	86
17.	EDW	66	90
18.	NZ	60	93
19.	VNA	60	90
20.	BI	43	90
TOTAL		1376	1783
MEAN		68.8	89.15

4. Students' Listening Test Score of Control Class

The result of students' listening score of pre-test and post-test of students who were taught by using lecturing technique was showed in the table below. Here the researcher also used initial name in the table.

Table 4.2 the score of control class

No.	Name	Pre-test	Post-test
1.	ATA	53	73
2.	ACA	70	86
3.	APH	66	73
4.	BA	56	63
5.	BS	73	76
6.	DS	66	60
7.	EE	60	60
8.	EKP	56	80
9.	LMP	60	76
10.	MPB	73	76
11.	MS	56	83
12.	MA	66	73
13.	MNN	66	66
14.	RSB	63	73

No.	Name	Pre-test	Post-test
15.	UM	66	76
16.	UK	76	90
17.	VD	70	66
18.	YDK	63	80
19.	RHA	46	86
20.	SH	63	73
TOTAL		1268	1489
MEAN		63.4	74.45

From the table above, the highest score of pre-test in experimental class is 76 and the lowest score is 53. In post-test, the highest score of experimental class is 90 and the lowest score is 60. The total score of pre-test is 1268 and the mean 63.4, while the total score of post-test is 1489 and the mean is 74.45.

B. Analysis of the Data

1) Normality Test

Before testing the hypothesis, the researcher had to fulfill the assumption of normality test. The researcher used Kolmogorov Smirnov to analyze the normality. The function of normality itself was to know whether the data distributed normal or not. The table below shows the result of the normality test calculated by SPSS 23.

a. Normality Test of Experimental Class

4.3 Tests of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
POSTTEST	.161	20	.184

If the significant value is higher than 0.05 (>0.05), the data is normal. Based on the calculation above, the table showed that significant value is 0.184. It means the data is distributed normal.

b. Normality Test of Control Class

4.4 Tests of Normality

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
POSTTEST	.167	19	.172

Based on the calculation, the table showed that significant value is 0.172. It is higher than 0.05. It means the data is distributed normal.

2) Homogeneity Test

Homogeneity test is testing assumptions with the aim of proving the data analyzed comes from populations that are not much different in variance. This test is used to know whether the data is homogenous or not. It is also becomes requirement before the researcher doing hypothesis test. The analytical technique used in this research is the *Levene Test*, which is calculated using SPSS 23. The result of calculation is showed below:

4.5 Test of Homogeneity of Variances

SCORE

Levene Statistic	df1	df2	Sig.
2.424	1	37	.128

The data can be said homogenous if the value of sig $> 0,05$. The value of sig is the calculation value of the result of homogeneity testing. While the value 0.05 is the probability value that is commonly used. Based on the table above, the value of homogeneity test is 0,128. It means the data from experimental class and control class are homogenous.

3) T-test

The next step after conducting the normality and homogeneity test is testing the hypothesis. Hypothesis is an answer or a temporary guess that must be tested again for its truth.

4.6 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% confidence interval of the difference	
								Lower	Upper
Score									
Equal variances assumed	2.424	.128	6.318	37	.000	14.624	2.315	9.934	19.313
Equal variances not assumed			6.248	30.275	.000	14.624	2.340	9.846	19.402

Table 4.6 shows that the value of t-test is 6.318 and df is 37 ($df = db-2$; $df = 39-2 = 37$). To interpret the data, the researcher formulates the hypothesis as follows:

Ha : there is significant effect of the use of TGT and Audio in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo.

Ho : there is no significant effect of the use of TGT and Audio in Teaching Listening at X Grade of MA Ma'arif Klego Mrican Ponorogo.

The result of t-test showed that its value is higher than t-table. T-table is 1.697. It means the Ha is accepted and Ho is rejected.

C. Discussion and Interpretation

This research aimed at examining the effectiveness of using TGT and Audio visual in teaching listening. TGT itself is a kind of the students' center strategy and cooperative learning method. Using students' centered and collaborative learning formats, such as pair and group work, and employing task types, such as collaborations, friendly competitions and listening games, and technology tools that learners enjoy, may help learner relax, become more engaged,

and make greater progress in listening.⁷⁵ To achieve this aim, the researcher applied an experimental study for two classes. One of them as an experimental class that consists of 20 students and the other as control class that consists of 19 students. The researcher used achievement tests to collect the data, named pre-test and post-test. Then, the researcher tested the normality, homogeneity, and hypothesis to know the result of this research.

The researcher did normality testing of students' score in each class. In experimental class the table showed that significant value is 0.184. Based on normality criteria, data can be said normal if it has significant value more than 0.05. It means the data from experimental class was distributed normal. While in control class, the significant value was 0.172. It is higher than 0.05. It means the data were also distributed normal.

After compute the normality, the researcher computes the homogeneity test. In homogeneity test, if the significant value is higher than 0.05, the data is homogenous. The value of homogeneity test in this research was 0,128. So, it can be said that the data from experimental class and control class were homogenous.

⁷⁵ Michael Rost, *Teaching and Researching Listening*. (Hong Kong: Graphicraft Limited, 2011), 151-152.

The last test was t-test. This test was to test the hypothesis of the research conducted by the researcher before. From the calculation of t-test, it was shown the difference value of students who taught by TGT and audio and students who were not taught by TGT and audio. Next, the researcher compared the value of t-test (t_o) with t-table (t_t).

The condition as follow:

- a) If $t_o > t_t$, H_a was accepted.
- b) If $t_o < t_t$, H_o was accepted.

The result in table 4.6 showed that t_o is 6.318 while t_t is 1.697. It means of $t_o > t_t$. It indicated that students who were taught by using TGT and audio got better score than the students who were not taught by TGT and audio. In other word, the result of hypothesis showed that TGT and Audio had significant effect in teaching listening.



CHAPTER V

CLOSING

A. Conclusion

The result of data analysis showed that the students who were taught by using TGT and audio visual had better listening comprehension than those taught by non TGT and audio visual. The mean score of post-test showed that experimental group was higher than control group. It was $89.15 > 74.45$. While the score of t-test was higher than t-table. It was $6.318 > 1.697$. Therefore, H_0 which was formulated as “There is not effective of the use of TGT and Audio Visual in Teaching Listening at the Tenth Grade of MA Ma’arif Klego Mrican Ponorogo” was rejected. On the other hand, H_a which formulated as “There is effective of the use of TGT and Audio Visual in Teaching Listening at the Tenth Grade of MA Ma’arif Klego Mrican Ponorogo” was accepted. In other word, the TGT and audio was effective in teaching listening comprehension.

B. Suggestions

From the result of calculation, the researcher proposes some suggestions to the English teacher, students, and readers.

1. English Teachers

Teachers should be creative in teaching learning process to make students interest and

enjoy in attending the English lesson especially in listening skill. The researcher suggests applying TGT and audio visual in teaching listening skill.

2. Students

The researcher hopes that students have motivation, attention and excitement in English lesson. They should have considered that English lesson is important. If they did not understand the lesson, they must ask their teacher and friends.

3. Readers

The researcher hopes that this research can be additional information for the readers who learn about research or want to conduct the further research.

These suggestions are given based on the research that was done by the researcher in MA Ma'arif Klego Mrican Ponorogo. The researcher hopes this research can give the positive contribution in teaching learning process.

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