THE EFFECT OF STUDENTS' TEAM ACHIEVEMENT DIVISION (STAD) ON STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT

THESIS

By
Lailatul Mufaizah
140210401057

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF JEMBER
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Composed to fulfill one of the requirements to obtin the S1 degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, University of Jember

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MOTTO

"Knowledge speaks, but wisdom listens"

(Jimi Hendrix)

DEDICATION

This thesis is honorable dedictaed to:

1. For my mother, Siti Nurul Khotimah, who always prays in silence for my success. May God always bless her with good health and long life.

2. My dad, Yasjudan, who works hard to support me financially. May God always bless him with a warm heart, a good healt.h and long life.

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9. For the friendships that I lost and found. Thank you for being with me.

10. The last but not the least, that is for my 24 years-old self. CONRATULATION, finally you are on your last step. This is just the beginning, BE RESPONSIBLE and LISTEN more.

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Lailatul Mufaizah
NIM. 140210401057

CONSULTANTS' APPROVAL

THE EFFECT OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) ON LISTENING COMPREHENSION ACHIEVEMENT

THESIS

Composed to Fulfill one of the Requirements to Obtain the Degree of S1 at the English Language Education Study Program, Language and Arts Department The Faculty of Teacher Training and Education

Jember University

Name	: Lailatul Mufaizah
Identification Number	: 140210401057
Generation	: 2014
Place and Date Birth	: Sidoarjo, 16 April 1995
Department	: Language and Arts Education
Study Program	: English Education

Approved by

Consultant 1	Consultant II
Eka Wahyuningsih, S.Pd, M.Pd	Drs. Bambang Suharjito, M.Ed
NIP.19700612 199512 2 001	NIP. 19611025 198902 1 004

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled "The Effect of Using Student Team Achievement Division on Listening Comprehension Achievement is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day   :

Date   :

Place : The Faculty of Teacher Training and Education, Jember University

The Examiner Committee:

The Chairperson   The Secretary

Eka Wahyuningsih, S.Pd,M.Pd   Drs. Bambang Suharjito, M.Ed
 NIP. 19700612 199512 2 001   NIP. 19611025 198902 1 004

The Members:

1. Dra. Zakiyah Tasnim, M.A.   1.
    NIP. 19620110 198702 2 001

2. Drs. I Putu Sukmaantara,M.Ed.   2.
    NIP. 19640424 199002 1 003

The Dean of Faculty of Teacher
Training and Education,
Jember University

Prof. Drs. Dafik, M. Sc., Ph. D.
NIP. 19680802 199303 1 004

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 07 May 2019

The Writer

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SUMMARY

The Effect of Using Student Team Achievement Division on Listening Comprehension Achievement; Lailatul Mufaizah,140210401057; 2018; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Listening which is the main area of communication has an importance role in teaching and learning process. Teacher needs to focus in improving their teaching method on listening, so that the students can comprehend the spoken message. Cooperative learning or CL as an approach is an effective instructional in promoting cognitive and linguistic development of learners in English. One of CL techniques that are popular in language and teaching field is STAD or Student-Team-Achievement-Division which has consistenly been proven to be simple and effective.

Regarding the topic above, the researcher applied quasi experimental research with post test only design to know whether or not there is a significant effect on using STAD on the eighth grade students' listening comprehension achievement. The researcher chose SMP 01 Islam Jember in acacdemic year 2018/2019 as STAD technique had never been applied before to the eighth grade students. The researcher collected the data by doing interview and collecting documentation, that were gained before conducting the research. The researcher also collected the eighth grade students' score of listening comprehension by conducting homogeneity class to all the eigth grade students (VIII A-C).

The reseracher analyzed the result of homogeneity by using ANOVA (Analysis of Variance) on SPSS (Statistically Package for Social Science). It revealed that the population was homogeneous as the value of variance was 0,1. Then, the resercher chose two classes that had the close mean difference. The chosen classes became the experimental class which is VIII A and VIII B as control class.

At the end of the treatment, the researcher collected the data by giving post test. The result of the test was analyzed by using independent sample T-test

on SPSS to find the significant difference of the experimental group and the control group. The result of the t-test formula analysis showed that the value of the significant 2 tailed was 0.040, which meant that it was lower than the significant degree (0.05). Therefore, the null hyphothesis saying that "there is no significant effect of using STAD on listening comprehension achievement" was rejected. Consequently, the alternate hyphothesis saying that "there is a significant effect of using STAD on listening comprehension achievement" was accepted.

Regarding the result of hypothesis verification and the discussion, it can be concluded that there was a significant effect of using STAD on students' listening comprehension achievement. Consequently, it was suggested that the English teacher of SMP 01 Islam Jember applies STAD as an effective technique in teaching listening to create a contribution for effective teaching and learning process.

For the students, it is expected that the use of STAD can help them get engaged in active interaction within groups of learning effectively. For future researchers, hopefully it can be used as a consideration to conduct a further research dealing with a similiar topic by using a different research area and different research design such as a classroom action research to improve the students' listening comprehension achievement by applying STAD in the classroom. However, the researcher realized that there was still a deficiency in conducting this research. The researcher felt that the time allocation used for this research was insufficient. Therefore, it is expected for future researchers to have more time for their researches so that the results will be more significant and qualified.

CHAPER 1. INTRODUCTION

This chapter presents the discussion under present study which includes some issues, namely: background of the research, problem of the research, objective of the research and research contribution.

1.1 Research Background

Listening comprehension has been gaining attention lately from practitioners in EFL/ESL classes. The following researchers: Gilakjani & Ahmadi (2011); Gilakjani & Sabouri (2016); Ahmadi (2016) emphasized the importance of listening in ELT much more than other skills. Coakley & Wolvin (1997 as cited in Gilakjani & Ahmadi, 2011) express that listening skill contributes more to the success of academic setting than reading comprehension. Gilakjani & Sabouri (2016) explain that students' communicative competence in listening is the most important thing to be considered in ELT as this skill is the most important in the area of commmunication. This opinion is supported by Ahmadi (2016) who say that the development of listening comprehension skill helps to succeed in language learning and increases the comprehensible input. Therefore, students' listening ability should be included as the core of teaching practice (Gilakjani & Sabouri, 2016).

Despite its importance, some recent reports show that the development of listening skill is hardly overlooked. According to Khansir & Alipour (2015), listening becomes a problem as it is hardly part of many course books or curricula, which resulted that the teacher does not pay attention to this skill as much as to other skills. Gilakjani & Sabouri (2016) confirm that schools and universities pay attention more to writing, reading and vocabulary than to listening. Consequently, listening remains to be the most neglected aspect of language teaching (Gilakjani & Sabouri, 2016; Ahmadi, 2016).

According to Gilakjani & Ahmadi (2011), technique on teaching listening has long been disregarded in many EFL programs. Teacher needs to focus in improving their teaching method on listening, so that the students can

comprehend its message being carried. Therefore, Gilakjani & Ahmadi (2011) affirm that the use of the most advanced teaching methods on listening is highly needed.

Cooperative learning or CL as an approach is an effective instruction in promoting cognitive and linguistic development of learners in English (Ghaith, 2003). He adds that CL integrates language and content learning with its various applications but still keeps in harmony with pedagogical implication of the input, socialization and interactive theory of L2 acquisition. Among many CL techniques that are popular in language and teaching field, one of them is STAD or Student-Team-Achievement-Division which has consistenly been proven to be among simple and effective (Karacop, 2016).

According to Rai (2007 as cited in Al zu'ubi & Kitishat, 2013), STAD helps to promote collaboration and self-regulating skill, in which the selection of using STAD is the good interaction among students as well as increasing their self-esteem and interpersonal skill toward the subject. Alijanian (2012) argues that STAD has been used for a wide range of students on multiple grade and subjects which is influential in bringing positive effects. Other benefits of STAD proposed by Rusman (2011:212 as cited in Wafa, 2013) are as follows: 1) positive interdependence, 2) individual acountability, 3) increasing the sharing interaction, 4) increasing the participation in communication and 5) increasing a sense of evaluation to coordinate the task.

Because of the reported benefits by many researchers about using STAD, the researcher decides to examine whether STAD is more effective than the traditional method of teaching listening that the English teacher usually conducts. It is also to support what Alijanian (2012) argues that there has been a little research on the effectiveness of STAD in EFL context especially on listening comprehension.

The present study was conducted in SMP 01 Islam Jember based on the information from what the English teacher said that applying STAD on listening comprehension had never been done before. Therefore, the present study attempted to examine the impact of STAD technique on listening

comprehension achievement on the eighth grade students of SMP 01 Islam Jember.

1.2 Research Problem

Based on the background of the research above, the problem of this research is formulated as follows: "is there any significant effect of using STAD technique on the eighth grade students at SMP 01 Islam Jember?"

1.3 Research Contribution

The research contribution of this present study is divided into two kinds: empirical and practical contribution.

1.3.1 Empirical Contribution

The result of this present study helps in giving information for the future researchers as a reference in conducting similar research using Student Team Achievement Division (STAD) on listening comprehension achievement. Besides that, hopefully the result of this research gives knowledge and experience in teaching listening.

1.3.2 Practical Contribution

This research is expected to be helpful for practitioners as it measures the progress of academic performance and achievement of the students dealing with listening comprehension activity. Hopefully, they have experience that may overcome their obstacles on listening comprehension in the classroom.

In addition, the result of this research is also expected to be useful for the English teacher of the eighth grade at SMP 01 Islam Jember as a source of information to cope with students' listening difficulties. Finally, the teacher is able to apply STAD method in their listening method as well as inceasing students' motivation to learn English.

CHAPTER II. LITERATURE REVIEW

This chapter presents some theories supporting the idea under this present study, namely: theoritical framework, conceptual framework and previous research review.

2.1 Theoritical Framework

2.1.1 The Nature of Listening

There are different terms in defining Listening itself and listening comprehension by some experts. Listening as defined by Morley (1972 as cited in Gilakjani & Sabouri, 2016) consists of auditory discrimination, aural grammar, choosing necessary information, remembering it and connecting it to the process between sound and meaning. Ziahosseiny (2009:89 as cited in Khansir & Alipour, 2015) explains that listening is different from other skills as it uses various word choices that other skills do not.

Further explanation by Ziahosseiny (2009:89 as cited in Khansir & Alipour, 2015) declares that the nature of listening depends on the features of spoken language that has characteristics of : a) it is less complex than grammatical and discourse structure, b) there are many broken impressions (such as hesitation, half-finished statements, etc), c) there are not many explicit connectors (such as moreover, however), d) using topic complement structure (such as in sun.. oh look it's going down), e) replacing expression (such as 'this fellow'), f) using unnecessary reference outside the topic (such as asking weather), g) using generalized vocabulary (such as 'this stuff'), h) using repletion of the syntactic forms, i) using pauses and 'fillers' (such as mmm, well, etc). Therefore, listening is surely different from other skills as it is related to the use of various 'word choices' and sometimes it is out of the 'text form' as what Ziahosseiny calls it as 'receiving information through the ear'.

Fauziati (2005:117 as cited in Wafa, 2013) defines the term of listening comprehension as a mental process in which the listener takes the sound uttered by the speaker and uses them to construct an interpretation. Chastain (1998 as cited in Ahmadi, 2016) divides listening comprehension into four components: 1)

4

the ability to differentiate all sounds, intonation patterns and voice qualities and to distinguish them in native sound and second language, 2) understanding of the whole message uttered by the speaker, 3) the ability to process the message, 4) responding to the carried meaning to the material. Thus, listening ability should be developed as it grows further in each material carried until the listeners derives the meaningful message.

In term of methodology, Richards (2008:3) points out the similarity of listening and listening comprehension that is to facilitate the listener in understanding the spoken discourse. Further, he (2008:4) also explains two main processes in listening, namely: decoding or bottom up and meaning building or top-down.

1. Decoding (bottom-up): using the incoming input as the basis for understanding the message. Comprehensin is started with words, sounds, clauses untill the meaning is derived.

2. Meaning building (top-down): using background knowledge in understanding the message.

Therefore, it can be said that decoding has something to do with the linguitic knowledge of the listeners in which the listeners turn the speech signals received into the standard forms of language to have the literal meaning. Meanwhile, meaning building has something to do with listeners' background of knowledge of the material being carried in the listening information.

Canpolat et al (2015) list five outwards signs of active listening as follows:

1. Physical of vocal expression of feeling.

2. Cooperation with others in group.

3. Expression of acceptance towards others in group.

4. Expression of desire to keep an eye open.

5. Asking and clarifying questions and sticking to the topic.

All of those signs can be seen when the students are active while listening to the spoken discouse to derive meaning of the mesage correctly. In short, listening which is assumed to be a passive skill is misleading (Yildirim, S. &

Yildirim, O., 2016). If the listener takes part actively in the process of listening linguistically with his/her non-linguistic knowledge to follow up the message by showing response to what they hear it is called as active listening. Therefore, understanding is not something that happens because of what the speaker says but the listener tries to make connections between what he/she heard towards what she /he already knows and at the same time tries to comprehend the meaning of the message carried by the speaker.

2.1.2 Cooperative Learning Technique

According to Safari & Berimani (2015) explains that cooperative learning as an approach is brought about in 1970s with John-dewey's problem- solving method being developed. It is the result of the advent of contructivist approach and social interactionist theories which is higly influenced by Vygotsky and Piaget's ideas. Slavin (1995 as cited in Bilen & Tavil, 2015) expresses cooperative learning as an instructional method in which students in groups work together to achieve a common goal.

Kluge (1990 as cited in Wafa, 2013) indicates the elements of cooperative learning framework as follows: 1. Class is divided into small groups equally, 2. Groups have an interdependent structure with high individual accountability, 3. The group's work objectives are clearly defined and specified, 4. Group members support each other's effort to achieve the goal. As the main instruction in cooperative learning is having a group or a team to share information and help each other, the members in the group may take turn to help and ask their peer in which it highly increases the interaction during learning. Therefore, student-centered activity highly increases in cooperative learning environment than in teacher-centered.

Sharan (2014 as cited in Karacop, 2016) indicates that the team's success depends on individual member's learning which is called as individual accountability. He argues that the individual accountablity of each student in helping others is done by sharing his/her knowledge as well as becoming a tutor in his/her own group to achieve the goal of group's task.

Some of the researchers argue the idea of learning in group and motivation is related one to another. As what Khan & Inamullah (2011); Ning & Hornby (2013); Ishtiaq (2015); Rio et al (2016) argue that learning in a group creates a helpful atmosphere that imboses the students' motivation which resulted in realizing their goal. They stated their arguments saying that working in a group helps to gain their active engagement to solve the group's task. Finally, they will be successful together as an individual and as a team.

2.1.3 Student- Team-Achievement-Division

Student- Team-Achievement-Division (STAD) is one of cooperative learning techniques which is developed by Slavin in 1994. According to Gross (1991 as cited in Yusuf et al, 2015)

> " STAD is a technique in teaching learning process that is effective to increase students' motivation and enthusiasm, and it can develop their responsibility in their own group".

Karacop (2016) defines STAD as cooperative learning technique in which the students help themselves and their groupmates in small heterogenous (gender, level, ethnicity, performance) groups. Slavin (1995 as cited in Alijanian, 2012) enumerates three main concepts in STAD: team rewards, individual accountability and equal opportunity for success. Sharan (2014 as cited in Khansir & Alipour, 2015) means team reward as something to exceed their learning progress. As for individual accountability, Slavin (2010 as cited in Yusuf et al, 2015) notes that students' individual accountability relates to the affective outcomes of the students as well as it is to impart their interest in learning needs along with the group goals. As for equal opportunities, Alijanian (2012) explains that the success of individual improvement specifies on the individual's contribution to their group. Therefore, STAD helps to engage the students actively as an individual and as a memberin group of learning.

Karacop (2016) emphasizes the success of STAD is in foreground. It means that the success of learning is based on all of the members' hardwork. Besides, cooperation among higher achievers students cover the lower achiever by becoming a tutor for their peers as what Hung, et al (2015) note that

cooperation can reduce the achievement gap. Slavin (1994, 1995 as cited in Alijanian, 2012) notes five major components of STAD: class presentation, team study, quizzes, individual improved scores and team recognition. The detail of the components are discussed as follows:

1. Class presentation.

    This component is mainly prepared by the teacher to present and explain the material to the students. However, the students need to realize and pay attention to the material because the learning content will appear on the worksheet that they will be assigned in the next component.

2. Team study

    Students are divided into groups of four to five (Slavin, 1991:8) consisting of heterogenous academic performances, age, sex and race or ethnicity. This component is very important because it prepares the students to do well on the quiz as well as it mainly focuses on members' interaction within the group (Slavin, 2009 as cited in Wafa, 2013).

    All the teammates study together hoping that each of the member can share the information and help in mastering the material. The teacher should divide the students and classify them into high, mid and low achiever in listening. Thus, each group is formed consisting the equal ability of the students.

3. Quiz / Individual Task

    After studying the material, the students are assigned to take individual quizz where they are not allowed to help each other. This component demonstrates individual's accountability (Slavin, 2009 as cited in Wafa, 2013). It means that each of the student is responsible for their own self performance. If every group has higher score than before, this possibly will help the group to improve their score in the next component.

4. Individual improvement score

    In this component, Slavin (2009 as cited in Wafa, 2013) emphasizes the equal work of the students at all levels: high, low and average. The students can contribute to the maximum points of the group in scoring

system. As what Wafa (2013) explains in his study that every student is given the first score that is acquired from their previous score doing the quiz. Then, the students can collect each individual's score into their team taken from their increasing score after being compared with the recent one. The formula below is designed to motivate students at all levels and reward teams for all of the member's success in the team. The formula as follows:

Base Score	Quiz Score	Imprevemenets Points
it is taken from student's previous score.	10 points under base score	0
	10 points of the base score	10
	11-20 above base score	20
	More than 20 points above base score	30

(Wafa, 2013)

5. Team recognition

In this component, if the team average score exceeds the criteria, the teacher will give students a reward. Rusnan (2012 as cited in Wafa, 2013) expresses the role of teacher in creating a successful reward to the group. He supports the idea that when teacher gives a reward for team recognition, it educates them the value of working together in a team work. Reward of team classification is calculated as follows:

$$\text{Average team's score} = \frac{\text{individual development score}}{(N) \text{ members}}$$

Team criteria	Team 's score
-	$0 < N < 5$
Good team	$6 < N < 15$
Great team	$16 < N < 20$
Super team	$21 < N < 30$

(Wafa, 2013)

Safari & Berimani (2015) argue that STAD technique is most appropriate for well-defined objectives with well-defined single right answer. Their idea is based on the fact that single answer does not differ from one to another, where the students can comprehend the correct answer mutually. In addition, Shaaban & Ghaith (2005 as cited in Safari & Berimani, 2015) clarify that STAD can be easily adapted and used for less well-defined objectives by incorporating more open-ended assesment, such as an essay and performances. Alman (2017) explains that the main idea of STAD is likely to give students motivation to mutually support and assist one another in mastering the steps that the teacher has already prepared.

In my reserach, I mainly focus on the use of single answer as it is easy to be evaluated and takes a short time for correcting among the students them selves and the researcher.

2.1.2 Advantages and Disadvantages

Concerning the general impacts of STAD as cooperative learning technique, the present study concludes some advantages and disadvantages according to some experts.

Kemertas (2004:167; Kırbas, 2015:118 as cited in Kirbas, 2017) indicates that the positive effect of cooperative learning is that it can increase students' motivation, explore individuals in a group to learn from each other, prevent the feeling of loneliness or being isolated during the teaching and learning, increase students' self confidence, increase self- responsibility of their own learning and it is likely to have positive effect towards cognitive and affective learning products.

Rio et al (2016) state that the intervention of cooperative learning on a sustained basis includes five major themes: cooperation, relatedness, enjoyment and novelty. They assume the idea of cooperative learning reflected in the class leads to psychological mediator (i.e relatedness) where the students relate to their teammates and work with them to perform the designed task. Thus, the relatedness mediates the students' motivation and finally leads to different

outcomes (i.e enjoyment). As for novelty, Rio et al state that the type of activity (i.e cooperation) that the students have to perform is different from what they have already had in the past. In this case, the students are given something new to be performed or solved together within their own group, that is listening comprehension task rather than doing it individually.

Rusman (2011:212 as cited in Wafa, 2013) states that STAD brings the beneficial effect on ELT as follows: 1) positive interdependence, that is the success of team is determined by the members' effort, 2) individual accountability, the success of team depends on each member's responsibility, 3) increasing the sharing interaction, 4) increasing the participation in communication and 5) increasing a sense of evaluation to coordinate the task.

Regarding the disappoinment as it is the disadvantage, Rio et al (2016) explains that the disappoinment happens in a group work when some students depend on what her/his only teammate is doing rather than helping.

> " The students tend to laugh over what her own teammate"s doing and does not pay attention to the task. Consequently, they let the teammate does all the work by him/her self. "

In short, dissappointment occurs as a result of dependency over others. Goodyear & Casey (2015 as cited in Rio et al, 2016) suggest that cooperative learning takes time for the students to learn and behave under this pedagogical model. Thus, cooperative learning is not easily be implemented by the teacher or accepted by the students may become the disadvantage reason. Therefore, novel teachers should seek the support of a community of practice as well as aware of the ups and downs in implementing pedagogical model such as cooperative learning.

2.2 Conceptual Review

2.2.1 Listening Comprehension Achievement

Lindsay & Knight (2006:46 as cited in Rocio, 2012) differentiate the purpose of listening: 1) listening for general information, 2) listening for general meaning, 3) listening for the general idea or gist. According to Saricoban (1999) explain the general information in listening comprehension

means as understanding the main points of recording that implicitly stated, while specific information in listening comprehesion means as understanding particular items that explicitly stated in the recording.

In this research, the researcher focused on listening comprehension competence that is required for junior high school in the form of listening comprehension for general and specific information. This sub-skill is selected by following *Curriculum 2013 edition revision 2017* (K-13 edisi revisi 2017) with the standard competence chosen is "*comprehending meaning and arranging text written or orally*". From the standard competence, students are expected to be able to understand the general and specific information.

2.2.2 The Implementation of STAD in Teaching Listening Comprehension

Slavin (1991:23) notes that there are some preparations before going to conduct STAD model in the classroom. The preparation covers preparing the materials, assigning students into groups and determining initial base score. Besides, Slavin clarifies a unit of material in the form of worksheet, an answer sheet and a quiz answer sheet.

In this case, after preparing the material, the teacher has to assign the students into groups. The team-study represents across section of the class (sex, race, high-low-average performers). However, it can be changed along with the number and condition of the students in the classroom.

Slavin (1991:24) explains the following steps in conducting STAD : 1) to make a copy of a team summary sheet and a copy of a quiz score sheet for every team. 2) to rank the students from the highest to the lowest in term of past performance. 3) to decide the number of the team. 4) to assign the students into team-study. 5) to fill the students' names on team summary sheet.

In this present study, the researcher adopted the following steps of STAD in teaching listening by Robert E Slavin (2005 as cited in Wafa, 2013). The steps were as follows:

1. Prepare the material/ teaching

    This step was purposively behold on the teacher's role in the class before the students were gathered in their own team. Teacher stated the goal of what aspects needed to be acheived and explained the general concept in the teaching and learning.

2. Team study

    The students worked with their team to master the material in a project paper. In this session, the students were given an activity sheet to help the team members and to score their ownselves and team. In the first team work, teacher told the students that the importance of doing team work was to master the task.

3. Quiz/ Individual task

    The teacher gave an the individual task to each students and asked them to finish the task. After finishing the individual task, the students had to exchange the worksheet with other teams or it could be collected by the teacher herself.

4. Individual development score

    The students took contribution for their team's score through progress that they made since the first quiz. The students collected their points for their team's score based on the development level of quiz score that was compared with the first one.

5. Team recognition

    After calculating the teams' improvements, the teacher announced the best team and gave them a reward.

2.2.3 Hypothesis

    Based on the research problem and the relevant theory reviewed above, the hypothesis of this present study is formulated as follows, "there is a significant effect of using STAD on Listening Comprehension achievement of the eighth grade student at SMP 01 Islam Jember".

2.3 Previous Research Review

There have been many studies conducted by researchers to seek the effect and implications of cooperative learning approach on students in various levels. However, this present study emphasizes STAD as one of cooperative learning techniques and seeks the similarities and differences with the previous ones.

Khansir & Alipour (2015) investigated STAD effect on Iranian EFL Listening comprehension. They used experimental design on their study and found that STAD gave a significant different result on the experimental and control group. The outcome of the research indicates that the use of CL in listening could save time and energy to get the information.

Yusuf, Natsir & Hanum (2015) conducted a study to explore teachers' experience in teaching with STAD technique. Their study applied qualitative approach by interviewing and observing the teacher who succesfully improved his EFL learners. The study revealed that the succesful teacher changed the procedure of STAD following the classroom's condition and the designed task. It resulted that the students could follow the instruction better and it suited with type of task that they performed.

Safari & Berimani (2013) investigated the effect of STAD on idiom learning of low/intermediate Institute language leaners. The study applied experimental design which showed that there was a significant difference on both post-test on idiom in both classes. The STAD group outperformed better on the post-test.

Alijanian (2012) applied STAD on English achievement of Iranian EFL. The participants taken were the third grade of junior high school in Iran. During 2 months period of teaching, the experimental group that was taught STAD outperformed than the control group in term of English achievement.

Wafa (2013) conducted a classroom action research on listening comprehension by implementing STAD. The study involved senior high school in Salatiga. The finding showed that the students' listening comprehension

gradually improved from cycle to cycles. He also noted that students enjoyed STAD technique implemented on listening.

Kirbas (2017) studied the effect of cooperative learning on listening comprehension development and listening skills. He used experimental design that showed that the result of listening comprehension achievement was much better in experimental group than that in control group which was taught by using traditional method.

Some researchers compared the use of cooperative learning with competitive based-game learning environment. Ahour & Haradast (2014); Shafee & Khavaran (2017) investigated the effect of cooperative learning and competitive learning environment on reflective/ impulsive EFL learners. Their studies revealed that 1) in term of competitive performance, the impulsive ones excelled the reflective group. 2) in term of receiving instruction, the reflective group was better than the impulsive ones. Fekri's (2016) study revealed that cooperative learning class outperformed the competitive one where the low-achievement students could receive the instruction better.

Referring to the empirical studies above, the reseracher finds the differences and similarities to the present one. The above studies mostly apply experimental design with pre-test and post-test design, whereas this present study applies experimental but post test only design. The participants under present study are the students from junior high school, who are in this case, the researcher does not specify either genders or the characters of the participants.

In addition, there are many empirical studies that carry out cooperative learning's effect on students' learning achievement, but only a few study applied STAD technique on listening comprehension. This present study follows the implementation guide proposed by Wafa (2013) to help the researcher in conducting the technique. Therefore, the present study is much inspired by a study of Wafa (2013) and Khansir & Alipour (2015).

CHAPTER III. THE STUDY

This chapter presents some aspects dealing with the research method applied in this present study, namely: research design, research context, research participants, data collection method and data analysis method.

3.1 Research Design

This research was conducted to know whether or not the use of STAD could give a significant effect on students' listening comprehension achievement at SMP 01 Islam Jember in 2018/2019 academic year. Quasi experimental research with post test only design was used in this research. The researcher decided to use quasi experimental research because true experiment was not possible to be done there. Besides, there might be a problem where the school and parents did not want their students to randomly assigned to get the treatment.

Creswel (2012:294) defines that experiment in research field is when the researcher decides on which individual is assigned to be treated to have something different. Then, it determines whether those who are treated can perform better on some outcome than those who do not.

The present study used two classes where the experimental class was taught by STAD and another as the control class where individual learning method was conducted. Both classes were chosen after being analyzed considering the homogeneous data from the students' homogeneity test score. Then, both of the classes were given post-test on their listening comprehension achievement.

Posttest only design		
Selecting control group	No treatment	Post-test
Selecting experimental class group	Treatment	Post test

(Creswell, 2012:310)

The procedure of the design can be described as follows:

1. Conducting a preliminary study by doing an interview with the English teacher of the eighth grade at SMP 01 Islam Jember concerning the issue of the present study.

2. Analyzing the result of homogeneity test from the students' score by using ANOVA formula to identify the homogeneity of the population.

3. Choosing two classes by cluster random sampling from the homogenous population or two classes that had close mean difference.

4. Giving the treatment to the experimental group via-STAD on listening activity and the control group was taught via discovery learning which is regularly used by the English teacher.

5. Conducting a try out test to the group which did not belong to either experimental or control group to know the reliability.

6. Administering listening comprehension post-test to both the experimental group and control group.

7. Comparing the mean score of two groups then, analyzing them by using the t-test formula of 5 % significance level to test whether the value of "t" is significant or not.

8. Drawing a conclusion from the data.

3.2 Research Context

The present study was conducted at SMP 01 Islam Jember because of the following reasons. First, the permission from the headmaster of SMP 01 Islam Jember and the English teacher was available. Second, this technique STAD had never been applied in that school.

3.3 Research Participant

According to Creswell (2012:145) cluster random sampling is used to identify the large population easily. The research was focused on the eighth grade students at SMP 01 Islam Jember in which they had three classes (VIII A-C). Thus, the researcher conducted the homogeneity test and considered its result to calculate them in deciding the experimental class and control class.

3.4 Data Collection Method

3.4.1 Interview

Adhabi & Anozie (2017) define interview as a form of consultation which is conducted to seek more of an issue being discussed. Furthermore, they classify interview into three: structured interview, semi structured and unstructured interviews. Alongside the use of interview in many existing researches, interview remains a perfect tool in qualitative and even in quantitative studies (Adhabi & Anozie, 2017).

According to Adhabi & Anozie (2017) semi structured interview is based upon the provided subject under study by the interviewer, whereby the interviewee is comfortable with. In this research, the researcher had a semi interview with the English teacher related listening comprehension in the classroom as the topic.

3.4.2 Documentation

Corbin & Strauss (2008; Rapley, 2007 as cited in Bowen, 2009) define that the function of document in an existing research is to be examined and interpreted in order to gain information, to elicit meaning and to develop empirical knowledge. Bowen (2009) adds that documentation may be in the form of image and contains of words or texts that have been recorded without the researcher's intervention.

Bowen (2009) specifies the use of documents of a research undertaking as follows: 1) documents provide the researcher's participants operate in the research's context, 2) the information gained in the documents may help in suggesting the issue under study as a part of research's observation, 3) the documents support the supplementary research data, 4) document is meant as tracking change and development, 5) documents can be analyzed as a way to verify the research evidences. In this research, the researcher collected all documents on participants during the listening activity and the students' result in post test. Thus, it could support the researcher's data.

3.4.3 Listening Comprehension Test

Kara & Celikler (2015) define the term test as an assesment tool to determine the students' gain related the cognitive domain within the quantitative research education. Hughes (2003:11-16) points out that there are four types of tests, namely proficiency test, achievement test, diagnostic test and placement test. In this research, achievement test was used by the researcher to know the students' listening comprehension achievement to determine how succesful individual and groups are in achieving the learning objectives.

Listening Comprehension test in this research was related with post test at the end of the treatment session. Based on scoring judgement, Hughes (2003:22) divides the scoring system in two: subjective test and objective test. Objective scoring means that the scoring is given with no judgement on the part of the scorer. Meanwhile, subjective scoring does not involve a judgment.

In this case, the researcher used objective test in the form of multiple choice (MC) test and True/False (T/F) test. MC and T/F have objective grade that does not differentiate from one person to another and can be graded in a short time.

3.4.3.1 The Test Validity

Heale & Twycross (2015) define validity as the extent in which a concept is accurately measured. According to Cohen (2007) if a piece of a research is invalid, it is worthless. Besides, Heaton (1991:195) classifies the validity into content validity, criterion related validity, construct validity and face validity.

In this research, the research used content validity because the test was designed based on the material curriculum 2013 for the eighth grade of junior high school. Besides, the researcher constructed listening comprehension task considering the indicators of listening comprehension to be measured, namely: *comprehending meaning contextually related to the function, the structure and the language feature of recount text orally and written.*

3.4.3.2 The Test Reliability

Reliability relates to the consistency of what is being measured (Heale & Twycross, 2015). In this research, the realibility of the test was established by usingsplit half reliability. The reliability technique was applied by Spearman-Brown prophecy formula. The reliabiliy of the test is estimated by following procedures:

1. Administering try out and give scores for each items to the class that did not belong to either experimental or control class.

2. Dividing the scores of test items into two: odd numbers (X) and even numbers (Y).

3. Analyzing the index correlation between X and Y using Pearson Product Moment Formula:

$$r_{xy} = \frac{N\sum XY - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} : the correlation coefficient of product moment
N   : total number of participants
$\sum XY$: the number off odd items and even items
$(\sum X)$: the number off odd items
$(\sum Y)$: the number of even items

(Arikunto, 2006:213)

4. Estimating the reliability of the whole test using spearman-brown prophecy formula:

$$r_{xx} = \frac{2r_{ab}}{1 + r_{ab}}$$

Note:
r_{xx} : the reliability coefficient for the whole test items
r_{ab} : the correlation coefficient of product moment

(Arikunto, 2006:223)

5. Giving interpretation based on the criteria.

Realibility coeficient.	Criteria
0.90-1.00	Very high
0.70-0.89	High
0.50-0.69	Fair
0.30-0.49	Low
<0.30	Very low

(Djiwandono, 1996:154)

3.4.3.3 Difficulty Index

Difficulty index of the test should be known as it shows how difficult or easy the test items or the whole test that will be adminstered to the students aregood test that is not too difficult or too easy. If the the test is too difficult, the students cannot solve the problem, but if the test is too easy, it cannot give the significant information to differentiate between high achievers and low achievers. The formula from Heaton (1991:174) is used to measure the difficulty of the test items. The formula is as follows

$$FV = \frac{R}{N}$$

Notes:
FV = the index of difficulty (Facility Value)
R = the number of participations who answer the question correctly
N = total number of participants

The critera of difficulty index is adopted from Djiwandono (1996:146) as follows:

Index	Criteria
0.00-0.19	Difficult
0.20-0.80	Fair
0.81-1.00	Easy

3.5 Data Analysis Method

      In this present study, the statistical procedure was employed to analyze the result of the test. The data was analyzed to determine the effect of applying STAD technique on listening comprehension achievement. The Statistical Package for Social sciences (SPSS) version 21,0 was used to analyze the descriptive statistic of STAD such as mean, standart deviation, etc to show the general information of the obtained scores. In order to determine the effect of STAD on listening comprehension and comparing the groups of study, an independent sample t-test was used.
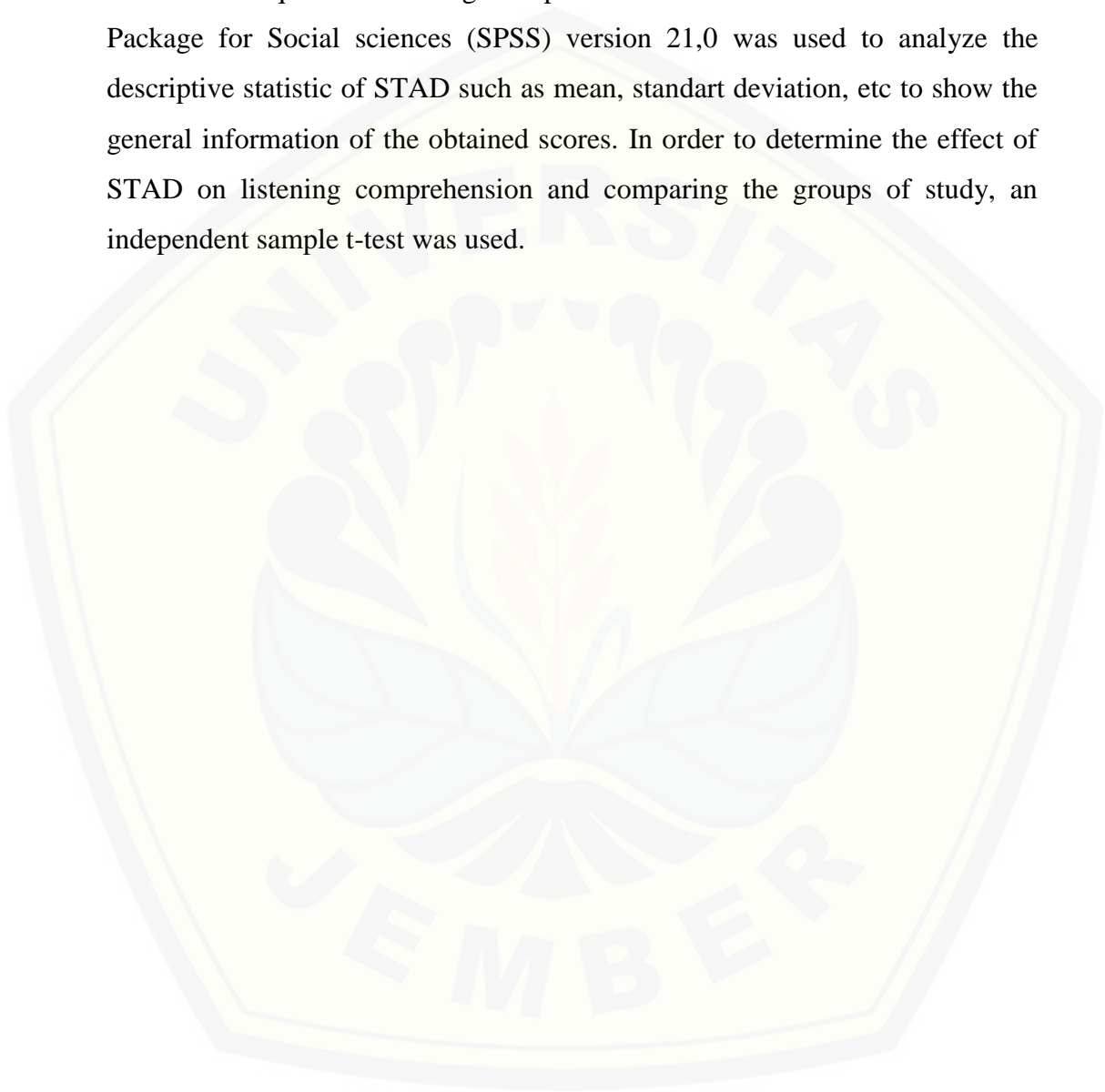
CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents conclusion of the findings and suggestions for the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the result of data analysis, hypothesis verification and dicussion in the previous chapter, it could be concluded that there was a significant effect of using STAD on the eighth grade students' listening comprehension achievement at SMP 01 Islam Jember in the 2018/2019 academic year.

5.2 Suggestions

Since there was a significant effect of using STAD on the eighth grade students' listening comprehension ahievement in the 2018/2019 academic year, STAD is an effective technique of teaching listening. Thus, the researcher proposes some suggestions to the following people.

5.2.1 The English Teacher

a. Based on the result of the study, it is good for the english teacher to apply STAD in teaching listening comperehension. It will motivate help the students to help each other on the material itself. Students also can share and solve their problem in learning listening comprehension and support with another in comprehending the material for making good team work.

b. It is good for the teacher to give some reward for the students who have high scores as well as motivating their self-esteem as a teacher's appreciation.

5.2.2 The Students

a. It is suggested for the students to be more active in listening comprehension activity as well as to build and keep good team work where they can share and help each other as what already taught in STAD.

5.2.3 The Future Researchers

a. It is expected that the result of this research can be a consideration for conducting a further research with similar topic by using different research area or different research design such as a classroom action research to improve students' listening comprehenion achievement by implementing STAD.

b. Regardin the time allocation, hopefully the future researcher to carefully conduct and plan the time allocation.

c. It is suggested for future researcher to fully adopt the 5 steps of STAD proposed by Robert E Slavin (2005) to get fully view of how STAD should be implemented in the classroom.
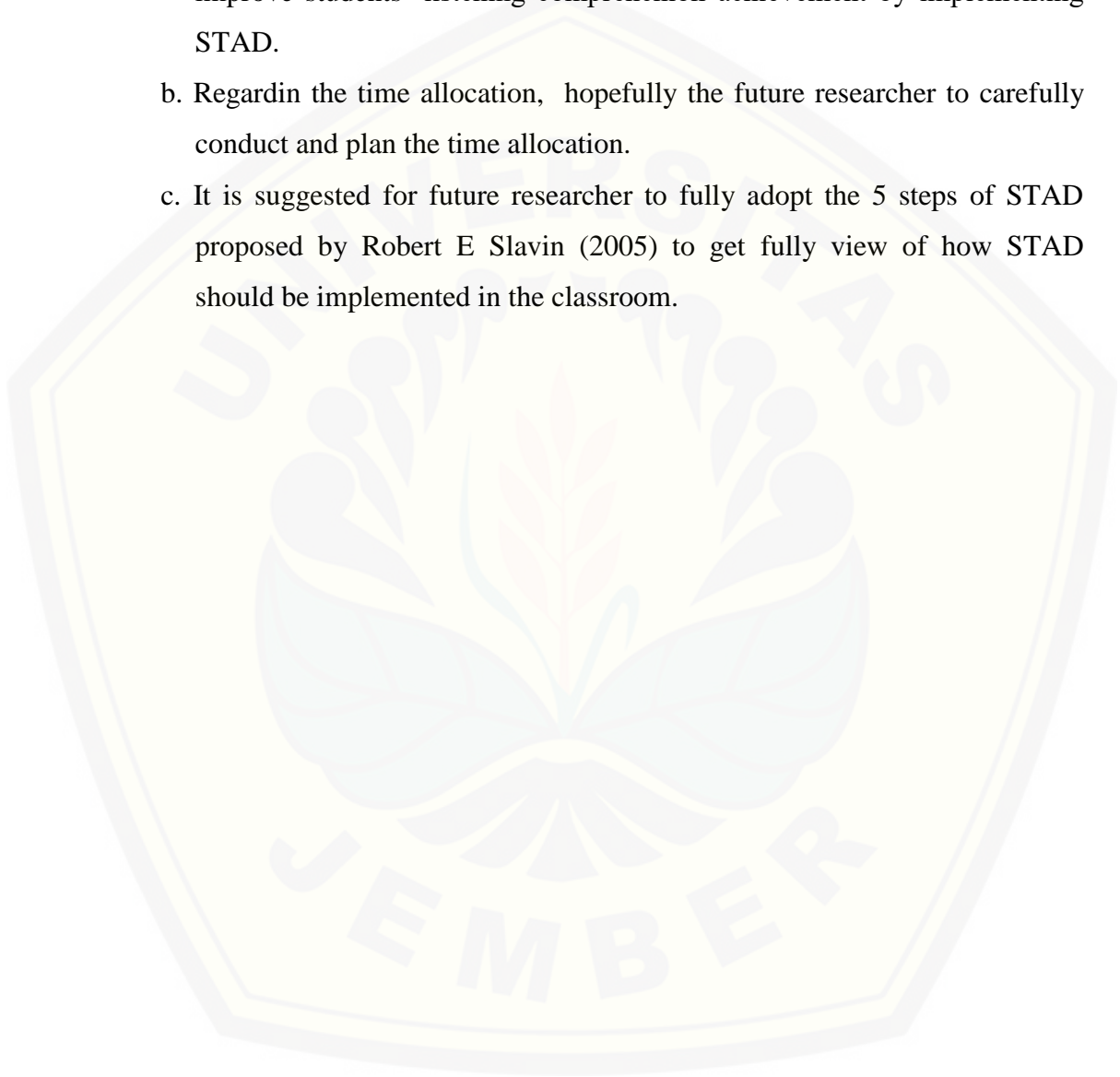
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Appendix 1

INTERVIEW AND DOCUMENTATION GUIDE

No.	The Questions	Data Resources
1.	How does the English teacher teach listening comprehension to the students?	The english teacher teaches students by listening and repeat what the English teacher says in the form of short dialogue stated in the coursebook. In other time, the English teacher only applies listening for filling the the song's lyric. The English teacher instructs the students to complete the lyric of the song task as best as they can by themselves.
2.	How often is listening comprehension taught in the class?	The listening frequency itself can be counted as few and is not that intensive
3.	Where do the English teachers take the listening sources?	Mostly from youtube that appropriate for students' related topic
5.	Has STAD ever been applied before?	Has not yet.

A. Documentation Guide

No.	The supporting data	Data resources
1.	The names of the research participants	
2.	Students' score on homogeneity test on listening comprehension	School document

Appendix 2

HOMOGENEITY TEST

Audio transcript for Homogeneity Test.
My name is Chika. I would like to tell you about my story. The title is ' My holiday In Bali'. Let's enjoy the story.

My Holiday in Bali

When I was in the 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation. On the first day, we visited Sanur Beach. In the morning, we saw the beautiful sunrise together. It was great scenery, then we checked in to the hotel. After preparing our selves, we went to Tanah Lot. We met so many tourists there.

On the second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat, etc. We were very happy. In the afternoon, we went to Kuta beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some t-shirt and souvenirs.

Source: https://www.youtube.com/watch?v=39zeZCr95gI

HOMOGENEITY TEST

LISTENING COMPREHENSION

Instruction:

Write down your name and student's number below.

Listen to the recording carefully and answer the following questions on your own. Do not ask your friends.

NAME/ CLASS:.. /......................

Choose one of the following options A, B,C or D based on the information that you have heard by giving (X).

1. What is the recording about?
   a. My summer holiday　　　　　　　　c. My holiday in Bali
   b. My holiday in Jakarta　　　　　　　d. My last school
2. What is the purpose of the story ?
   a. To report　　　　　　　　　　　　c. To discuss
   b. To entertain　　　　　　　　　　　d. To describe
3. What grade was the speaker?
   a.1st grade of junior high school　　　c.1st grade of senior high school
   b. 2nd grade of junior high school　　　d. 2nd grade of senior high school
4. How many days did the speaker stay in Bali?
   a. Three days　　　　　　　　　　　　c. A day
   b. Two days　　　　　　　　　　　　　d. Four days
5. What was the first location visited by the speaker on the first day?
   a. Sanur Beach　　　　　　　　　　　c. Tanjung Benoa
   b. Tanah Lot　　　　　　　　　　　　d. Sangeh
6. How many places did the speaker visit in Bali?
   a. Two places　　　　　　　　　　　　c. Four places
   b. Three places　　　　　　　　　　　d. Six places
7. Where did the speaker find many tourists?
   a. Sanur Beach　　　　　　　　　　　c. Tanjung Benoa
   b. Tanah Lot　　　　　　　　　　　　d. Sangeh
8. Where did the speaker see sunrise?
   a. Sanur Beach　　　　　　　　　　　c. Kuta Beach
   b. Papuma　　　　　　　　　　　　　d. Pandawa Beach
9. Which tourism place offered water sport?
   a. Tanjung Benoa beach　　　　　　　c. Tanah Lot
   b. Sangeh　　　　　　　　　　　　　d. Sanur beach
10. What did the speaker see on Kuta beach?
    a. Beautiful wave　　　　　　　　　　c. Shopping
    b. Beautiful scenery　　　　　　　　　d. Many tourists
11. Where did the speaker spend her last day in Bali?
    a. Sanur Beach　　　　　　　　　　　c. Tanjung Benoa
    b. Tanah Lot　　　　　　　　　　　　d. Sangeh
12. Where did the speaker find many monkeys?
    a. Sanur Beach　　　　　　　　　　　c. Tanjung Benoa
    b. Tanah Lot　　　　　　　　　　　　d. Sangeh
13. Where did the speaker see sunset ?
    a. Sanur beach　　　　　　　　　　　c. Tanjung Benoa

b. Kuta beach   d. Sangeh

14. Where did the speaker go for shopping?
    a. Sanur Beach   c. Tanjung Benoa
    b. Tanah Lot   d. Sukowati market

15. Based on the recording, how was the speaker's experience?
    a. Awful   c. Unforgettable
    b. Terrible   d. Impressive

16. Below are water sports except,.....
    a. Banana boat, bungee jumping, jetsky
    b. Speed boat, banana boat, jetsky
    c. Marathon, speed run, color run
    d. Climbing, car racing, speed boat

17. how many places did the speaker visit in Bali?
    a. Three   b. Four   c. Five   d. Six

18. Where did the speaker and her friends sleep during her holiday in Bali?
    a. Hotel   b. Motel   c. Villa   d. Apartment

19. What things were bought by the speaker in Bali?
    a. Skirt and souvenirs   c. T-shirt and Souvenirs
    b. Souvenirs   d. Bali's traditional food

20. Which water sport did the speaker play?
    a. Banana bout   b. Jetsky   c. Swimming   d. none

ANSWER KEY

1.	C	11.	D
2.	B	12.	D
3.	D	13.	B
4.	A	14.	A
5.	A	15.	D
6.	D	16.	B
7.	B	17.	D
8.	A	18.	A
9.	A	19.	C
10.	A	20.	D

Appendix 3

THE RESULT OF HOOGENEITY TEST

NO.	VIII- A	VIII-B	VIII-C
1.	56	76	-
2.	70	35	65
3.	65	60	25
4.	50	95	50
5.	55	20	-
6.	60	70	40
7.	35	70	-
8.	80	-	55
9.	40	20	45
10.	60	30	45
11.	50	68	55
12.	75	55	30
13.	50	50	70
14.	65	90	80
15.	70	55	35
16.	-	70	25
17.	-	62	40
18.	85	70	-
19.	80	90	55
20.	30	85	30
21.	60	15	85
22.	35	65	65
23.	80	-	-
24.	55	80	20
25.	85	-	-
26.	55	60	-
27.	40	45	-
∑	1486	1436	915
Mean	59,44	59,83	48,15

Appendix 4

THE DIVISION OF ODD AND EVEN NUMBERS

No.	Try Out Result of Odd Number (X)															Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	
1.	1		1	1	1		1			1		1	1	1		9
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	1	1	1	1	1	1	1	1	1		1	1		1		12
4.	1		1	1	1		1			1		1	1	1		9
5.	1	1	1	1				1	1			1		1		8
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.	1		1	1		1	1		1	1		1		1	1	10
8.	1	1	1	1	1	1	1	1	1		1	1		1		12
9.	1	1	1	1				1	1			1	1	1	1	10
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.	1		1	1	1		1			1		1	1	1		9
12.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	1	1	1	1	1	1	1	1	1		1	1		1		12
14.	1	1	1	1	1	1	1	1			1	1	1	1		12
15.	1		1	1			1		1	1		1		1	1	9
16.	1		1	1			1		1	1		1		1	1	9
17.	1	1	1	1	1	1	1	1			1	1	1	1		12
18.	1	1	1	1				1	1			1	1	1	1	10
19.	1		1	1	1		1			1		1	1	1		9
20.	1	1	1	1	1	1	1	1			1	1	1	1		12
21.	1	1	1	1				1	1			1	1	1	1	10
22.	1	1	1	1	1	1	1	1			1	1	1	1		12
23.	1		1	1			1		1	1		1		1	1	9
24.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
∑	19	11	19	19	11	8	15	11	11	8	7	19	11	19	7	195

THE DISTRIBUTION OF EVEN NUMBERS

No.	Try Out Result of Even Number (Y)															Total
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	
1.	1	1			1					1	1		1	1	1	8
2.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3.	1	1	1	1	1		1	1			1		1	1		10
4.		1			1					1	1		1	1	1	7
5.				1			1	1	1		1		1			6
6.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7.		1								1	1		1	1	1	6
8.	1	1	1	1	1		1	1			1		1	1		10
9.				1			1	1		1	1		1		1	7
10.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11.		1			1					1	1		1	1	1	7
12.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	1	1	1	1	1		1	1			1		1	1		10
14.	1		1	1	1		1	1	1		1		1	1	1	11
15.		1								1	1		1	1	1	6
16.		1								1	1		1	1	1	6
17.	1		1	1	1		1	1	1		1		1	1	1	11
18.				1			1	1		1	1		1		1	7
19.		1			1					1	1		1	1	1	7
20.	1		1	1	1		1	1	1		1		1	1	1	11
21.				1			1	1		1	1		1		1	7
22.	1		1	1	1		1	1	1		1		1	1	1	11
23.		1								1	1	1	1	1	1	7
24.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	8	11	7	11	11	0	11	11	5	11	19	1	19	15	15	155

THE DIVISION NUMBER OF ODD (X) AND EVEN (Y) NUMBERS

No.	Test Items		X^2	Y^2	XY
	(X)	(Y)			
1.	9	8	81	64	72
2.	-	-	-	-	-
3.	12	10	144	100	120
4.	9	7	81	49	63
5.	8	6	64	36	48
6.	-	-	-	-	-
7.	10	6	100	36	60
8.	12	10	144	100	120
9.	10	7	100	49	70
10.	-	-	-	-	-
11.	9	7	81	49	63
12.	-	-	-	-	-
13.	12	10	144	100	120
14.	12	11	144	121	132
15.	9	6	81	36	54
16.	9	6	81	36	54
17.	12	11	144	121	132
18.	10	7	100	49	70
19.	9	7	81	49	63
20.	12	11	144	121	132
21.	10	7	100	49	70
22.	12	11	144	121	132
23.	9	7	81	49	63
24.	-	-	-	-	-
25.	-	-	-	-	-
Total	195	155	2039	1335	1638

Appendix 5

THE DIFFICULTY INDEX

No.	R	N	FV	Criteria
1.	19	27	0,703	Fair
2.	8	27	0,296	Fair
3.	11	27	0,407	Fair
4.	11	27	0,407	Fair
5.	19	27	0,703	Fair
6.	7	27	0,259	Fair
7.	19	27	0,703	Fair
8.	11	27	0,407	Fair
9.	11	27	0,407	Fair
10.	11	27	0,407	Fair
11.	8	27	0,296	Fair
12.	0	27	0	Too difficult (deleted item)
13.	15	27	0,555	Fair
14.	11	27	0,407	Fair
15	11	27	0,407	Fair
16.	11	27	0,407	Fair
17.	11	27	0,407	Fair
18.	5	27	0,189	Difficult
19.	8	27	0,296	Fair
20.	11	27	0,407	Fair
21.	7	27	0,259	Fair
22.	19	27	0,703	Fair
23.	19	27	0,703	Fair
24.	1	27	0,037	Too Difficult (deleted item)
25.	11	27	0,407	Fair
26.	19	27	0,703	Fair
27.	19	27	0,703	Fair
28.	19	27	0,703	Fair
29.	7	27	0,259	Fair
30.	5	27	0,189	Difficult

Appendix 6

THE RESULT OF TRY OUT TEST

No.	Students' name	Score
1.	AMF	40
2.	AKIS	-
3.	AAW	55
4.	ARH	50
5.	ARP	70
6.	CEW	-
7.	DWP	60
8.	FHHS	70
9.	GSKP	65
10	IRF	-
11.	IMKN	50
12.	IANL	-
13.	FIDA	75
14.	JNRM	85
15.	KWAAA	55
16.	MZI	30
17.	MIF	45
18.	OVE	65
19.	SRP	65
20.	MGR	70
21.	MDP	50
22.	NMMI	65
23.	YDS	45
24.	MRHW	-
25.	BSP	-

Appendix 7

THE NAME OF PARTICIPANTS

No.	VIII-A (as experimental group)	VIII-B (as control group)
1.	AR	APDP
2.	DSZ	AFDA
3.	DPA	ANF
4.	DF	AI
5.	DK	EDY
6.	DAU	FF
7.	EWP	JAA
8.	EF	JEF
9.	IFN	MSE
10.	LDS	MAP
11.	NMAP	MG
12.	NI	MUR
13.	NKTPS	MZR
14.	NBK	NNF
15.	NDPS	NB
16.	NS	RNCS
17.	NS	SN
18.	PAK	TJP
19.	PAV	UW
20.	PARW	VDN
21.	PF	VI
22.	RAW	VDM
23.	RF	WJP
24.	RAN	WAF
25.	SLS	ZFAO
26.	SMDM	ZRF
27.	TDD	APLW

Appendix 8

LESSON PLAN 1

School	: -
Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/-
Theme/ Topic	: Recount text/ Holiday in Bali
Language skill	: Listening
Time allocation	: 2 x 45 minutes

A. Core Competence

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence	Indocator (s)
3.11. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Finding general information 3.11.2 Finding specific information
4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Constructing meaning of the information 4.11.2 Drawing conclusion

Learning Objectives

1. Students are able to construct meaning from the recording.
2. Students will be able to answer listening comprehension task.

Learning Material

(Enclosed)

Learning Methods

- Experimental Group   : Students Team Achievement Division (STAD)
- Control Group   : Discovery Learning

Media, Tools, Learning Resources

1. Media :

Experimental class	Control Class
1. Picture of Bali 2. Team Summary sheet for group work. 3. Listening comprehension task as individual task	1. Picture of Bali 2. Listening comprehension task as individual task

2. Tools: speaker, laptop, LCD projector.
3. Learning resources:

https://www.youtube.com/watch?v=39zeZCr95gI&t=2s

http://britishcourse.com/recount-text-definition-generic-structures-purposes-language-features.php

Teaching and Learning Activities

Experimental Group	Time	Control Group	Time
Introduction			
1. Greeting the students and checking their attendance.	2'	Greeting the students and checking their attendance.	2'
2. Starting the lesson by praying	1'	Starting the lesson by praying	1'
3. Giving students leading question regarding with the topic.	3'	Giving students leading question regarding with the topic.	3'
Main Activities			
Observing	**12'**	**Observing**	**10'**
4. (**Stage 1. Class Presentation**) Introducing the characteristic of recount text.	2'	introducing a characteristic of recount text .	2'
5. Playing the tape recording once without giving permission to take notes to the students.	3'	Playing the tape recording once without giving permission to take notes to the students.	3'
Explaing the rule of STAD. that later, they have an individual task. Therefore, during team study they should work together as best as they can to gather the information as much as possible.			
6. Playing the tape recording once again recording and letting the students take some notes down.	6'	Playing the tape recording for once and letting the students take some notes down.	6'
Collecting information	**22'**	**Collecting information**	**20'**
7. (**stage 2. Team study**) Instructing the students to gather with his/her own groups.	1'	Playing the audio for four times and asking the students to take down some notes based on the audio individually.	20'
8. Distributing the team's summary	1'		

	sheet for groups.			
9.	Playing the recording for four times while asking the students in groups to gather as much information as much possible.	15'		
10.	Teacher asks the students within each group to discuss the information related to the topic of recording.	5'		
Associating		**33'**	**Associating**	**31'**
11.	Asking the students to move apart back to their own seat.	2'	Distributing listening comprehension task.	1'
12.	**(Stage 3. Individual Task)** Distributing the listening comprehension task.	1'	Conducting an individual task.	30'
13.	Instructing the students to do the task on their own without getting help from the teammates.	30		
Communicating		**10'**	**Communicating**	**8'**
14.	Sharing and confirming the answer of the questions to the class.	3'	Sharing and confirming the answer of the questions to the class.	3'
15.	Swapping and checking each other's answer with the teacher's feedback.	5'	Swapping and checking each other's answer with the teacher's feedback.	5'
16.	**Stage 4. Team Recognition** Collecting and counting the total score of each group.	1'		
17.	**Stage 5. Team Reward** Giving reward and announcing the best group who has achieved the highest score in the class.	1'		
Closure				
18.	Drawing conclusion about recount text related to the topic material.	2'	Drawing conclusion about descriptive text related to the topic material.	2'
19.	Parting the students.	1'	Parting the students.	1'

Learning Assesment

➢ For experimental group:
- ▪ Learning material : appendix 8.1
- ▪ Listening task 1 : appendix 8.2

➢ For control group:
- ▪ Learning material : appendix 8.3
- ▪ Listening task 1 : appendix 8.4

➢ Key answer

Instrument Form
➢ Multiple choice
➢ True/ false

Jember, 17 Januari 2019.

Lailatul Mufaizah
NIM. 14021040105

Appendix 8.1

ACTIVITIES FOR EXPERIMENTAL CLASS.

Leading Question
o Did you have holiday last weekend?
o Where did you go on holiday?
o Have you ever visited Bali?
o What did you visit there?

ource: *https://news.sky.com/*

A. Main Material:

RECOUNT TEXT

❖ The definition of recount text
Recount text is a text that tells the reader about a story, action or activity..
❖ The generic structure of a recount text
It is divided into three parts.
  a. Orientation: tells the readers who was involved, what happened, where the events took place and when it happened.
  b. Events : tell the readers what happened in chronological sequence.
  c. Re-orientation : consists of optional-closure of events/ending.
❖ Purpose of recount text
  a. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened.
  b. Recounts are written to retell events with the purpose of either informing or entertaining their audience.
❖ Language Feature of recount text
  – Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
  – Using temporal sequence, e.g. On Saturday, On Monday, On Sunday
  – Focus on specific participant, e.g. I (the writer)
  – Using the conjunctions, such as: then, before, after, etc.
  – Using action, e.g. went, stayed

Source: http://britishcourse.com/recount-text-definition-generic-structures-purposes-language-features.php

B. Spoken Text
Audio transcript for listening task 1.

Hello Guys
My name is Chika. I would like to tell you about my story. The title is ' My holiday In Bali'. Let's enjoy the story.

My Holiday in Bali

When I was in the 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation. On the first day, we visited Sanur Beach. In the morning, we saw the beautiful sunrise together. It was great scenery, then we checked in to the hotel. After preparing our selves, we went to Tanah Lot. We met so many tourists there.

On the second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat, etc. We were very happy. In the afternoon, we went to Kuta beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some t-shirt and souvenirs.

Source: https://www.youtube.com/watch?v=39zeZCr95gI

Appendix 8.2

Individual task of listening

LISTENING COMPREHENSION

TASK 1

Instruction:

Write down your name and student's number below.

Listen to the recording carefully and answer the following questions on your own. Do not ask your friends.

Name	:......................................
No.Student	:......................................

Part I.

Choose one of the following options A, B,C or D based on the information that you have heard by giving (X).

1. What is the recording about?
    - c. My summer holiday
    - d. My holiday in Jakarta
    - c. My holiday in Bali
    - d. My last school

2. What is the purpose of the story ?
    - c. To report
    - d. To entertain
    - c. To discuss
    - d. To describe

3. What grade was the speaker?
    - a.1st grade of junior high school
    - b. 2nd grade of junior high school
    - c.1st grade of senior high school
    - d. 2nd grade of senior high school

4. How many days did the speaker stay in Bali?
    - a. Three days
    - b. Two days
    - c. A day
    - d. Four days

5. What was the first location visited by the speaker on the first day?
    - a. Sanur Beach
    - b. Tanah Lot
    - c. Tanjung Benoa
    - d. Sangeh

6. How many places did the speaker visit in Bali?
    - a. Two places
    - b. Three places
    - c. Four places
    - d. Five places

7. Where did the speaker find many tourists?
    - a. Sanur Beach
    - b. Tanah Lot
    - c. Tanjung Benoa
    - d. Sangeh

8. Where did the speaker see sunrise?
    - a. Sanur Beach
    - b. Papuma
    - c. Kuta Beach
    - d. Pandawa Beach

9. Which tourism place offered water sport?
    - a. Tanjung Benoa beach
    - b. Sangeh
    - c. Tanah Lot
    - d. Sanur beach

10. What did the speaker see on Kuta beach?
    - a. Beautiful wave
    - b. Beautiful scenery
    - c. Shopping
    - d. Many tourists

11. Where did the speaker spend her last day in Bali?
    - a. Sanur Beach
    - c. Tanjung Benoa

     b. Tanah Lot   d. Sangeh

12. Where did the speaker find many monkeys?
     a. Sanur Beach   c. Tanjung Benoa
     b. Tanah Lot   d. Sangeh

13. Where did the speaker see sunset ?
     a. Sanur beach   c. Tanjung Benoa
     b. Kuta beach   d. Sangeh

14. Where did the speaker go for shopping?
     a. Sanur Beach   c. Tanjung Benoa
     b. Tanah Lot   d. Sukowati market

15. Based on the recording, how was the speaker's experience?
     a. Awful   c. Amazing
     b. Terrible   d. Impressive

Part II. Answer the following questions by giving T (true) if the statement is correct and F (false) if the statement is false.

No.	Statements	T/ F
1.	The story is called as recount text	
2.	The speaker visited three locations in Bali	
3.	Banana boat, jetsky, speedboat are water sports	
4.	The speaker did not have impressive experience in Bali	
5.	The speaker did not buy anything	

Appendix 8.3

ACTIVITIES FOR CONTROL CLASS.

Leading Question
- Did you have holiday last weekend?
- Where did you go on holiday?
- Have you ever visited Bali?
- What did you visit there?

source: *https://news.sky.com/*

A. Main Material:

RECOUNT TEXT

❖ The definition of recount text

Recount text is a text that tells the reader about a story, action or activity..

❖ The generic structure of a recount text

It is divided into three parts.
  d. Orientation: tells the readers who was involved, what happened, where the events took place and when it happened.
  e. Events : tell the readers what happened in chronological sequence.
  f. Re-orientation : consists of optional-closure of events/ending.

❖ Purpose of recount text
  4. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened.
  5. Recounts are written to retell events with the purpose of either informing or entertaining their audience.

❖ Language Feature of recount text

– Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

– Using temporal sequence, e.g. On Saturday, On Monday, On Sunday

– Focus on specific participant, e.g. I (the writer)

– Using the conjunctions, such as: then, before, after, etc.

– Using action, e.g. went, stayed

Source: *http://britishcourse.com/recount-text-definition-generic-structures-purposes-language-features.php*

B. **Spoken Text**
Audio transcript for listening task I.
Hello Guys
My name is Chika. I would like to tell you about my story. The title is ' My holiday In Bali'. Let's enjoy the story.

My Holiday in Bali

When I was in the 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation. On the first day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery, then we checked in to the hotel. After preparing our selves, we went to Tanah Lot. We met so many tourists there.

On the second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat, etc. We were very happy. In the afternoon, we went to Kuta beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some t-shirt and souvenirs.

Source: *https://www.youtube.com/watch?v=39zeZCr95gI*

Appendix 8.4

Individual task of listening

LISTENING COMPREHENSION
TASK 1

Instruction:

Write down your name and student's number below.

Listen to the recording carefully and answer the following questions on your own. Do not ask your friends.

Name	:......................................
No. of student	:......................................

Part I.

Choose one of the following options A, B,C or D based on the information that you have heard by giving (X).

1. What is the recording about?
    a.   My summer holiday   c. My holiday in Bali
    b.   My holiday in Jakarta   d. My last school
2.   What is the purpose of the story ?
    a.   To report   c. To discuss
    b.   To entertain   d. To describe
3.   What grade was the speaker?
    a.1st grade of junior high school   c.1st grade of senior high school
    b. 2nd grade of junior high school   d. 2nd grade of senior high school
4.   How many days did the speaker stay in Bali?
    a. Three days   c. A day
    b. Two days   d. Four days
5.   What was the first location visited by the speaker on the first day?
    a. Sanur Beach   c. Tanjung Benoa
    b. Tanah Lot   d. Sangeh
6. How many places did the speaker visit in Bali?
    a. Two places   c. Four places
    b. Three places   d. Five places
7. Where did the speaker find many tourists?
    a. Sanur Beach   c. Tanjung Benoa
    b. Tanah Lot   d. Sangeh
8. Where did the speaker see sunrise?
    a. Sanur Beach   c. Kuta Beach
    b. Papuma   d. Pandawa Beach
9.   Which tourism place offered water sport?
    a. Tanjung Benoa beach   c. Tanah Lot
    b. Sangeh   d. Sanur beach
10. What did the speaker see on Kuta beach?
    a. Beautiful wave   c. Shopping
    b. Beautiful scenery   d. Many tourists
11. Where did the speaker spend her last day in Bali?
    a. Sanur Beach   c. Tanjung Benoa

      b. Tanah Lot   d. Sangeh

12. Where did the speaker find many monkeys?
      a. Sanur Beach   c. Tanjung Benoa
      b. Tanah Lot   d. Sangeh

13. Where did the speaker see sunset ?
      a. Sanur beach   c. Tanjung Benoa
      b. Kuta beach   d. Sangeh

14. Where did the speaker go for shopping?
      a. Sanur Beach   c. Tanjung Benoa
      b. Tanah Lot   d. Sukowati market

15. Based on the recording, how was the speaker's experience?
      a. Awful   c. Amazing
      b. Terrible   d. Impressive

Part II. Answer the following questions by giving T (true) if the statement is correct and F (false) if the statement is false.

No.	Statements	T/ F
1.	The story is called as recount text	
2.	The speaker visited three locations in Bali	
3.	Banana boat, jetsky, speedboat are water sports	
4.	The speaker did not have impressive experience in Bali	
5.	The speaker did not buy anything	

Answer Key:

Multiple choice	1. C	6. D	11. D
	2. B	7. B	12. D
	3. D	8. A	13. B
	4. A	9. A	14. A
	5. A	10. A	15. D
True/ false	1.T 2.F 3.T 4.F 5.F		

The Distribution of the Test Items:

Listening Indicators	The number of test items		Total items
	T/ F	MC	
General information	1,4	1, 2	4
Specific information	2,3,5	3,4,5,6,7,8,9,10,11, 12,13,14,15	16

Scoring:

Type of Question	Description	Score	Max. Score
True /false (5 items)	Right aswer	8	40
	Wrong answer	0	
Multiple choice (15 items)	Right answer	4	60
	Wrong answer	0	
Max total score			100
Total score= score from true false question + multiple choice			

Appendix 9

LESSON PLAN 2

School	: -
Level	: Junior High School (SMP)
Subject	: English
Grade/Semester	: VIII/-
Theme/ Topic	: Recount text/ Jason's experience
Language skill	: Listening
Time allocation	: 2 x 45 minutes

B. Core Competence

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competence	Indocator (s)
3.11.Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1 Finding general information 3.11.2 Finding specific information
4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1 Constructing meaning of the information 4.11.2 Drawing conclusion

Learning Objectives

1. Students are able to construct meaning from the recording.
2. Students will be able to answer listening comprehension task..

Learning Material

(Enclosed)

Learning Methods

- Experimental Group : Students Team Achievement Division (STAD)
- Control Group : Discovery Learning

Media, Tools, Learning Resources

- Media :

Experimental Class	Control Class
1. Team summary sheet 2. Listening comprehension task	1. Listening comprehension task

- Tools: speaker, laptop, LCD projector.
- Learning resources:

https://www.youtube.com/watch?v=4HWrG7dXEzo&t=1s

Teaching and Learning Activities

Experimental Group	Time	Control Group	Time
Introduction			
1. Greeting the students and checking their attendance.	2'	Greeting the students and checking their attendance.	2'
2. Starting the lesson by praying	1'	Starting the lesson by praying	1'
3. Giving students leading question regarding with the topic.	3'	Giving students leading question regarding with the topic.	3'
Main Activities			
Observing	**12'**	**Observing**	**10'**
4. (**Stage 1. Class Presentation**) Reviewing about information in the previous recording .	2'	Reviewing about information in the previous recording .	2'
5. Playing the tape recording once without giving permission to take notes to the students.	3'	Playing the tape recording once without giving permission to take notes to the students.	3'
Explaing the rule of STAD like in the previous meeting and asking them to gather with their previous team.			
6. Playing the tape recording once again recording and letting the students take some notes down.	6'	Playing the tape recording for once and letting the students take some notes down.	6'
Collecting information	**22'**	**Collecting information**	**20'**
7. (stage 2. Team study) Instructing the students to gather with his/her own groups.	1'	Playing the audio for four times and asking the students to take down some notes based on the audio individually.	20'
8. Distributing the team's summary sheet for groups.	1'		
9. Playing the recording for four times while asking the students in groups to gather as much information as much possible.	15'		
10. Teacher asks the students within each group to discuss the information related to the topic of recording.	5'		
Associating	**33'**	**Associating**	**31'**
11. Asking the students to move apart back to their own seat.	2'	Distributing listening comprehension task.	1'
12. (Stage 3. Individual Task) Distributing the listening comprehension task.	1'	Conducting an individual task.	30'

13. Instructing the students to do the task on their own without getting help from the teammates.	30		
Communicating	**10'**	**Communicating**	**8'**
14. Sharing and confirming the answer of the questions to the class.	3'	Sharing and confirming the answer of the questions to the class.	3'
15. Swapping and checking each other's answer with the teacher's feedback.	5'	Swapping and checking each other's answer with the teacher's feedback.	5'
16. **Stage 4. Team Recognition** Collecting and counting the total score of each group.	1'		
17. **Stage 5. Team Reward** Giving reward and Announcing the best group who has achieved the highest score.	1'		
Closure			
18. Drawing conclusion about recount text related to the topic material.	2'	Drawing conclusion about descriptive text related to the topic material.	2'
19. Parting the students.	1'	Parting the students.	1'

Learning Assesment
- ➢ For experimental group:
  - ▪ Learning material   : appendix 9.1
  - ▪ Listening Task   :appendix 9.2
- ➢ For control group:
  - ▪ Learning material   : appendix 9.3
  - ▪ Listening Task 2   : appendix 9.4
- ➢ Key answer

Instrument Form : Multiple choice and True/ False

Jember,20 January 2019

Lailatul Mufaizah
NIM. 140210401057

Appendix 9.1

ACTIVITIES FOR EXPERIMENTAL GROUP

a. Leading Question
1. Students, do you have embarassing experience?
2. What is it?
3. Do you ever feel embarassad because you are forgetful?
   Such as you forget to bring your home work, then the teacher asks you to stand in front of the class? Do you ever experience something like that?
4. Okay students, today the recording is about embarassing experience because someone is forgetful. So please listen carefully.

b. Spoken Text
Audio transcript for listening task II.

Last week, Jason and I went to a big party at his friend's house. The party finished at 1 a.m and he got home at 1.30 a.m. After he got home, he watched TV and fell asleep on the sofa. Suddenly, he fell off the sofa and he woke up. It was 9 in the morning! He ran to the kitchen and had a cup of coffee. He did not have breakfast. At 9.15, he took his bicycle out of the garage. Oh No, it was broken. He left his bicycle and ran to school. He got to school at 9.50 but the school was very quiet. He was really worried because nobody was at school. So, he decided to go back home. His parents were still in bed when he got home. Then he looked at the calender and he smiled. He remembered it was Sunday.

Source: https://www.youtube.com/watch?v=4HWrG7dXEzo&t=1s

Appendix 9.2

Individual task of listening

LISTENING COMPREHENSION
TASK II

Instruction:

Write down your name and student's number below.

Listen to the recording carefully and answer the following questions on your own. Do not ask to your friends.

Name :.....................................	
No. of student :.....................................	

Part I.

Choose one of the following options A, B,C or D based on the information that you have heard.

1. What is the recording about?
   - a. Jason's experince
   - b. Jason's holiday
   - c. Jason's holiday in Bali
   - d. Jason's day off

2. What is the purpose of the story ?
   - a. To report
   - b. To entertain
   - c. To discuss
   - d. To describe

3. When did Jason go to a big party ?
   - a. Yesterday
   - b. Last month
   - c. Last week
   - d. Sunday

4. What time did the party finish?
   - a. At 1 pm
   - b. At 1 am
   - c. In the morning
   - d. At night

5. What did Jason do after going home ?
   - a. Watched tv and fell asleep
   - b. Took a bath
   - c. Went to bed
   - d. He ate

6. Where did Jason sleep?
   - a. On bed
   - b. On bed
   - c. In bedroom
   - d. On sofa

7. What time did he wake up?
   - a. At 7 am
   - b. At 8 am
   - c. At 9 am
   - d. At 10 am

8. What did he do in the kitchen?
   - a. Had breakfast
   - b. Drank coffe
   - c. Cooked
   - d. Sang

9. Whose party did Jason attend?
   - a. The speaker's party
   - b. His friend's party
   - c. His family'a party
   - d. His collague's party

10. What did he do in the garage?
    - a. Took his bicycle
    - b. Rode his bicycle
    - c. Repairing his bike
    - d. Rode his motor cycle

11. How was the condition of the bicycle?
    - a. It was new
    - b. It was repaired
    - c. It was broken
    - d. It was stolen

12. How did he go to school?
    a. By bicycle   c. On foot
    b. By motorcycle   d. By bus

13. What time did he go to school?
    a. At 9.30   c. At 9.50
    b. At. 9.40   d. At 10

14. Why was there nobody at school?
    a. Because it was Sunday   c. Because it was vacation
    b. Because it was holiday   d. Because everyone was forgetful

15. How did Jason feel about his experience ?
    a. Awful   c. Amazing
    b.Embarassed   d. Awesome

Part 2.

Answer the following questions by giving T (true) if the statement is correct and F (false) if the statement is false.

No.	Statements	T/ F
1.	The story is called as recount text	
2.	The speaker tells the audience about his personal experience	
3.	Jason was forgetful	
4.	The speaker was lazy to go school	
5.	The speaker were happy that nobody was at school	

Appendix 9.3

ACTIVITIES FOR CONTROL GROUP

a. **Leading Question**
1. Students, do you have embarassing experience?
2. What is it?
3. Do you ever feel embarassad because you are forgetful?
   Such as you forget to bring your home work, then the teacher asks you to stand in front of the class? Do you ever experience something like that?
4. Okay students, today the recording is about embarassing experience because someone is forgetful. So please listen carefully.

b. **Spoken Text**
Audio transcript for listening task II.

Last week, Jason and I went to a big party at his friend's house. The party finished at 1 a.m and he got home at 1.30 a.m. After he got home, he watched TV and fell asleep on the sofa. Suddenly, he fell off the sofa and he woke up. It was 9 in the morning! He ran to the kitchen and had a cup of coffee. He did not have breakfast. At 9.15, he took his bicycle out of the garage. Oh no, it was broken. He left his bycicle and ran to school. He got to school at 9.50 but the school was very quiet. He was really worried because nobody was at school. So, he decided to go back home. His parents were still in bed when he got home. Then he looked at the calender and he smiled. He remembered it was Sunday.

Source: https://www.youtube.com/watch?v=4HWrG7dXEzo&t=1s

Appendix 9.4

Individual task of listening

<div align="center">

LISTENING COMPREHENSION
TASK 2

</div>

Instruction:

Write down your name and student's number below.

Listen to the recording carefully and answer the following questions on your own. Do not ask to your friends.

Name	:.....................................
No. of student	:.....................................

Part I.

Choose one of the following options A, B,C or D based on the information that you have heard.

1. What is the recording about?
    a. Jason's experince   c. Jason's holiday in Bali
    b. Jason's holiday   d. Jason's day off

2. What is the purpose of the story ?
    a. To report   c. To discuss
    b. To entertain   d. To describe

3. When did Jason go to a big party ?
    a. Yesterday   c.Last week
    b. Last month   d. Sunday

4. What time did the party finish?
    a. At 1 pm   c. In the morning
    b. At 1 am   d. At night

5. What did Jason do after going home ?
    a. Watched tv and fell asleep c. Went to bed
    b. Took a bath   d.He ate

6. Where did Jason sleep?
    a. On bed   c.In bedroom
    b. On bed   d. On sofa

7. What time did he wake up?
    a. At 7 am   c. At 9 am
    b. At 8 am   d. At 10 am

8. What did he do in the kitchen?
    a. Had breakfast   c. Cooked
    b. Drank coffe   d. Sang

9. Whose party did Jason attend?
    a. The speaker's party   c. His family'a party
    b. His friend's party   d. His collague's party

10. What did he do in the garage?
    a. Took his bike   c. Repairing his bike
    b. Rode his bike   d. Rode his motor cycle

11. How was the condition of the bicycle?
    a. It was new   c. It was broken
    b. It was repaired   d. It was stolen

12. How did he go to school?
    a. By bicycle   c. On foot
    b. By motorcycle   d. By bus

13. What time did he go to school?
    a. At 9.30   c. At 9.50
    b. At. 9.40   d. At 10

14. Why was there nobody at school?
    a. Because it was Sunday   c. Because it was vacation
    b. Because it was holiday   d. Because everyone was forgetful

15. How did Jason feel about his experience ?
    a. Awful   c. Amazing
    b.Embarassed   d. Awesome

Part 2.

Answer the following questions by giving T (true) if the statement is correct and F (false) if the statement is false.

No.	Statements	T/ F
1.	The story is called as recount text	
2.	The speaker tells the audience about his personal experience	
3.	Jason was forgetful	
4.	The speaker was lazy to go to school	
5.	The speaker was happy that nobody was at school	

Answer key:

Part 1.

			Part 2.
1.a	6.d	11.c	1. T
2.b	7.c	12.c	2. T
3.c	8.b	13.c	3. T
4.b	9.b	14.a	4. F
5.a	10.a	15.b	5. F

The Distribution of the Test Items:

Listening Indicators	The number of test items		Total items
	T/F	**MC**	
General information	1,2,3,4,5	-	5
Specific information	-	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	15

Scoring:

Type of Question	Description	Score	Max. Score
True /false (5 items)	Right aswer	8	40
	Wrong answer	0	
Multiple choice (15 items)	Right answer	4	60
	Wrong answer	0	
Max total score			100
Total score= score from true false question + multiple choice			

Appendix 10

THE RESULT OF TASK SUMMARY SHEET
EXPERIMENTAL CLASS (VIII- A)

No.	Name of Team Study : Sakura			
	Members	Task 1	Task 2	Point
1.	DPF	40	80	30
2.	RAW	40	68	30
3.	NS	40	24	0
4.	DF	40	48	0
5.	NM	0	0	0
Total points of the members				60
Average team's score				15
Criteria of the group: **Good team**				

No.	Name of Team Study : Cactus			
	Members	Task 1	Task 2	Point
1.	SMDM	52	44	0
2.	NI	36	56	20
3.	TD	52	44	0
4.	RA	58	52	0
5.	ND	0	0	0
Total points of the members				20
Average team's score				5
Criteria of the group: **None**				

No.	Name of Team Study : Rose			
	Members	Task 1	Task 2	Point
1.	EV	64	80	20
2.	P. A	52	48	0
3.	IF	48	72	30
4.	DSZ	36	48	20
5.	SL	-	68	-
Total points of the members				70
Average team's score				14
Criteria of the group: **Good team**				

No.	Name of Team Study : Bougenville			
	Members	Task 1	Task 2	Point
1.	PAV	68	64	0
2.	LDS	56	64	0
3.	RF	40	64	30
4.	PF	48	56	0
5.	-	-	-	-
Total points of the members				30
Average team's score				8
Criteria of the group: **Good team**				

No.	Name of Team Study : Lily				No.	Name of Team Study : Jasmine			
	Members	Task 1	Task 2	Point		Members	Task 1	Task 2	Point
1.	NBK	64	80	20	1.	EWPS	64	72	0
2.	DAUH	36	68	30	2.	DK	60	40	0
3.	NT	52	28	0	3.	NS	30	32	0
4.	PA	48	76	30	4.	AR	16	24	0
5.	-	-	-	-	5.	-	-	-	-
Total points of the members				80	Total points of the members				-
Average team's score				20	Average team's score				-
Criteria of the group: **Great team**					Criteria of the group: **None**				
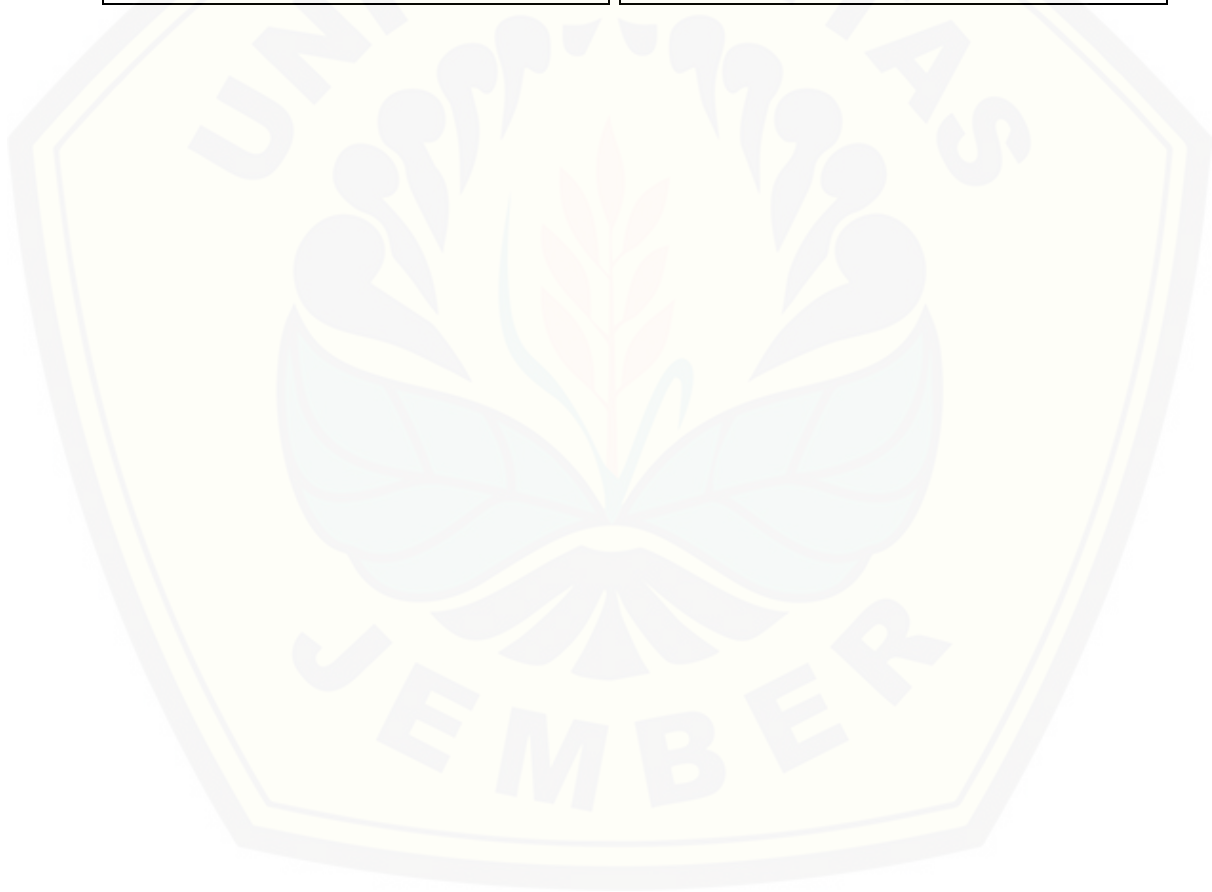
Appendix 12

POST TEST

a.   Audio transcript for Post Test

Raise   : Hello, Mr. Rashid!

Mr. Rashid : Hi, how are you Raisa?

Raisa   : Fine, thank you. How was your vacation in France?

Mr. Rashid : It was wonderful Raisa

Raisa   : I am so happy to hear that. Was your flight ok?

Mr. Rashid : No, pretty bad actually. It was so bumpy. It was very scary

Raisa   : That's too bad. Did you have nice weather after you arrived?

Mr. Rashid : No, the weather was terrible. Very rainy. I actually never saw the sun

Raisa   : That's awful. So what did you do?

Mr. Rashid : I stayed inside the hotel.

Raisa   : Was the hotel room nice?

Mr. Rashid : The room was fine, but it was right next to the cafe, and the music was very loud. I didn't sleep much.

Raisa   : I'll bet the food was great.

Mr. Rashid : The food was too salty for me and the waiters were very unfriendly.

Raisa   : Did you go shopping at all?

Mr. Rashid : A little bit until someone stole my wallet. After that I stayed in the hotel and read a book.

Raisa   : Was the flight home ok?

Mr. Rashid : Actually, they cancelled my flight. I had to stay for two more days.

Raisa   : That's terrible. But Mr. Rashid you said that your vacation was wonderful.

Mr. Rashid : Yes, I did and it was wonderful. I met a very nice person- a woman actually. Her name is Basma. She is from Lebanon just like me. But she lives here. I'm seeing her tonight. So yes, it was a wonderful vacation.

Raisa   : That's great Mr. Rashid

Source: https://www.youtube.com/watch?v=FG0USQaru8o

b. Post test

LISTENING COMPREHENSION

POST TEST

Level : Junior High School (SMP)
Subject : English
Grade/Semester : VIII/-
Time allocation : 2 x 45 minutes

Instruction:

Write down your name and student's number below.

Listen to the recording carefully and answer the following questions on your own. Do not ask to your friends.

Name :....................................
No. of student :....................................

Choose one of the following options A, B,C or D based on the information that you have heard.

Part 1.

1. What is the recording about?
   a. Mr. Rashid's vacation   c. Holiday
   b. vacation   d. Day off
2. Where did Mr. Rashid spend his vacation?
   a. Lebanon   b. England
   c. France   d. America
3. How was Mr. Rashid's vacation based on Raisa's opinion?
   a. Terrible   c. Nice
   d. Wonderful   e. Happy
4. How was the flight?
   a. It was enjoyful   c. It was awesome
   b. It was satisfying   d. It was bad
5. Why was the flight scary ?
   a. Because it was rough   c. Because it was calm
   b. Because it was bumpy   d. Because it was nice
6. How was the weather when Mr. Rashid arrived there ?
   a. Bright   c. Thundery
   b. Stormy   d. Rainy
7. Where did Mr. Rashid stay during vacation ?
   a. Boarding house   c. Motel
   b. Hotel   d. House
8. What did Mr. Rashid think about the hotel room?
   a. It was nice   c. It was messy
   b. It was small   d. It was beautiful
9. Why could Mr. Rashid not sleep well?
   a. Because the bed is small   c. Because the music was loud
   b. Because there is cafe   d. Because the cafe's music was nice.
10. What did Mr. Rashid think about the food at the restaurant?
    a. It was bad   c. It was great
    b. It was salty   d. It was enjoyful

11. What did Mr. Rashid think about the waiters?
    a. They were nice
    b. The waiters are unfriendly
    c. The waiters were friendly
    d. The writers were gentle
12. What did Mr. Rashid think about his own vacation?
    a. Terrible   c. Unforgettable
    b. Nice   d. Embarassing
13. What happened to Mr. Rashid's wallet?
    a. It was left at hotel   c. Someone stole it
    b. He forgot to bring it   d. Someone borrowed it
14. Why did Mr. Rashid only stay at hotel and read a book?
    a. He enjoyed his time   c. He lost his wallet
    b. He was lazy   d. He was bored
15. How was the flight home?
    a. It was cancelled   c. It was terrible
    b. It was nice   d. It was enjoyful
16. Why did Mr. Rashid stay for more days ?
    a. Because the flght was cancelled
    b. Because the weather was rainy
    c. Because the hotel room was nice
    d. Because he wanted to meet someone
17. How many more days did Mr. Rashid stay there?
    a. A day   c. Three days
    b.Two days   d. Four days
18. Whom did Mr. Rashid meet on vacation?
    a. A friend   c. A colleague
    b. A women   d. A family
19. What wass the woman's name met by Mr. Rashid?
    a. Lasma   c. Bami
    b.Asma   d. Basma
20. Who was the speaker of the story ?
    a. Raisa   c. Rasya
    b. Ratna   d. Ratih
21. What did Mr. Rashid feel about meeting the woman during his vacation?
    a. Curious   c. Excited
    b. Sad   d. Scary
22. Where was the origin of Mr.Rashid?
    a. France   c. Turkey
    b. Iraq   d. Lebanon
23. Where was the origin of the women?
    a. Afganistan   c. Turkey
    b. Iraq   d. Lebanon
24. What did Mr. Rashid think about his own vacation?
    a. Terrible   c. Awful
    b. Wonderful   d. Bad

25. What did Raisa think about Mr. Rashid's vacation?
    a. Terrible   c. Amazing
    b. Wonderful   d. unforgettable

Part 2.
Answer the following questions by giving T (true) if the statement is correct and F (false) if the statement is false.

No.	Statements	T/ F
1.	The speaker thinks Mr. Rashid had a terrible vacation	T
2.	The speaker tells the audience about her personal experience	F
3.	Mr. Rasyid was eager to meet the very nice woman at vacation	T
4.	Mr. Rashid is a very nice man	T
5.	Mr. Rasyid did not enjoy his vacation	F

Key answer:

Part 1.

Part 2.

1. A	11. B	21. A	1. T
2. C	12. B	22. D	2. F
3. A	13. C	23. D	3. T
4. D	14. C	24. B	4. T
5. B	15. A	25. A	5. F
6. D	16. A		
7. B	17. B		
8. A	18. B		
9. C	19. D		
10. B	20. A		

Appendix 12

THE RESULT OF POST TEST

No.	Experimental class		Control class	
	VIII A	Post Test	VIII B	Post Test
1.	AR	54	APDP	-
2.	DSZ	68	AFDA	32
3.	DPFA	45	ANF	-
4.	DF	50	AI	56
5.	DK	46	EDY	-
6.	DAUH	88	FF	48
7.	EWP	48	JAA	68
8.	EF	78	JEF	46
9.	ICF	82	MSE	56
10.	LDS	45	MAP	42
11.	NMAP	58	MG	-
12.	NI	67	MUR	52
13.	NKTPS	72	MZR	50
14.	NBK	88	NNF	80
15.	NDPS	66	NB	60
16.	NS	58	RNCS	58
17.	NSF	48	SM	55
18.	PAK	80	TJP	58
19.	PAV	56	UW	38
20.	PARW	92	VDNS	94
21.	PF	60	VI	46
22.	RAW	74	VDM	46
23.	RF	60	WJP	52
24.	RAN	72	WAF	66
25.	SLS	80	ZFAO	40
26.	SMDM	-	ZRF	30
27.	TDD	62	APLW	38

Appendix 13

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-332475
Laman: www.fkip.unej.ac.id

0 4 JAN 2019

Nomor   **0 1 2 0** /UN25.1.5/LT/2018
Lampiran   : -
Perihal   : Permohonan Izin Penelitian

Yth. Kepala SMP 1 ISLAM JEMBER
Di Talangsari

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama   : Lailatul Mufaizah
NIM   : 140210401057
Jurusan   : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakanpenelitian di sekolah SMP 1 ISLAM JEMBER dengan judul: "The Effect of Using Students Team Achievement Division on Listening Comprehension Achievement ".

Sehubungan dengan hal tersebut, mohon pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami, atas izin dan kerja samanya kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M. Si.
NIP. 19670625 199203 1 003

Appendix 14

SURAT KETERANGAN PENELITIAN
Nomor: 421.3/02/413.01.20523747/2019

Yang bertanda tangan dibawah ini:

Nama   : Hj. Anjar Suthiatul M, M.Pd.I
NIY   : 922405011
Jabatan   : Kepala Sekolah
Alamat   : Jl. KH. Shiddiq 43/200 Jember

Menerangkan dengan sebenarnya bahwa :

Nama   : **LAILATUL MUFAIZAH**
NIM   : 140210401057
Perguruan Tinggi   : Universitas Jember
Program Studi   : Pendidikan Bahasa Inggris

Menerangkan bahwa nama yang bersangkutan tersebut,telah melaksanakan Penelitian Guru Bidang Studi Bahasa Inggris, di **SMP 01 Islam Jember** dalam rangka penyusunan skripsi terhitung mulai tanggal 08 Januari 2019 – 24 Januari 2019 dengan judul **"The Effect of Using Student Team Achivement division (STAD) on eight grade student listening compretension Achivment.**

Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.

Jember, 01 Februari 2019
Kepala
SMP 01 Islam Jember

Hj. Anjar Suthiatul M, M.Pd.I
NIY. 922405011