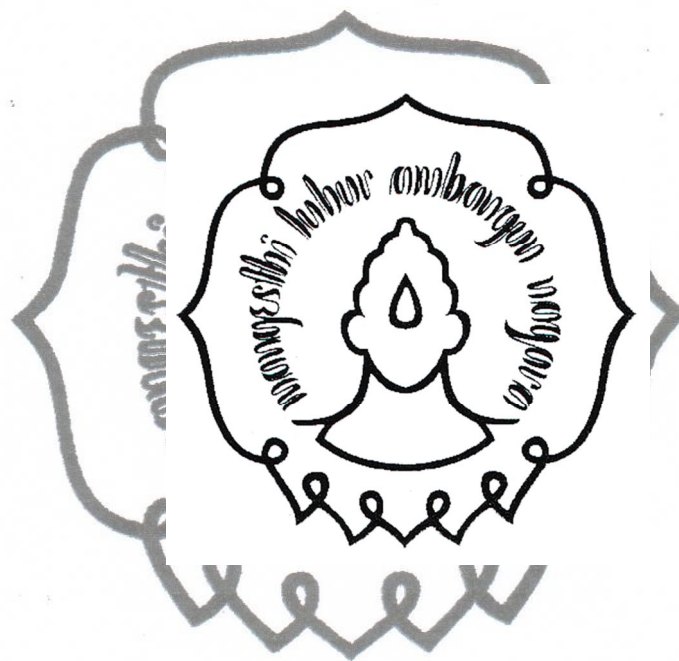


THE EFFECTIVENESS OF BUZZ GROUP TO TEACH
LISTENING VIEWED FROM STUDENTS'
SELF-ESTEEM

(An Experimental Research in the Second Year students of SMK
Muhammadiyah 1 Sukoharjo in the Academic Year of 2011/2012)

Thesis



by

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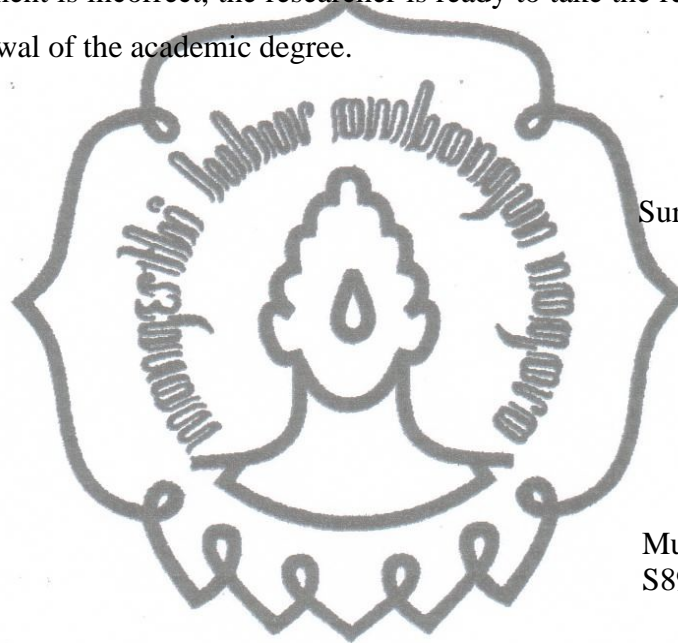
Submitted as Partial Fulfillment of the Requirements for the Graduate
Degree of English Education

ENGLISH EDUCATION DEPARMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA

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PRONOUNCEMENT

This is to certify that this thesis entitled **“The Effectiveness of Buzz Group to Teach Listening Viewed from Students’ Self-esteem (An Experimental Study in the Second Year Students of SMK Muhammadiyah 1 Sukoharjo in the Academic Year of 2011/2012)”** is originally written by the researcher. It is not plagiarism or other’s piece of work. The things related to others’ works are written in quotation and included within the bibliography. If it is then in the future proven that this pronouncement is incorrect, the researcher is ready to take the responsibility including the withdrawal of the academic degree.



Surakarta, June 2012

Muntaha
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APPROVAL**THE EFFECTIVENESS OF BUZZ GROUP TO TEACH LISTENING VIEWED
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(An Experimental Research in the Second Year Students of SMK Muhammadiyah 1
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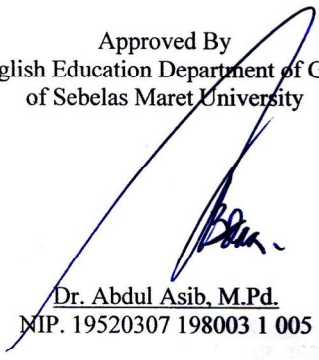
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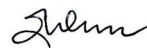
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ABSTRACT

MUNTAHA. S891008055: ***“THE EFFECTIVENESS OF BUZZ GROUP TO TEACH LISTENING VIEWED FROM STUDENTS’ SELF-ESTEEM (An Experimental Study at the Second Grade Students of SMK Muhammadiyah 1 Sukoharjo in the Academic Year of 2011/2012)”***. English Education Department Graduate School, Sebelas Maret University, Surakarta. 2012. Consultant: (1) Dr. Abdul Asib, M.Pd. and (2) Drs. Martono, M.A

The objectives of this research aim at identifying whether: (1) Buzz group technique is more effective than the lecturing technique to teach listening; (2) students having high self-esteem have better listening skill than those having low self-esteem; and (3) there is an interaction effect between teaching techniques and students’ self-esteem on the students’ listening skill.

The research was conducted at SMK Muhammadiyah 1 Sukoharjo in the academic year of 2011/2012. The research method used was an experimental study. The population was the second grade students. The sample consists of two classes, XI TKR 1 consisting 30 students as an experimental class and XI TSM 2 consisting 30 students as a control class. They were taken by using cluster random sampling. The instruments used to collect the data are questionnaire and test. Before the instruments were used, a try out was done to know the validity and reliability of the instrument. The writer also used normality test and homogeneity test in order to check whether or not the data of the two groups were in normal distribution and homogeneous. The data were analyzed using ANOVA test and TUKEY test to test the research hypotheses.

The result of data analysis are: (1) Buzz group is significantly different from lecturing to teach listening because F_o (4.86) is higher than F_t (4.08) and q_o (3.11) is higher than q_t (2.89) and buzz group is more effective than lecturing to teach listening because the mean of C_1 (66.5) is higher than C_2 (61.2); (2) The listening ability of the students having high self-esteem is significantly different from that of those having low self-esteem because F_o (5.22) is higher than F_t (4.08) and q_o (3.23) is higher than q_t (2.89) and the students who have high self-esteem have better listening ability than the students who have low self-esteem because the mean of R_1 (66.6) is higher than R_2 (61.1); and (3) There is an interaction between teaching techniques and self-esteem to teach listening because F_o (27.48) is higher than F_t (4.08), and the result of Tukey test shows that buzz group technique is effective to teach listening for students with high self-esteem, while lecturing is effective to teach listening for the student with low self-esteem.

It can be concluded that buzz technique was effective to teach listening for the second grade students of SMK Muhammadiyah 1 Sukoharjo in the academic year of 2011/2012, and the effectiveness was influenced by the level of students’ self-esteem. In accordance with the above result, the English teacher is expected to apply the appropriate teaching technique to teach listening by considering students’ characteristics especially based on their degree of self-esteem.

Key words: Buzz Group, Lecturing, Self-esteem, Listening

MOTTO

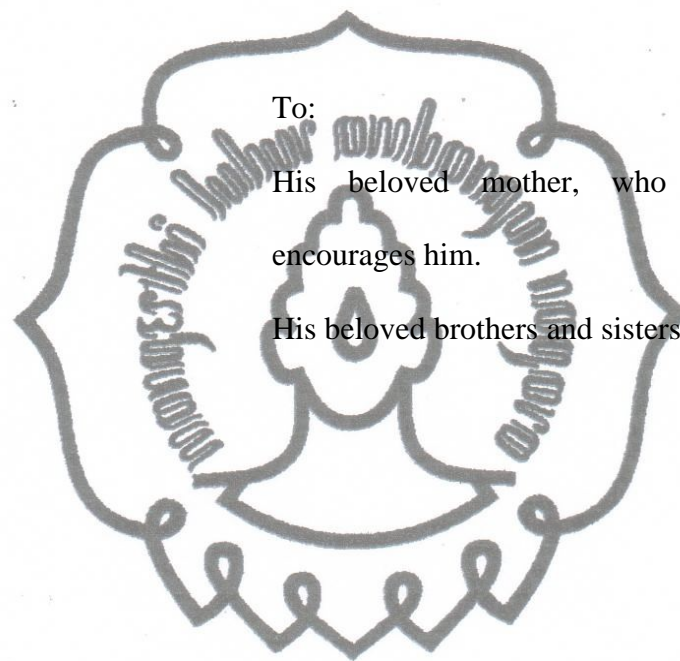
“It is a thousand times better to have common sense without education than to have education without common sense”

(Robert G. Ingersoll)



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DEDICATION



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Alhamdulillahirabbil'alamin. Praise be to ALLAH SWT who has given His blessing to the writer so that he can complete his study. Peace and blessing on the messenger of Allah, Muhammad the prophet.

The writer is also fully aware that his thesis can never be finished without the help of others during the process of writing. Therefore, in this occasion he would like to express his deepest gratitude and appreciation to the following:

1. The Director of Graduate Program of Sebelas Maret University who had given his permission to write this thesis.
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The writer realizes that this thesis is still far from being perfect. He hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, June, 2012

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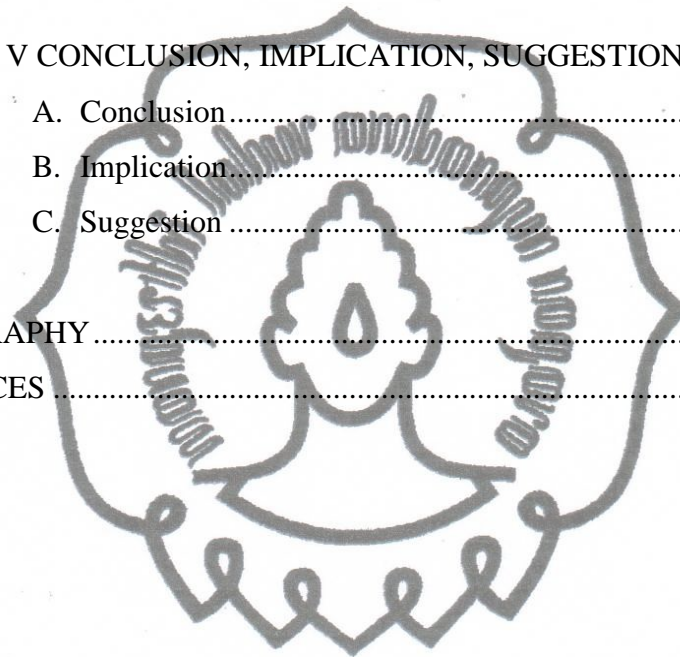
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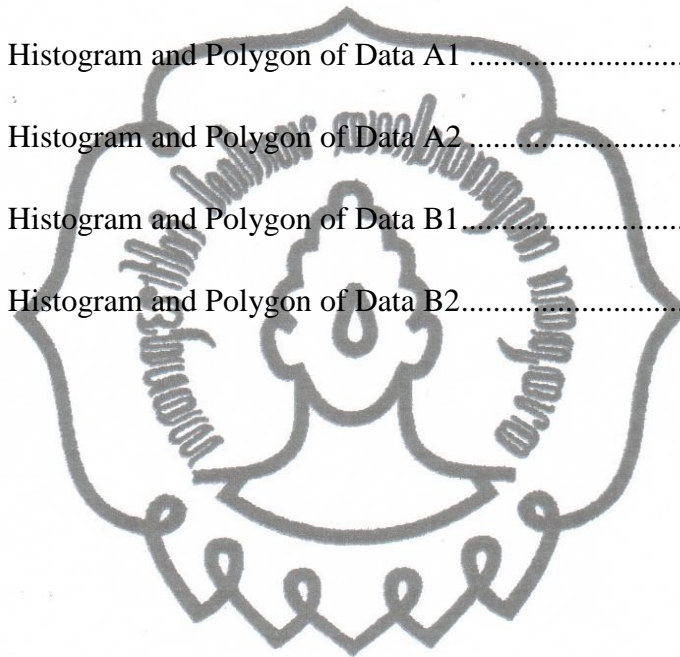


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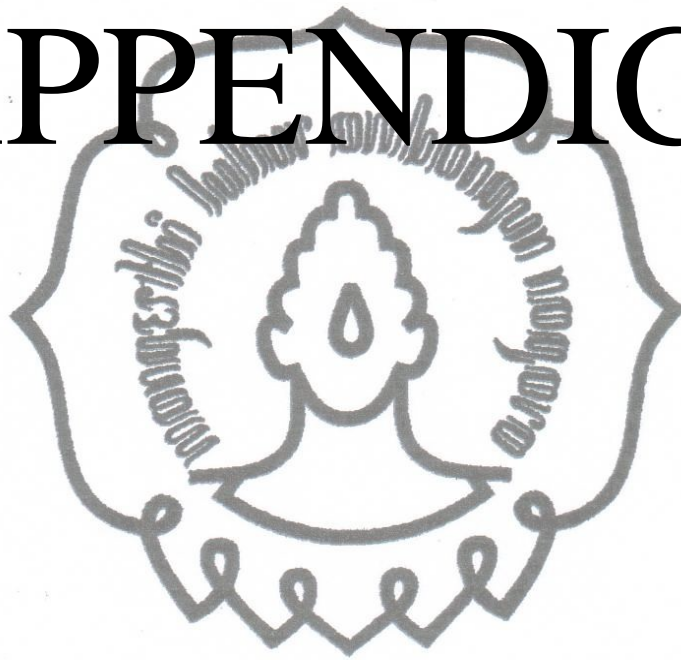
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APPENDICES



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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a foreign language in Indonesia. It is one compulsory subject in the school. The students must learn it from elementary school up to university. In learning English language, they have to master four major skills which are very important, such as listening, speaking, reading, and writing. Reading and listening are said to be passive or receptive skills, while writing and speaking are said to be active or productive skills.

Widdowson (1978: 57) states that speaking and listening are said to relate to language expressed through the aural medium and reading and writing said to relate to the visual medium. Another way is referring to the activities of the language user, thus speaking and writing are said to be active or productive skill whereas listening and reading are said to be passive or receptive skill.

Those four skills in learning language are all very important. They are always related in terms of usage. Although many learners view speaking as the most desirable skill in face-to-face communication in the globalization era, however, it is not as true as their viewing. Listening is very important part in English.

Brown (2001: 247) also says that the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic

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information without which we could not produce language. It is true, if we think back that naturally, human start acquiring language from listening. It can be known when we see from the process of first language acquisition in childhood era. Children begin listening to their parents when they are babies. They are often greeted, spoken to and admired without any response expected. Though nobody knows if the baby understands the spoken words, the process continues. Children automatically acquire such language over some time, and later on gradually produce it through actual experience.

Based on “Lee and Hatesohl” , people spend for about 40% of the time for communicating in the form of simply listening. People speak for about 35% of the time. Approximately 16% of communication comes from reading, and about 9% from writing. These statistics are for an average communicator in English. Depending on someone's job or situation, these numbers may vary.

Other reasons are because listening is an important part of communication process because it helps to understand the world around and help to deal more effectively with the problems. In relationships, listening can provide the time and space to make connections stronger. Even when it is important that people speak to the minds, it is more important to take some time to listen, to grasp what is going on and then to speak. Listeners are frequently welcomed into conversations, whereas talkers aren't always.

Communication and language acquisition heavily depend on listening skills. People can think that with poor listening ability, people can't participate or continue a conversation. People can't follow instructions correctly. Success at

work, in a classroom, and elsewhere would be significantly more difficult to achieve without listening ability.

Again listening is an important part in our life. People spend a lot of times in listening to others people's speaking, songs, news, lectures, YouTube, etc. Recent technologies have served to raise the profile of the listening skill in language teaching. Listening provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular. Listening also promotes non-linear processing of language and encourages learners to develop holistic strategies to texts.

Since 2004, the English teaching in Indonesia has received equal attention to listening as other skills. The final exam for English of Senior High School and Vocational School consists of listening and reading comprehension. The listening part is about 30% of the total number of questions. This skill, therefore, must be trained as often as possible to the students in order to accustom to them. According to *Permendiknas no 23 tahun 2006*, the SKL (*Standar Kompetensi Lulusan*) for listening skill in second year of students Vocational High School is:

Memahami makna dalam wacana lisan interpersonal dan transaksional, secara formal maupun informal, dalam bentuk mendengarkan permintaan dan perintah yang berkaitan dengan pekerjaan. (BNSP, 2006)

The statement above can be elaborated into, competence standard: *Berkomunikasi dengan bahasa inggris setara level elementary*. Basic competence: *Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan bukan penutur asli*.

From that standard competence and basic competence, it can be said that students in the second level of vocational high school must have ability to understand meaning of interpersonal and transactional spoken discourse in the formal or non formal situation. They also must have the ability in making request and order relating to jobs and daily activities. It will lead them to have ability in elementary level of communication using English. It also leads them to be able to find general idea, find the detailed information, and make inferences, understand the meaning stated explicitly or implicitly, respond the utterances appropriately in simple daily conversation on personal or professional context with non English speakers.

Those targets cannot always be achieved by students, because in the reality there are many students who have difficulties in achieving this basic competence for listening skill. Some problems rise in learning process of listening. Students usually find that listening is difficult. Most of them think that they learn listening skill is the same as learn other lessons. It can be learned passively by learning listening theory only. In fact, students need a lot of practice to improve their listening skills.

Some other problems that make listening difficult come from the characteristics of spoken language. It is because spoken language contains

colloquialisms and reduced forms like "donchya" for "don't you" in English. There are steps that a listener goes through too, such as receiving the information, breaking it down, and identifying its purpose. The listener's interest in the topic, the content, and any visual support similarly affects listening. These points are universally true for any spoken language.

The problem that arises not only comes from listening itself, but also from the process of teaching and learning of language in the classroom. Many teachers still teach listening like testing listening. They have students listen and answer questions without teaching them how to do about it. They do not attempt to train the students how to do it correctly. There is no theory or strategy that explains how to answer and understand listening activity clearly.

One of important issues in teaching listening is teachers' techniques in conducting teaching and learning. The techniques have big contribution to the learners' success in order to get a better achievement. By applying good techniques, teachers can propose several helps to assist them overcoming their listening problems and make them easier to comprehend listening passages. Based on MIE (2004: 5) the other significant teaching technique for teaching is the buzz group. This technique is commonly known as group work. Each group should report its findings to the whole class. Buzz groups can be in pairs, trios or more, depending on the activity. While they are buzzing, pupils are able to exchange ideas drawn from their collective abilities, knowledge and experiences.

Buzz group is one of type collaborative learning to help the students achieve the goal in learning activity. It promotes small-group interactions among

learners. Buzz group is a team consists of 4-6 students, they are formed quickly and extemporaneously to respond to course related to question in order to get ideas that are generated with the feedback and discussed by the whole group. In other words, it is a small group discussion formed for a specific purpose such as generating ideas, problem solving or reading a common point of view on a topic and then followed by whole class discussion in a large group to summarize the topic and within specific period of time. This group is made in order to cover different aspect of a topic or maximize participant in the teaching learning process. Kelly (1990: 6) also states that Buzz groups enable students to test out their understanding and to discuss difficulties that they might have been unwilling to reveal to the whole class.

Buzz group is particularly useful in large class in order to make students participate well. Buzz group technique is effective for generating ideas in short period of time. In fact, some students have trouble participatory in large group discussion or meetings. So by dividing the whole class into some groups, more students have the opportunity to express their thought because student have chance to participate their comment and to increase their ideas.

The other technique is lecturing. It is very common technique used in teaching and learning process. It promotes transmission of information and can provide an entrance into a difficult topic, different perspectives on a subject. Lecturing can be used also to provoke thought, to deepen understanding and to enhance scientific thinking. It provides hints and guidelines on how to learn a

topic or procedure as well as what to learn and thereby help students to develop into independent learners.

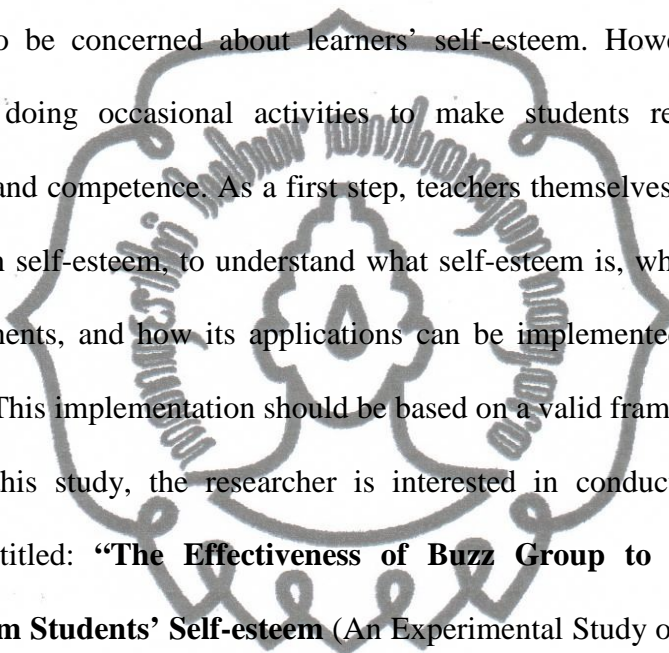
Cunniff (2001: 2) states that lecturing refers to the teaching procedure involved in clarification or explanation of the students of some major idea. This technique lays emphasis on the penetration of contents. The teacher is more active and students are passive but he also uses question and answers to keep them attentive in the class. It is used to motivate, clarify, expand and review the information. By changing voice, impersonating characters, shifting his posing, using simple devices, a teacher can deliver lessons effectively.

The affective component contributes at least as much and often more to language learning than cognitive skills. In recent years, the importance of affective factors has been of interest in the field of language learning because of their high effects on learning a foreign or a second language. Brown (2000: 142-143) thought about the importance of examining personality factors in building a theory of second language acquisition because there is a large number of variables that are implied in considering the emotional side of human behavior in the second language learning process.

There are so many affective factors; self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations. Self-esteem can exercise a determining influence on a person's life, for good or bad; when there is very low self-esteem, this may even bring about a need for clinical treatment. However, though in the context of

language learning especially listening, low self-esteem causes serious consequences. Students with low self-esteem may not concentrate in doing listening. They cannot receive clear understanding of the sound input. It will make students fail in their listening test and cannot achieve listening test well.

Taking these effects into consideration, in the language classroom it is important to be concerned about learners' self-esteem. However, this implies more than doing occasional activities to make students reflect about their worthiness and competence. As a first step, teachers themselves need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how its applications can be implemented in the language classroom. This implementation should be based on a valid framework.

In this study, the researcher is interested in conducting experimental research entitled: **“The Effectiveness of Buzz Group to Teach Listening Viewed from Students' Self-esteem** (An Experimental Study on the Second year Students of SMK Muhammadiyah 1 Sukoharjo in the Academic Year of 2011/2012)”.


B. Problem Identification

Based on the background of the study the researcher can identify many problems related to the students' listening skill of the second year of SMK Muhammadiyah 1 Sukoharjo. They are as follows:

1. How can the learners of English improve their listening ability?
2. Why is it difficult for the students to learn listening skill?

3. Is buzz group teaching effective to teach listening?
4. Does the students' self-esteem influence their listening skill?
5. How can the students with high self-esteem get a better achievement in listening than the students with low self-esteem?
6. Is there any interaction between intelligence and teaching technique to teach listening?

C. Limitation of Problem

This research is intended to know: The Effectiveness of buzz group in teaching listening viewed from the students' self-esteem. It is impossible for the writer to investigate all the identified problems above; therefore, the writer limits the problems of the research which are supposed to influence the students' listening skill, namely: the techniques used by the teacher (buzz group and lecturing) and the students' self-esteem.

D. Problem Statements

1. Is buzz group more effective than Lecturing for teaching listening in the second year students of SMK Muhammadiyah 1 Sukoharjo in the academic year of 2011-2012?
2. Do the students with high self-esteem have better achievement in listening than the students with low self-esteem?
3. Is there any interaction between teaching techniques and the students' self-esteem in teaching listening?

E. Research Objectives

The objectives of the present study are to find out:

1. Whether buzz group is more effective than lecturing in teaching listening.
2. The students with high self-esteem have better achievement in listening than the students with low self-esteem.
3. Whether there is an interaction between teaching techniques and the students' self-esteem in teaching listening.

F. Research Significance

1. For teacher

The significance of the research is to explore and prove whether buzz group is effective to be applied in teaching listening so that the learners can improve their listening skill as optimally as possible. The result of the study will be used as a consideration to raise teachers' awareness in developing and applying the suitable technique in their teaching and learning process.

2. For student

The use of buzz group in the teaching and learning process will surely attract the students' attention because they feel that whatever they study in the classroom is easy. They think that the classroom situation is interesting and the students can discuss and share with their friends.

3. For reader

The result of the study can inform the interaction between self-esteem (high and low) and buzz group toward students' listening skill. If there is

interaction between them, it is necessary to consider the use of buzz group, which is appropriate to the students who have high self-esteem or lecturing, which is appropriate to the students who have low self-esteem. It is also hoped that the result of this study can help other researchers who conduct further research at the same subject and can be reference.



CHAPTER II

REVIEW RELATED LITERATURE

In accordance with the topic which will be discussed in the thesis, this chapter presents theoretical descriptions underlying the research. They are nature of listening, teaching listening, and difficulty of listening, assessment on listening, buzz group, self-esteem, rationale, and hypotheses.

A. Nature of Listening

1. The Definition of Listening

If we talk about definition of listening, it is not one definition only. There are many definitions come from many experts. Such Rost (1994: 1) states that listening is a word that we use every day without giving it much thought. Listening is a vital mental capacity and one of the principal means by which we understand and take part in the world around us. Although the rise of electronic communication has emphasized the importance of visual media and computer literacy, our capacity to use spoken language that remains the foundation for our ability to communicate is still high. Oral language has both and interior quality in that it reflects our thoughts and exterior quality in that it enables us to communicate with others. It is relevant with the needs of oral language, listening also needed to understand oral language.

There is a huge difference between "hearing" and "listening." Hearing is the physical ability in which the ears receive sound and transmit those waves to the brain. Listening is a skill that allows for comprehension of those sounds. It requires concentration. Listening skill is very essential for reaching success in school and at work. Listening also is an important part of communication skill, although many language learners haven't been given as much focus as speech or reading skills.

Fang Xu (2011: 161) says that in the past listening can be viewed as a passive process, in which our ears receive information poured, and all the listeners had to do was passively register the message. Today listening is recognized as an active process. The good listeners now are just as active when listening as speakers are when speaking. Active listening is also an interpretive process. Listening used to be thought of as the exact decoding of the message.

Other expert Richard (2008: 1-2) also says that earlier views of listening showed it as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching. Later views of listening drew on the field of cognitive psychology which introduced the notions of bottom-up and top-down processing and brought attention to the role of prior knowledge and schema in comprehension. It means more active.

Further Richards in Brown (2000: 256) has provided a comprehensive taxonomy of aural skills involved in conversation for all discourse. From that taxonomy, teachers can get a good idea of what techniques needed to cover in the

domain of listening comprehension. This taxonomy or list helps to focus on early conceptualized objectives. In evaluation of listening, this list also can become testing criteria. The following are the lists:

- a. Retain chunk of language of different lengths in short-term memory.
- b. Discriminate among the distinctive sounds of English.
- c. Recognize English stress, pattern, and words in stress, and unstressed position, rhythmic structure, intonation contours, and their role in signaling information.
- d. Recognize reduced form of words.
- e. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- f. Process speech at different rates of delivery.
- g. Process speech containing pauses, errors, contraction, and other performance variables.
- h. Recognize grammatical word classes (nouns, verbs, etc), system (tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents.
- j. Recognize that a particular meaning may be expressed in different grammatical forms.
- k. Recognize cohesive devices in spoken discourse.
- l. Recognize the communicative function of utterance, according to situation, participants and goals.

- m. Infer situation, participants and goals using real world knowledge.
- n. From events, ideas, etc described, predict outcomes, infer links and connections between events, deduce cause and effect, and detect such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification.
- o. Distinguish between literal and implied meaning.
- p. Use facial, kinesthetic, body language and other non-verbal clues to decipher meanings.
- q. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of the words from context, appeal for help, and signaling comprehension.

Another expert like Wipf in Vandergrift (2011) defines listening as an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

Flowerdew and Miller (2005: 30) state that listening is a cognitive activity and not susceptible to direct observation. However, as essential communication competence, it is necessary to have an idea what is involve in listening. The things involved in listening are phonological (the sound system), syntactical (hoe words are put together), semantic (words and propositional knowledge), pragmatics (the meaning of utterance in particular situations) and kinesics (which is conveyed by the facial and bodily movement of the speakers).

Saha and Talukdar state that listening usually is less directly observed and less noticeable in its development and its everyday use. Most of us spent much time in listening to environmental sound like horn in terrific, background sound in department store, conversation sound with people around us, however if we realize we don't actually listen for understanding most of our walking hours. Much of time we are simply filtering sound to find what is worth attending to.

Brown (2006: 5-6) said that we can help students listen more effectively if we spend some time teaching them about purposes for listening. Listening for main ideas means that the listener wants to get a general idea of what is being said. There are other ways to listen, however. We sometimes need to listen for details. A third important reason for listening is listening and making inferences. Speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Listeners have to "listen between the lines" to figure out what really is meant.

Anderson and Lynch (1988: 42) three main skills emerge from the discourse analysis study as being of prime importance for the L2 listener:

- a. The ability to recognize the topic of conversation from the native speaker's initial remarks.
- b. The ability to make prediction about likely development of topic to which he will have to respond.
- c. The ability to recognize and signal when he has not understood enough of the input to make a prediction or response. These explicit signals are crucial as they usually elicit a repetition or reformulation by the native

speakers and so give the listeners another chance to make a relevant respond.

Therefore it can be said that listening is invisible mental process and cognitive activities where the listener receives a sound input from the outside, in order to get a general idea of what is being said, get the detail information, make inferences because speaker do not always say exactly what they mean, and can recognize signals of input to make appropriate response.

2. Types of Spoken Language

According to Nunan in Brown (2001: 251) there are two types of spoken language. They are monologue and dialogue. Monologue is when one speaker uses spoken language for any length of time, as in speeches, lectures, reading, news broadcasts, and the like, the hearer must process long stretch of speech without interruption. The stream of speech will go on whether or not the hearer comprehends. Planned as opposed to unplanned, monologue differ considerably in their discourse structures. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues exhibits more redundancy, which makes for ease in conversation, but the presence of more performance variables and other hesitations can either help or hinder comprehension

Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional). In each

case, participant may have good deal shared knowledge (background information); therefore the familiarity of the interlocutors will produce conversation with more assumption, implication, and other meaning hidden between lines. In conversation it can raise among participants who are unfamiliar with each other, refers and meaning have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstanding can easily follow.

3. Process of Listening

Richards (1990: 50-52) states that two distinct kind of process are involved in listening comprehension which are sometimes referred to as bottom up and top down processing. Bottom up processing refers to the use of incoming data as source of information about the meaning of a message. From this perspective the process of comprehension begin whit the message received, which is analyzed at successive levels of organization- sound, words, clause and sentence until the intended meaning is arrived at, comprehension is thus viewed as a process of decoding. Examples of bottom up processing of bottom up processing include the following:

- a. Scanning the input to identify familiar lexical items
- b. Segmenting the stream of speech into constitutes-for example, in order to recognize that “abookofmine” consist of four words.
- c. Using phonological cues to identify the information focus in an utterance

- d. Using grammatical cues to organize the input into constituents-for example in order to recognize that in “the book which I lent you” [the book] and [which I lent you] are the major constituent rather than [the book which I] and [lent you].

The listeners’ lexical and grammatical competence in a language provides a basis for bottom up processing. A person’s lexical competence serves as a mental dictionary to which incoming words are referred for meaning assignment. Grammatical competence can be thought of as a set of strategies that applied to the analysis of incoming data.

Top down processing in the other hand, refers to the use of background knowledge in understanding the meaning of message. Background knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge stirred in long term memory in the form of schemata and scripts- plans about the overall structure of events and the relationships between them.

Much of people’s knowledge of the world consists of knowledge about specific situation, the people one might expect to encounter in such situations, what those people’s goals and purpose are, and how they typically accomplish them. In the applying this prior knowledge about people and event particular situation, comprehension proceeds from the top down. The actual discourse that is heard is used to confirm expectations and to fill out the specific details. Examples of top down processing in listening include:

- a. Assigning an interaction part of particular event, such as storytelling joking, praying, complaining;
- b. Assigning places, persons, or things to categorizes;
- c. Inferring cause and effect relationships;
- d. Anticipating outcomes;
- e. Inferring topic of a discourse;
- f. Inferring the sequence between events;
- g. Inferring missing details.

In the real life we cannot separate only one type of processing because both bottom up and top down are all very important. We usually use them as combination or we call it interactive listening as language is processed simultaneously at different levels.

Listeners construct meaning from the oral input by drawing upon their prior knowledge of the world and of the target language. They also generate information in their long term memory and make their own interpretation of the spoken texts. Since listeners have limited memory capacity for the target language, they use different listening comprehension strategies, that is, steps taken by learners to help them acquire, store, retrieve, and/or use information.

Active listening is also an interpretive process. Listening used to be thought of as the exact decoding of the message. In fact, listening involves subtle interpretation. This interpretive notion has long been recognized in reading, but it has taken a long time for it to be accepted in terms of listening. Its acceptance directly affects our notions of correctness; it requires an acknowledgement of the

inherent variation in listeners' comprehension of what they hear, and of the importance of context and non-linguistic variables in this interpretation.

Richard (1990: 54-57) states that in studying listening, it is necessary also to recognize the very different purpose that listeners may have in different situation and how these differences in purpose affect the way they go about listening. There are two function of language used. They are interactional and transactional functions. The first is interactional function. It has the primary purpose as social communications. The emphasis is on creating harmonious interaction between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and nonthreatening and to communicate good will. Although communication may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interaction uses of language are greetings, making small talk, telling a joke, giving compliment.

Second is transactional function which language is being used primarily for communicating information. They are "message" oriented rather than "listener" oriented. Accurate and coherent communication of the message are important, as well as confirmation that the message has been understood. Explicitness and directness of meaning are essential more than interactional language. With transactional uses of language, coherence, content, and clarity are crucial. Example of language being used primarily for a transactional purpose includes news broadcasts, lectures, descriptions, and instructions.

Edge (1993: 108) said that some skills can help listeners to get information well. They are a) skim/get a general understanding of what a piece is about, b) extract main point (such as when taking a note in a talk or article), c) scan for specific information (what time is the news on TV), d) comprehend in detail information (such as instruction how to find a house), e) make inference (about opinion, implications, and attitude), f) evaluate (e.g. so what, what have I learnt?, what shall I do now?).

Clark and Clark in Richards (1985: 190) summarized this view of listening comprehension in the following way:

- a. The listeners take in raw speech and retain a phonological representation of it in short term memory.
- b. An attempt to organize the phonological representation into constituents identifying their content and function.
- c. As constituents are identified, they use it to construct underlying proposition, building continually onto a hierarchical representation of propositions.
- d. Once they have identified the proposition for constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

Anderson and Lynch (1988: 4) explained the process of listening in face to face conversation:

- a. The spoken signals have to be identified from the midst of surrounding sound.
- b. The continuous stream of speech has to be segmented into units, which have to be reorganized as known words.
- c. The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.
- d. We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said.

4. Teaching Listening

In teaching listening there are some activities which can be used. Field (1998: 110) said in the late 1960s and early 1970s listening comprehension lessons followed a relatively consistent format:

- a. Pre-teaching of new vocabulary;
- b. Extensive listening: questions about general context;
- c. Intensive listening: detailed questions;
- d. Examination of vocabulary and/or exponents of grammar;
- e. Use of play and repeat/play and predict/recall words.

Brown (2001: 255-258) had designed some activities to develop listening skill. He noticed that if you design listening tasks; keep in mind that complete recall of all the information in an aural text is an unrealistic expectation to which even native speakers are not usually held. Listening exercises that are meant to

train should be success-oriented and build up students' confidence in their listening ability.

a. Reactive

Sometimes you want learners simply to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor aspect of interactive, communicative class room. This role of listener as merely a "tape recorder" is very limited because the listener is not generating meaning. About the only role that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

b. Intensive

Techniques whose only purpose is to focus on components (phonemes, words, intonation, discourse markers, etc) of discourse may be considered to be intensive as opposed to extensive in their requirement that student single out certain element of spoken language. They include the bottom up skill that is important at all levels of proficiency.

c. Responsive

A significant proportion of classroom listening activities consist of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately and fashion an appropriate reply. Example include

- 1) Asking question (how are you today? what did you do last night?)

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- 2) Giving commands (take a sheet of paper and a pencil!)
- 3) Seeking clarification (what was that words you said?)
- 4) Checking comprehension (so, how many people were in the elevator when the power went out?)

d. Selective

In longer stretch of discourse such as monologues of a couple of minutes or considerably longer, the task of the student is not to process everything that was said, but rather to scan the material selectively for certain information. The purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information. Such activity requires field independence on the part of the learner. Selective listening differs from intensive listening in that the discourse is in relatively long lengths. Examples of such discourse include

- 1) Speeches
- 2) Media broadcasts
- 3) Stories and anecdotes
- 4) Conversations in which learners are “cava droppers”

Techniques promoting selective listening skills could ask student to listen for

- 1) People's names
- 2) Dates
- 3) Certain facts or events

- 4) Location, situation, context, etc.
 - 5) Main ideas and/or conclusion
- e. Extensive

This sort of performance, unlike the intensive processing described above aims to develop a top down global understanding of spoken language. Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills (note taking/discussion) for full comprehension.

f. Interactive

Finally there is listening performance that can include all five the above types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking (and perhaps other) skill in the authentic give and take of communication.

Harmer (2001: 228-232) says that there are two valuable listening material and procedures. They are extensive and intensive listening. Students can get valuable input through the combination between them. Listening of both kinds is especially important since it provides the perfect opportunity to hear voice other than the teacher's. It also enables students to acquire good speaking habits as a result of the spoken English they absorb, and help to improve their own pronunciation.

Extensive listening where the teacher encourage students to choose for themselves what they listen to and do so much pleasure from it can also have a dramatic effect on student's language learning, the motivational power of such activity increase dramatically when the students make their own choices about what they are going to listen to. Material for extensive listening can be found from a number of sources. A lot of tapes of authentic material can be provided to have listening comprehensibly.

It does not require students to understand every sentence, and every word; instead, students are encouraged to grasp the general meaning of the passage. The key point of listening is to understand the content. The purpose of intensive listening is to build basic listening skills, while extensive listening is to strengthen and enlarge effectiveness of intensive listening in order to improve overall listening ability.

Intensive listening requires students to understand the meaning of each discourse and, ultimately, to understand every sentence and word. Generally, intensive listening requires students to listen to a text several times, or divide the text into paragraphs and sentences to understand each one; or by doing dictation word by word. The goal is for students to understand every sentence.

In teaching listening also, it can be used some alternative activities which are very fun activities for listening. Pleuger (2001: 122-124) presents some fun activities as the following:

a. Use of target language in the classroom

Comprehensible FL instructions and comments by the teacher in the classroom make listening skills particularly meaningful and relevant and you can have a lot of fun introducing them. Bring in this language slowly and gradually and only at the speed at which the class can digest it.

b. Vocabulary

All your vocabulary learning work can be designed to exercise the skills of both listening and speaking. The four skills: listening and responding

c. Singing

Singing is a tremendous aid to listening. Songs are fun and should not be presented as 'tests'. If they are enjoying them, the children will naturally look for meaning.

d. Games

Games can be another fun way to improve listening skills. Most of them contain an element of listening and there is something for everyone available from excellent publishers, especially Mini-flashcards Language Games.

e. Teacher tape work

Above all, do not restrict yourself to formal materials but make your own. There are no limits to what you can concoct on tape. Make it as personal as you can e.g. you describing other members of staff for the class to guess, your new dog, the story of some event on the school trip, or at the school summer fête or disco.

f. Films

If you can find suitable FL films which can really engage your classes then you have an ideal listening exercise, not to mention window onto the culture of your foreign country. But the film must be of great interest to the viewers, with sympathetic characters and action suited to a young audience.

5. Strategies in Listening Comprehension

Brewster, et al. (1991: 56-57) argue those formats by giving advice that the teacher needs to be clear in her own mind if the students are being asked to understand the general content of a spoken text; this is known as understanding the gist of the message. If this is not the case, she might ask the children to focus more specific details such as when following the exact sequence of events in a story. Some strategies include:

- a. Predicting. It is useful to encourage children to predict what they think might come in the spoken message. This mean they listen to check whether their expectation matches the reality of what they hear.
- b. Inferring opinion or attitude. An awareness of stress and intonation and body language, such as facial expression or gesture will help the children work out the meaning.
- c. Work out the meaning from context. Although the teacher might like to gloss new words before children listen to something, she also need to encourage them use others things to work out the meaning of unfamiliar words.

- d. Recognizing discourse pattern and markers. Words such as first, then, finally, etc give signals about what is coming next in a spoken text.

Rost (2002: 12) in JALT states that successful L2 listeners tend to adopt when they encounter some uncertainty:

- a. Predicting – using real world expectations to generate predictions about what the speakers will say and what might happen;
- b. Guessing – making inferences about what the speakers might have said or might have meant, even when “bottom up” information about the language may be incomplete;
- c. Selecting – focusing on key words, trying to select targeted information that is adequate to complete a given task;
- d. Clarifying – monitoring one’s level of understanding and identifying questions that can be asked to supplement partial understanding or correct misunderstanding, and revising one’s representation of meaning

6. The Difficulties in Listening Comprehension

In learning listening we have to consider about its difficulties. Some of them come from spoken language, like the following eight characteristics of spoken language in Brown (2001: 252-254):

- a. Clustering

In spoken language, due to memory limitations and our predisposition for “chunking” or clustering, we break down speech into smaller group of words. Clauses are common constituents, but phrases within clauses are even

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more easily retained for comprehension, in teaching listening comprehension, therefore, you need to help students to pick out manageable clusters of words; sometimes second language learners will try to retain overly long constituents (a whole sentence or even several sentences) or they will err in the other direction in trying to attend to every word in an utterance.

b. Redundancy

Spoken language unlike most written language, has a good deal of redundancy the next time you're in a conversation, notice the rephrasing, repetitions, elaboration and little insertions of "I mean" and "you know."

c. Reduced forms

Reduction can be phonological ("djeetyet?" for "did you eat yet?") morphological (contractions like "I'll"), syntactic (elliptical forms like "when will you be back?" "Tomorrow, maybe."), or pragmatic (phone rings in a house, child answers and yells to another room in the house, "Mom! Phone!").

d. Performance variable

In spoken language, except for planned discourse (speeches, lectures, etc.), hesitations, false starts, pauses, and corrections are common, native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with comprehension in second language learners.

e. Colloquial language

Learners who have been exposed to standard written English and/or "text-book" language sometimes find it surprising and difficult to deal with

colloquial language. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.

f. Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast. Actually, the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed. Learners will nevertheless eventually need to be able to comprehend sheer speed.

g. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. Because English is a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. The sentence “The PRESident is INTerested in eLIMinating the embargo”, with four stressed syllables out of eighteen. Intonation patterns are very significant not just for interpreting straightforward elements such as questions, statements and emphasis but for understanding more subtle message like sarcasm, endearment, insult, solicitation, praise, etc.

h. Interaction

Interaction will play a large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn taking and topic nomination, maintenance, and termination. So, to learn to listen is also to learn to respond and to

continue a chain of listening and responding. Classroom techniques that include listening components must at some point include instruction in the two-way nature of listening. Students need to understand that good listeners are good responders.

7. Listening Assessment

Brown (2004: 122-139) provides some formats that can be applied in assessing listening and he states that after determining the objectives, the next step to be taken is to design the tasks including making decisions about how to elicit performance and how to expect the test-taker to respond. The tasks that will be discussed here range from intensive, responsive, selective, extensive listening performance.

a. Intensive Listening

Intensive listening is such as minimal phonemic pair recognition, to extensive comprehension of language in communicative contexts. In this section, the focus is on the Micro skills of intensive listening.

1) Recognizing phonological and morphological elements

At this level, a typical form of intensive listening is the assessment of recognition of phonological elements of language. In a classic task test the test takers are given spoken stimulus to identify from two or more choices.

2) Paraphrase recognition

Words, phrases, and sentences, which are frequently assessed by providing a stimulus sentence and asking the test-takers to choose the

correct paraphrase from a number of choices is the next step up on the scale of listening comprehension micro skills.

b. Responsive listening

Responsive listening is a question-and-answer format. This can provide some interactivity in these lower-end listening tasks. Example of appropriate response to a question:

Test-takers hear: How much time did you take to do your homework?

Test-takers read: (a) in about an hour.

(b) About an hour.

(c) About \$10.

(d) Yes, I did.

c. Selective listening

Selective listening is a type of listening performance in which the test taker listen to a limited quantity of aural input and must discern within it some specific information.

1) Listening cloze

Listening cloze tasks is sometimes called cloze dictations or partial dictations. This requires the test-takers to listen to a story, monologue, or conversation and simultaneously read the written text in which selected words or phrases have been deleted. In listening cloze task, test-takers see a transcript of the passage that they are listening to and fill in the blanks with the words or phrases that they hear.

2) Information transfer

Information transfer technique can also be used to assess selective listening in which aurally processed information must be transferred to a visual representation, such as labeling a diagram, identifying an element in a picture, completing a form, or showing routes on a map. Simple picture-cued items are sometimes efficient rubrics for assessing certain selected information at the lower end of the scale of linguistic complexity.

3) Sentence repetition

Sentence repetition is used for assessing listening comprehension by repeating a sentence or a partial sentence. As in a dictation the test-taker must retain a stretch of language long enough to reproduce it, and then must respond with an oral repetition of that stimulus. Incorrect listening comprehension, whether at the phonemic or discourse level, may be manifested in the correctness of the repetition.

d. Extensive Listening

1) Dictation

According to Brown (2004: 131), in a dictation test-takers hear a passage, typically of 50 to 100 words, recited three times: first, at normal speed; then, with long pauses between phrases or natural word groups, during that time the test-takers write down what they have just heard; and finally, at normal speed once more so they can check their work and proofread.

2) Communicative stimulus response tasks

The more authentic examples of extensive listening is found in a popular genre of assessment task in which the test-taker is presented with a stimulus monologue or and conversation and then is asked to respond to a set of comprehension questions. The monologues, lectures, and brief conversations used in such tasks are sometimes a little contrived and certainly the subsequent multiple-choice questions don't mirror communicative, real-life situations.

B. Buzz group

1. Definition of Buzz Group

One of alternative way for getting the effectiveness in teaching and learning is implementing buzz group technique, it belongs to group work. Brown (2001: 177) assumes that group work is a general term covering a variety of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. It is also important to know that group work usually implies small group that consist of four – six students. By doing group works the students have more opportunities to exchange the information. It means that group work is a way for acknowledging and utilizing individual students' additional strengths and expertise with a small group of students exploring a topic in limited time frame and their opportunities for their collaborative product.

Gale (1974: 6) states that there are some group work objectives in teaching learning. First, group work makes possible co-operative than competitive learning for the emphasis on group task and group achievements. Second, group work makes possible a bigger amount of individual participation that occurs in the class-teaching situation. Third, children in discussion group have a chance to improve their speaking and listening skills. Fourth, a pooling of resources occurs, so that extensive projects can be carried out. Fifth, a group work facilities and promotes social development for the students and it can be intellectually stimulating.

Above reasons are also strengthened by Lindgren (1972: 305-306). He said that in large class there are tendency for a few students to dominate and for the other members of the class to participate only occasionally or not at all. The teacher can get wider degree of participation by calling on nonparticipants. Buzz group are also helpful as warm up device. Some classes have difficulty in getting started on their discussion, perhaps because the class members are shy, or perhaps they are afraid to say something that might be wrong. Buzz group also help classroom group to become involved in a new subject. Perhaps the group thinks it has no interest in, say, high way safety. But if they have a chance to break into small group to discuss the subject "what can we do to make our highway safer? Then it will be developed in larger group.

Mason (1992: 13) also said that buzz groups is the way to respond some problem by making the participants in small groups. Responses are listed and common responses are selected for discussion by the participants as a whole. A

representative of each small group then reports briefly to the other participants. Besides that buzz group or session, according to Carpenter (1967: 7) is a technique for involving every member of large audience directly in the discussion process.

Buzz groups was first used by Dr. Donald Phillips at Michigan State University. He would divide his large classes into six-member clusters and ask them to discuss a certain problem for six minutes. It was not long until the new approach became known on campus as the “Phillips 66” technique. Now the use of buzz groups is quite popular, and varying formats and arrangements have been introduced to add a great deal of flexibility to this type of discussion teaching.

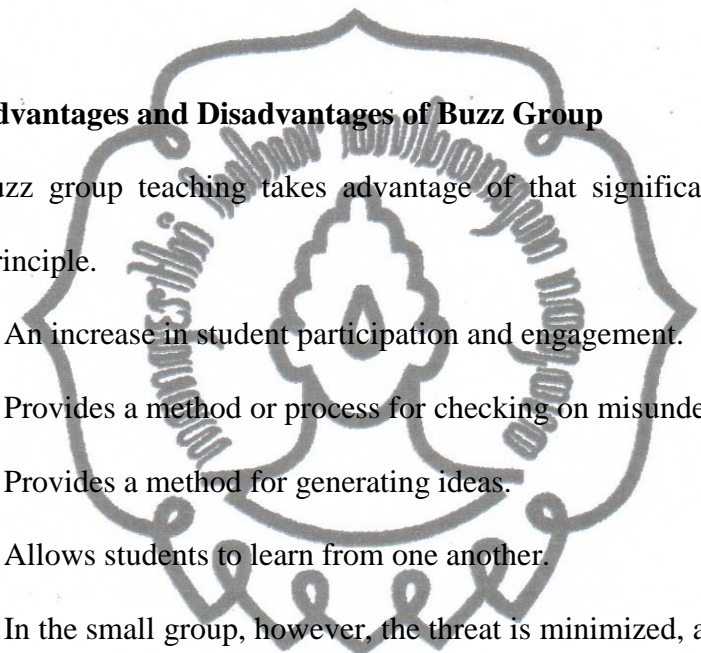
Tetsuro (1999: 156) said that buzz learning or group is cooperative learning theory of how to teach using small groups. It focuses in the premise that the best of learning depends on the interactive of human relationship of the learners. It was introduce as the solution to worsen education circumstances in which the students showed no interest in learning and did not participate in it.

Kowski and Eitington (1976: 65) stated that buzz group is the most powerful form of group learning because a great deal of participation is obtained. It is permit participation from many people by breaking the large group into small sub-group of four or five people each. Each buzz group thus discusses a particular problem, develops a point of view, or prepared questions. The results of this sub-group discussion are reported to the full group by representative (leader or recorder) of each group.

Therefore it can be concluded that buzz group can be applied whenever a large assembly of people is divided into small groups (usually of no less than three and no more than eight) which for a limited time simultaneously discuss separate problems, develops a point of view, or prepared questions. One of representative from each of the group's reports their findings to the large group.

2. The Advantages and Disadvantages of Buzz Group

Buzz group teaching takes advantage of that significant interaction in teaching principle.

- 
- a. An increase in student participation and engagement.
 - b. Provides a method or process for checking on misunderstandings.
 - c. Provides a method for generating ideas.
 - d. Allows students to learn from one another.
 - e. In the small group, however, the threat is minimized, and people find it easier to express themselves and share their understanding of scriptural issues.
 - f. Do not forget the factor of leadership development. Although the roles of group leader and recorder-reporter may not seem very significant at the time, this exposure to the sharing of responsibility for the effectiveness of the class is an important ingredient in the process of training class members to be leaders themselves.

In other way, buzz group teaching also takes disadvantages in teaching and learning interaction.

- a. Buzz groups also take time
- b. Members of group may not stick to the topic and may just waste time.
- c. Aggressive students may monopolize the group.

Gangel shows some principles for Effective Buzz Groups. In doing this technique, the teacher will have to carefully observe some basic principles which facilitate the effectiveness of buzz group teaching.

- a. Plan the class time to allow for moving chairs, explaining the technique, and hearing reports. These items will usually take longer time than we anticipate.
- b. Make clear to the class what the roles of group leader and recorder should be. This is done before the entire group so that everyone will know how he is to react to the leader and recorder in his group.
- c. Set a definite time limit for discussion. The general tendency is to think that groups will be able to do more in a certain amount of time than they can actually handle effectively
- d. The teacher should “float” from group to group to motivate better involvement, help them over any hurdles, and generally spread enthusiasm around the room.

3. Procedure of Buzz Group in Teaching

There are many experts showing the procedure of buzz group. One of them is Renner (2011). He presents some steps how to use buzz group in teaching and learning. The steps are as follows:

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- a. Explain the procedure
- b. Form buzz groups with specific directions – “turn to the people sitting near you”, or “get together with someone you know the least”.
- c. Describe the task, writing it on an overhead, so it is in plain view throughout the discussion so groups can refer to it to stay on track.
- d. Specify a time limit – four to six minutes are typical time spans for small tasks.
- e. Ask for recorders to be selected by the groups.
- f. Recommend a process of introduction and information sharing within the group.
- g. Monitor the process, circulating from group to group.
- h. Act as timekeeper, announcing “half-way through” or ‘two minutes remaining’ remembering to be flexible!
- i. Invite the recorders to report, posting the summary sheets as you go along.
- j. Process the information. If you want peoples input, you need to acknowledge their contributions and then act on them.

The other expert is Lesmeister (2012). She proposes some steps to conduct buzz group teaching learning process. The teacher or facilitator needs to:

- a. Divide a large group into smaller groups (3-5)
- b. Pose a question or topic
- c. Allow a limited time (5 minutes for a simple topic or 10 minutes for a more complex topic)

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- d. Allow small group discussion to be valuable in its own right
- e. Ask each group to report (1-2) key thoughts from their discussion

By adapting those steps, here the researcher formulate the steps of buzz group in teaching listening. They are:

- a. The teacher defines topic.
- b. The teacher asks students to make groups. One group consists of 6 students
- c. The teacher explains the activity that they will do.
- d. The teacher gives the work sheet to each group.
- e. The students do the worksheet and discuss it in group.
- f. After discussing their worksheet, each group should present their work in front of the class in the presentation.
- g. Another group gives comments and corrections.
- h. The teacher also gives feedback.

C. Lecturing

1. Definition of Lecturing

Schwerdt and Wuppermann (2000: 1-2) stated that lecture style presentations is often regarded as old-fashioned and connected with many disadvantages: Lectures fail to provide teachers with feedback about student learning and rest on the presumption that all students learn at the same pace. Moreover, students' attention wanes quickly during lectures and information tends to be forgotten quickly when students are passive.

The lecture is still the most frequently used method of instruction. However, presenting a lecture without pausing for interaction with students can be ineffective regardless of your skill as a speaker. The use of pauses during the lecture for direct oral questioning creates interaction between teacher and students. Unfortunately, when classes are large, the teacher cannot possibly interact with all trainees on each point.

2. The Advantages and Disadvantages of Lecturing

Folley (2010: 93) said that based on the research of some experts, it can be said that lecture has some advantages:

- a. An efficient and economical way of conveying complex information to large student groups in an enthusiastic and engaging way.
- b. They can provide a good structure and introduction to complex topics, with current information put into an appropriate context for the students.
- c. They can make the material for the students needs.
- d. Can be used to provoke thought and deepen understanding.
- e. Can be used to develop independent learning.
- f. The lecture is particularly suitable for introducing a subject. To ensure that all students have the necessary background.

Although the lecture method can be an effective and efficient teaching method, it has a number of disadvantages.

- a. The lecture does not lead to maximum achievement in certain types of learning.

- b. The lecture does not provide teachers with an opportunity to estimate student progress before an examination.
- c. The lecture makes no provision for participation by the students. As a result, many students willingly allow the teacher to do all the work. Learning is an active process, but the lecture method tends to foster passiveness and dependence on the teacher.
- d. A greater burden for the total lesson rests on the teacher.
- e. Many teachers or instructors find it difficult to hold the attention of their students when they lecture for an entire class period. To use the lecture method effectively, it obviously needs considerable skill in speaking.
- f. Difficulty in achieving certain types of learning and ineffectiveness of assessing student learning are inherent to the method.

3. Procedure of Lecturing in Teaching Listening

In teaching using lecturing, there are some experts have mentioned the principals of lecturing. One of them is Sullivan (1996) proposes the principle of effective lecturing are:

- a. Planning Interactive Lectures
- b. Presenting Interactive Lectures
- c. Evaluating Lectures

Based on this main principle the researcher uses the modified steps in teaching listening, the steps are as follows:

- a. The teacher defines the topic and does brain storming about the topic.

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- b. The teacher explains about goals and does modeling.
- c. The teacher explains the activity they will do.
- d. The teacher gives work sheet to the students.
- e. the teacher moves around to guide the students and monitor the activity
- f. The teacher asks some students to read their answer.
- g. The teacher leads and guides the students to find the answer.

D. Teaching listening using buzz group compared to lecturing

The comparison of both teaching steps using the techniques can be seen from this table below:

Buzz group	Lecturing
a. The teacher defines topic.	a. The teacher defines the topic and does brain storming about the topic.
b. The teacher asks students to make groups. One group consists of 6 students	b. The teacher explains about goals and does modeling.
c. The teacher explains the activity that they will do.	c. The teacher explains the activity they will do.
d. The teacher gives the work sheet to each group.	d. The teacher gives work sheet to the students.
e. The students do the worksheet and discuss it in group.	e. the teacher moves around to guide the students and monitor the activity
f. After discussing their worksheet, each group should present their work in front of the class in the presentation.	f. The teacher asks some students to read their answer.
g. Another group gives comments and corrections.	g. The teacher leads and guides the students to find the answer.
h. The teacher also gives feedback.	

E. Self-esteem

1. Definition of Self-esteem

Watkins (1993: 70) said that individuals can only perform their true potential in any walk of life if they have positive image of themselves. Educationist also appreciate the important of self-esteem and enhancement of self-esteem is seen a goal in many different curricula throughout the world. Self-esteem is also a major determiner of academic achievement and is especially relevant the behavior problem of adolescent. In understanding the meaning of self-esteem we should know the related term such as self concept; self description needs to be clarified.

Self concept is a term for the core of what we think about ourselves. Self concept is the unifying centre of everything that makes up yourself, it includes not only all the way you use to describe yourself, your evaluation of these aspects of yourself, and how important you consider each of these aspects, but also how all these facets of yourself are organized to produce something you recognize as yourself. Self description is a non judgmental statement about yourself.

Self-esteem is related to the academic achievement for the children. It was predicted that the low self-esteem is related to failure and that if a child had a success in a school test or won a popularity contest, then that would boost their self-esteem. However it is realized that academic success or failure may only have an impact on academic self-esteem. It will have an impact on global self-esteem only if the academic part of your life is very important to you. to make it

clear, it is a structure of the self-esteem; global self-esteem is at the top, the second level is a split into academic and nonacademic selves.

Properties of self concept:

- a. Multifaceted
- b. Hierarchical
- c. Organized
- d. Stable
- e. Developmental
- f. Evaluative

Some factors leading to positive self concept:

- a. Acceptance by significant others
- b. Academic success
- c. High social status
- d. Success in personality valued areas
- e. Ability to defend self-esteem

Elliott, et al.(2000: 101-106) what do we mean by self-esteem? A good way to think of it as a feeling of confidence and self satisfaction with one's self. Self-esteems to be composed of several elements that contribute to a child's sense of worth:

- a. A sense of physical safety, Children who feel physically secure aren't afraid of being harmed, which help to develop feeling of confidence.

- b. A sense of emotional security, Children who aren't humiliated or subjected to sarcasms feel safe emotionally, which translate it into a willingness to trust others.
- c. A sense of identity, Children who know "who they are" have achieved a degree of self knowledge that enables them to take responsibility for their actions and relate well with others.
- d. A sense of belonging, Children who are accepted by others are comfortable in seeking out new relationship and begin to develop feeling of independence and interdependence.
- e. A sense of competence, Children who are confident in their ability to do certain things are willing to try to learn to do new things and preserve until they achieve mastery.

Basically children coming from a supportive home typically feel very good about themselves, very self-important. As they begin to measure themselves against their class mate, however, confidence in their own abilities becomes more realistic. By the second grade what they think about their self-esteem come close to the opinions of those around them. In the other words, children's evaluations of their abilities match teacher ratings, test scores, and direct observations.

Harter in Elliott, et al. (2000: 102-103) identified there are five types of competence that seem to be central to child's level of self-esteem: scholastic competence, athletic competence, social acceptance, behavioral conduct, and physical appearance. Most children identify that they are good about them self in

some activities but not so good in others. Self-esteem is affected only by the things they viewed as important (social acceptance looks, etc). Some children did not see school and athletic as important, therefore they didn't do well academically or athletically doesn't matter. The other however valued sport and studies and feels inadequate with an accompanying loss of self-esteem. Harter also states that children who receive considerable support from the important people in their environment had a high regard for themselves.

The first and the most basic definition are to simply characterize self-esteem as a certain attitude. As with any other attitude that is held toward a given object, this one can involve positive or negative cognitive, emotional, and behavioral reactions. A second type of definition is based on the idea of a discrepancy. In particular, it is the discrepancy between the self that one wishes to be (the "ideal" self) and the self that one currently sees oneself as being (the "real" or "perceived" self) that matters. The closer these two percepts are, the higher the individual's self-esteem is thought to be, and the wider the gap between the two, the more self-esteem suffers.

Coppersmith in Brown (2000: 145) states that self-esteem is refers to the evaluation which individuals make and customarily maintain with regards to themselves; it expresses an attitude of approval and disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy, in short self-esteem is personal judgment of worthiness that express in the attitudes that individual hold towards themselves.

2. How to Develop Self-esteem

Watkins (1993: 72) proposes four factors contributing to the development of self-esteem:

- a. Respect, acceptance and concern showed by one's significant others.

Parents who are present earlier and most consistently in a child life have to give love and acceptance to their children; it can help them develop their self-esteem.

- b. The degree of academic success one achieves and status of one's family.

Material success and social approval form the basis in the reality for self-esteem. It can be seen that children who come from the wealthier background with better educated parents are more likely to do better academically because of the access to the better education resources. Thus there is relation between higher self-esteem and better academic grades.

- c. One's value and aspiration.

Only by attaining success that the individual regards as personally meaningful does a person develop high self-esteem.

- d. The ability to defend self-esteem

People vary in the way react to successes and failures. If the person wants to preserve their current level of self-esteem, she or he can minimize, distort, discount the value, or deny feedback which inconsistent with their current level of self-esteem.

The consequences of self-esteem, Siu in Watkins (1993: 75) states that people with higher self-esteem are more likely to cope with stress by affective strategies, such as rational planning, rather than ineffective ways, such as trying to deny or escape from the situation. Of course people with high self-esteem must guard against overconfidence but they are likely to be able to concentrate on doing. They best believing they can succeed in most walks of life.

Therefore, it can be said that self-esteem refers to the evaluation which individuals makes to individuals itself (personal judgment), it expresses feeling about his capability in doing something, success which is achieved in their live, worthy for the society and safety in every situations and environments which appears around him.

F. Review on Related Research

There are some related researches which used in this research. First, Sengbounthan (2011: 63-75) states that having done classroom action Research at Seventh Grade students of Nong Bone Public High School in Laos 2011, there were some results. First, the use of Buzz Group enables the students to improve their speaking skills the improvement can be obtained from practicing and ding the instructions which have been stated in the authentic pictures which can be found in the laboratory. Second, the use of Buzz Group can improve the students' motivation. It can be seen from the activity of students in the group and individual presentation using pictures. Third, the use of Buzz Group makes the students

improve their vocabulary. The pictures containing new vocabularies are a great value for them.

Second, Cinches (2010: 296-305) states on the longitudinal study looked that the effect of group approach such as buzz group, working team, modified collaborative team, in teaching statistics on the performance of graduate students Liceo de Cayagan university for three years. It improved significantly through the years of study with the students in the third year of implementation having the most improved score. There was also more involvement of the adult learners not only in terms of negotiations but also in the form of owing to the nature of this group approach. The research began three years ago with a simple desire in creating more facilitative learning atmosphere among graduate students in statistic class and later in research methodology.

Third, Neo (2005: 220-230) states in her study to the students in the Courseware class in the Faculty of Creative Multimedia (FCM), in the Multimedia University, Malaysia, showed that in group-based learning, students learned by cooperating and interacting with each other and participated actively in their own learning process. Students also learned to cultivate teamwork, communication, management and interpersonal skills. Furthermore, by incorporating a multimedia project into the cooperative learning structure, a viable and effective strategy was created to enhance student learning. The study was done in three stages. They are Small groups' research paper, Sub-groups website development and Class homepage. As students worked together in groups, they shared information and came to each other's aid. They were a team whose players worked together to

achieve group goals successfully. They used multimedia technology to create their own website, constructed their own knowledge and determined their own learning path and goals in their project.

Forth, Meng (2010: 701-703) states that small group is significant technique to teach in College students in China. Her study shows that Interaction in small groups provides a basis for language acquisition. With learners working in groups or pairs they learn how to read and speak effectively, how to work out what texts mean how to gather important information, how to work well in cooperation with others and how to solve language problems in a systematic way. They become skilled at cooperating with others, and express their own opinions, ideas and feelings, guided by the teacher. This study arises because In China, most college English classes are made up of at least 40-50 students. In each class, one third of the students are less efficient students. The students are generally reserved and reluctant to use English. Many of them also become embarrassed if they make a mistake when speaking in front of other students. So teachers must find some ways to boost the students' self-confidence, to motivate and encourage them and thereby improve their fluency.

Fifth, Milaningrum (2011:) states that buzz groups technique can effectively improve reading comprehension for the students of class VII C of SMP Negeri 7 Surakarta in the academic year of 2010/2011. The students have shown their improvement such as they were able to comprehend the text well, the situation of the teaching and learning process became more enjoyable and interesting, and all of the students were involved in the teaching and learning

process. They can share their knowledge and help each other in understanding the lesson material. The students not only learn from the teacher explanation, but they can learn from their friends who also learn the same thing. This technique provides opportunities for the students to understand the lesson material more by asking each other group member without being ashamed and afraid. The action research was conducted two cycles of action. There were 36 students as the subject.

Sixth, Bölükbaş, Keskin, & Polat (2011: 330-335) states that the study was carried out at Istanbul University Language Center and subjects were chosen from the learners who study Turkish as a foreign language in Turkey. The result is group learning approach especially cooperative learning is more effective in improving reading comprehension skills of learners who study Turkish as a foreign language when compared with traditional teaching methods. Moreover, the students expressed that they had fun during experimental studies; they did not get bored since they were active during almost the whole lesson, and finally they got to know their classmates more thanks to these activities. Since reading is a multidimensional process covering various aspects such as communication, perception and cognitive, affective and kinesthetic process, carrying out reading comprehension activities through cooperative learning strategies has helped the process to be experienced more actively.

G. Rationale

1. The Difference Between Buzz Group and Lecturing

The Teaching method applied by teachers is one of the important factors influencing students' listening skill. Therefore, a teacher must give a wise decision in choosing the appropriate teaching method in order to teach listening successfully. As stated before, the methods compared in this study are buzz group and lecturing.

Buzz group requires different way in teaching learning process. It makes the students work cooperatively which will develop their ability in their social and human relation. In buzz group, students not only learn and receive whatever the teacher teaches in the teaching and learning process, but also learn from other students. Therefore, they are more active in joining the learning process.

Lecturing is an oral presentation intended to present information to teach students about particular subject. The activity in lecturing is teacher centered. Lecturing encourages one-way communication. Students just become the followers and depend on the teacher during the teaching-learning process. Lecturing is assumed not to motivate students and make them passive in joining the learning process. The information tends to be forgotten quickly when students are passive. Therefore it can be said that buzz group is supposed to be more effective than lecturing.

2. The difference between the students who have high self-esteem and the students who have low self-esteem.

The students having high level of self-esteem are expected to do well in their accomplishments, try hard and try to be successful in learning listening. They are inclined to attribute their success to their abilities, and to make due allowance for circumstances in interpreting their failures. As a result, students with high self-esteem generally enjoy a great deal of self-confidence, so they tend to have more concentration and focus in doing listening. It will help their achievement on listening test. On the other hand, the students having low self-esteem tend to expect the worst, exert less effort on their tasks, especially the challenging, or demanding one, and achieve less success. Therefore they do not concentrate and focus to their listening. Of course it will affect their achievement in listening test. Even, when students having low self-esteem achieve success; they are less apt to attribute their success to their abilities or to enjoy it. Therefore, the students who have high self-esteem are supposed to have better listening skill than the students who have low self-esteem.

3. Interaction between teaching techniques and students' self-esteem.

It is undeniable that teaching technique which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. Unlike lecturing, which places the students in a passive learning role, buzz group requires the students to be more active in acquiring the academic content without neglecting their social and human relation with others unconsciously. The teacher

not only concerns with teaching academic content, but also considers making the students develop their social and human relation with others.

Self-esteem is quite important factor to acquire listening skill because understanding of the spoken language requires self-esteem. The students having high level of self-esteem expect to do well in their accomplishments, try hard and try to be successful. In the teaching-learning process, they usually have better attitudes. They have high desire to pay attention to the teacher. They are active in joining the teaching-learning process. They like demanding activities in the teaching-learning process. Therefore, buzz group is supposed to be more effective for students having high self-esteem.

Lecturing seems to be suitable for students having low self-esteem since it possesses characteristics which make the students passive during the activity. In lecturing, the students usually get knowledge only from their teacher. They are not demanded to elaborate their ideas, thoughts, and feelings. It means that they don't need to be active. In fact, students having low level of self-esteem tend to exert less effort in learning. In other words, they prefer being passive in the teaching-learning process. That is why; lecturing is supposed to be more effective for students having low self-esteem.

Therefore, buzz group and lecturing (both are teaching techniques), also self-esteem are supposed to have interaction effect toward students' listening skill.

H. Hypothesis

Based on the theoretical description and rationale, the hypotheses can be formulated as follows:

1. Buzz group is more effective than lecturing to teach listening at the second grade students of SMK Muhammadiyah 1 Sukoharjo.
2. The students who have high self-esteem have better listening skill than those who have low self-esteem at the second grade students of SMK Muhammadiyah 1 Sukoharjo.
3. There is an interaction effect between teaching techniques and students' self-esteem on the listening skill of the second grade students of SMK Muhammadiyah 1 Sukoharjo.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains about the research method used in this research. It includes: place and time of research, research design, population, sample and sampling, research instruments, variables, data collection technique, and data analysis.

A. Place and Time of Research.

1. Place of Research

The research was conducted in SMK Muhammadiyah 1 Sukoharjo which is located in Jl. Anggrek No.2 Sukoharjo central java. Phone (0271) 593 187.

2. Time of Research (schedule of research)

The research conducted on August 2011 up to April 2012, for making it clearer, the time schedule can be seen in the following table:

Table 3.1. The time schedule of research

Activities	Aug - Dec	Jan	Feb	Mar	Apr
Designing Research Proposal					
Seminar Proposal					
Designing research instruments					
Conducting Research					
Writing the Research Report	<i>commit to user</i>				

B. Research Design

Related to the problem and the purpose of the study in Chapter 1, the researcher applies an experimental study with a quantitative approach. Through experimentations, a cause and effect relationship can be isolated. This research involves systematic manipulation of experimental condition in which extraneous influences are controlled or eliminated. The effect of one variable upon another can be investigated by isolation and study of those variables (Mason and Bramble, 1997: 55)

Experimental study involves comparison conditions under various settings of the treatment. In a simple experiment, a collection of subject might be divided into two groups, one to undergo of treatment condition (called the experimental or treatment group). The other group receives the neutral treatment (control group). The two groups are compared after the treatment is applied using a criterion measured. The treatment effect if only the two groups are similar on the measured criterion before the treatment condition were applied.

Factorial design is used for this research. Johnson and Christensen (2000: 242) state that factorial design is one in which two or more independent variable are simultaneously studied to determine their independent and interactive effects on the dependent variable. Therefore there were two groups, experimental group and control group.

In the practice, every group was given a questionnaire to classify them into two categories the students with high self-esteem and the ones with low self-esteem. In the teaching and learning process, the topics of the listening lesson

taught to both groups are the same. However in the experimental group, the students were taught by using buzz group technique, while the control group, the students were taught by using lecturing technique. After the treatment, both groups were given a post-test to measure the improvement of the students' listening skill. The scores of the post-test were the data to be analyzed.

C. Research Variables

According to Johnson and Christensen (2000: 21) a variable is defined as condition or characteristic that can take on different values or categories. Variable usually takes the form of scores on measuring instruments. It becomes object of research because variable is sometimes as a measurement of the research.

In this study, there are two variables needed to be observed. They are independent variable and dependent variable. Johnson and Christensen (2000: 22) states that independent variable is a variable presumed to cause or change in another problems. While dependent variable is a variable presumed to be influenced by one or more independent variables. There are two research variables in this study, namely listening achievement is as the dependent variable. Teaching techniques (buzz group and lecturing) and students' self-esteem are as the independent variables. It aims to study the independent variable teaching techniques (buzz group and lecturing) and observe the effect on dependent variable, listening achievement.

D. Population, Sample, and Sampling

1. Population

According to Johnson and Christensen (2000: 158) population is the set of all elements. It is a large to which researcher wants to generalize his or her sample results, whereas sample is a set of elements taken from a large population. In this study, the population was the second grade students of SMK Muhammadiyah 1 Sukoharjo in the academic year of 2011/2012. It consisted of fourteen classes or 420 students. They were 4 classes for TKR, 3 classes for TSM, 2 classes for TKJ, 2 classes for RPL, 1 class for TO, 1 class for TEI and 1 class for TAV.

2. Sample

The sample of the study was two classes, *XI Teknik Kendaraan Ringan* (TKR) 1 and *XI Teknik Sepeda Motor* (TSM) 2. From the two classes, the researcher divided them into two groups by using cluster random sampling; they were XI TKR 1 as an experimental group and XI TSM 2 as a control group. The number of students in each class was 30 students. Therefore, the total number of the students was 60 students.

3. Sampling

In this study, the researcher took cluster random sampling to take the sample. Cluster random sampling based on Johnson and Christensen (2000: 172) cluster random sampling is the collective type of unit that includes multiple elements rather than single unit elements. In other words, by using cluster random sampling researcher was able to pick up clusters randomly selected from a larger group. To determine experimental and control class researcher used lottery. Each

of classes was written into a piece of paper and mixed them, and then the researcher took two pieces of paper to choose as the sample. Then those two pieces of paper were mixed and done lottery to determine that this class was experimental class and another was control class. It was because all the classes were assumed as homogeneous class.

One of the two classes was taught by using buzz group, and the other was taught by using lecturing technique. Then each class was divided into two groups, students with high self-esteem and those who have low self-esteem. So there were four groups: (1) students with high self-esteem who are taught by using buzz group; (2) students with low self-esteem who are taught by using buzz group; (3) students with high self-esteem who are taught by using lecturing technique; (4) students with low self-esteem who are taught by using lecturing technique.

E. Technique of Collecting the Data

The data needed in this research were the scores of students' listening comprehension and the scores of the students' self-esteem. To get both the data, it was used test and questionnaire instrument.

The test was used for collecting students' listening comprehension scores. The listening test was in the form of objective test with four options. Meanwhile the questionnaire was used for measuring the level of students' self-esteem. The instruments of listening test and questionnaire must be valid and reliable. Therefore, the instruments were tried out to know the validity and reliability. The try out was done to the students of XI TKR 3 and XI TO. At the end, the valid and

reliable items were used to get the data. The formulae for measuring the validity and reliability of the instruments were as follows:

1. Validity of Listening Test

The validity of the listening test items are measured by using Biserial point correlation formula as follows:

Listening Test Items:

$$r = \frac{\overline{X} - \overline{X}_t}{s_t}$$

Where

$$1) \overline{X}_t = \frac{\sum X_t}{t}$$

$$2) s_t = \frac{\sum (X_t - \overline{X}_t)^2}{t - 1}$$

$$3) \sum X = \frac{\sum X^2}{\sum X}$$

2. Reliability of Listening Test

Listening Test Items:

$$r_{kk} = \frac{K}{K - 1} \left(1 - \frac{\sum X^2}{t \sum X^2} \right)$$

Where

1) K= the number of valid items

$$2) t = \frac{\sum X}{\sum X}$$

$$3) t = \frac{\sum X}{\sum X}$$

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To know whether the instrument is reliable or not, r_o is compared with r_t , and if r_o is higher than r_t it means the item is reliable.

The result of the analysis of the listening tryout is as follows: (see appendix 04)

The tryout of listening test which consists of 50 items was held on 19th March 2012. It was joined by 30 students. After trying the items out, the researcher analyzed the validity and reliability of the listening test items. The result of the try out showed that there were 43 valid out of 50 items for the listening test. Then, the researcher used 40 items for testing students' listening comprehension ability in post test.

The analysis result of reliability of the listening test showed that the coefficient of reliability is 0.87. Because r_o (0.87) is higher than r_t (0.361), the instrument is reliable.

The second was questionnaire. Questionnaire was used for knowing the level of students' self-esteem. From the result of questionnaire the students from both experimental and control group were classified into students with high self-esteem and low self-esteem. The formulae for measuring the validity, reliability of them are as follows:

3. Validity of Self-esteem Questionnaire

The validity of self-esteem questionnaire was measured by using Product Moment Correlation by Karl Pearson formula as follows:

Questionnaire Items:

$$r = \frac{\sum t}{\sum t}$$

Where

$$1) \sum t = \sum X X_t - \frac{\sum X^2}{n}$$

$$2) \sum X = \frac{\sum X^2}{n}$$

$$3) \sum t = \sum X_t - \frac{\sum X^2}{n}$$

4. Reliability of Self-esteem Questionnaire

After validity was measured, the researcher should determine the reliability of the self-esteem questionnaire. It was determined by using Alpha Cronbach formula as follows:

Questionnaire Items:

$$r_{kk} = \frac{1}{K-1} \left(1 - \frac{\sum t}{\sum t} \right)$$

Where

1) K= the number of valid items

$$2) \sum$$

$$3) t = \sum$$

To know whether the instrument is reliable or not, r_o is compared with r_t , and if r_o is higher than r_t it means the instrument is reliable.

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The result of the tryout of questionnaire is as follows: (see appendix 07)

The tryout of the questionnaire of students' self-esteem consists of 60 items and it was held on 20th March 2012. It was joined by 30 students. After trying the items out, the researcher analyzed the validity and reliability of the questionnaire. The result of the try out showed that there were 51 valid out of 60 questionnaire items. Then, the researcher used 40 items for measuring the level of the students' self-esteem.

The analysis result of reliability of the questionnaire shows that the coefficient of reliability is 0.91. Because r_o (0.91) is higher than r_t (0.361), the instrument is reliable.

F. Technique of Analyzing the Data

The technique used in analyzing the data was descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode, and standard deviation of the scores of the listening test. To know the normality and the homogeneity of the data, the writer used normality and homogeneity test. The normality and homogeneity tests were done before testing the hypothesis. Inferential analysis used was multifactor analysis of variance 2x2. H_o was rejected and H_a was accepted because F_o is higher than F_t . then, the analysis was continued to find out whether two groups were significantly different from one to another by using Tukey test. The design of multifactor analysis of variance is as follows:

1. Normality of the Sample Distribution

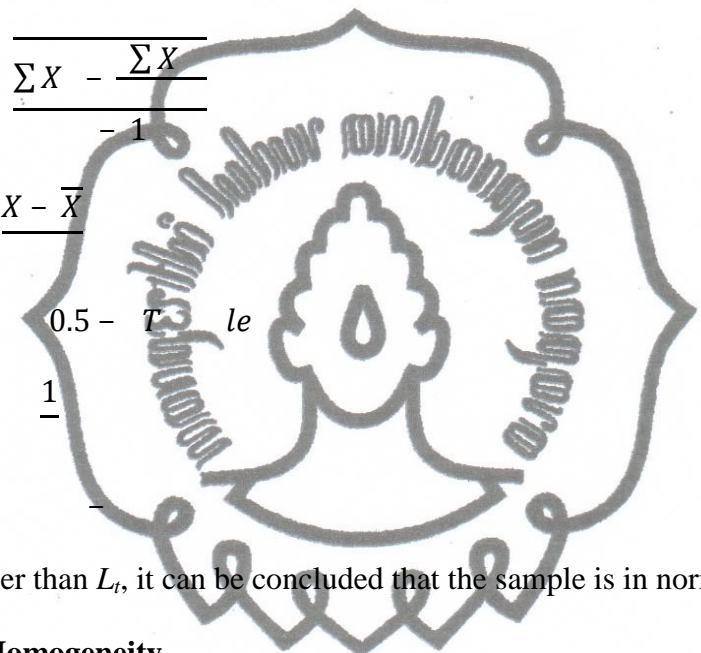
Normality test was conducted to know whether the sample distribution was normal or not. In order to test the normality, the researcher used Liliefors formula as follows:

$$L_o = \frac{\sum_{i=1}^n |X_i - \bar{X}|}{\sqrt{n}} \leq 1$$

0.5 - T_{le}

1

0



If L_o is lower than L_t , it can be concluded that the sample is in normal distribution.

2. Data Homogeneity

Homogeneity test was to know whether the sample data were homogeneous or not. The researcher used Bartlett formula to do the homogeneity test. The formula was as follows:

a.
$$\frac{\sum \frac{\sum}{\sum}}$$

b.
$$\frac{\sum \frac{\sum}{\sum}}$$

c.
$$\frac{\sum \frac{\sum}{\sum}}$$

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d. $\frac{\sum \frac{\sum}{\sum}}{\sum}$

e. $\frac{\sum - 1}{\sum - 1}$

f. $\log \dots \dots$

g. $B - \log \sum - 1$

Table 3.2. The Table of Homogeneity Test

Sample	Df	1/df	log	(df) o
1				
2				
3				
4				
Σ				

h. $X = I - 10 B - \sum - 1 \log$

If X is lower than X_t , it can be concluded that the data are homogeneous.

3. Hypothesis testing (ANOVA test)

Then, the scores were calculated by using Multifactor Analysis of Variance to find out whether the difference between them is significant or not.

Summary of 2 x 2 Multifactor Analysis of Variance is as follows:

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Table 3.3. The Research Design of 2 x 2 ANOVA

Teaching Technique \ Group	Buzz Technique (A1)	Lecturing Technique (A2)	Sum
Self-esteem			
High self-esteem (B1)	A_1B_1	A_2B_1	B_1
Low self-esteem (B2)	A_1B_2	A_2B_2	B_2
Mean	A_1	A_2	

Note:

1. Independent variables (active variables):

A. Teaching techniques (buzz group and lecturing)

Experimental group:

The class which is taught by buzz group technique

Control group:

The class which is taught by lecturing technique

B. Independent variable (attribute variable):

Students' self-esteem

2. Dependent variable:

Listening comprehension

A_1B_1 : the mean score of listening test of students having high self-esteem that is taught by using buzz group technique.

A_2B_1 : the mean score of listening test of students having high self-esteem that is taught by using lecturing technique.

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A_1B_2 : the mean score of listening test of students having low self-esteem that is taught by using buzz group technique

A_2B_2 : the mean score of listening test of students having low self-esteem that is taught by using lecturing technique

A_1 : the mean score of listening test of students taught by buzz group technique

A_2 : the mean score of listening test of students taught by lecturing technique

B_1 : the mean score of listening test of students who have high self-esteem

B_2 : the mean score of listening test of students who have low self-esteem

The formula of ANOVA tests are as follows:

a. The total sum of the squares:

$$\sum_t t - \frac{(\sum_t t)^2}{n}$$

b. The sum of squares between groups:

$$\frac{\sum X^2}{n} - \frac{(\sum X)^2}{n^2}$$

c. The sum of squares within groups:

$$\sum (X_t - \bar{X})^2$$

d. The between-columns sum of squares:

$$\frac{\sum X^2}{n} - \frac{(\sum X)^2}{n^2}$$

e. The between-rows sum of squares:

$$\frac{\sum X^2}{n} - \frac{(\sum X)^2}{n^2}$$

f. The sum-of-squares interaction:

$$t -$$

g. The number of degrees of freedom associated with each source of variation:

df for between-columns sum of squares = $C - 1$

df for between-rows sum of squares = $R - 1$

df for interaction = $(C - 1)(R - 1)$

df for between-groups sum of squares = $G - 1$

df for within-groups sum of squares = $\sum(n - 1)$

df for total sum of squares = $N - 1$

Where

C = the number of columns

R = the number of rows

G = the number of groups

n = the number of subjects in one group

N = the number of subjects in all groups

Table 3.4. Table of Summary of 2 X 2 ANOVA

Source of Variance	SS	df	MS	F_o	$F_t(0.05)$
Between columns					
Between rows					
Columns by rows (interaction)					
Between groups					
Within groups					
Total					

4. TUKEY Test

TUKEY'S test is a statistical test generally used in conjunction with an ANOVA to find which means are significantly different from one to another. Tuckey test is done to look for q_o which is found by comparing the difference between the means by the square root of the ratio of the within group variation and sample size. Tuckey test is done to find out which group is significantly different one to another. The general formula is as follows.

1. Comparing two means from two groups (A_1 and A_2)

Buzz group technique is compared to Lecturing technique.

$$q = \frac{\bar{X}_{c1} - \bar{X}_{c2}}{\sqrt{\text{ErrorVariance} / n}}$$

2. Comparing two means between B_1 and B_2

High self-esteem is compared with low self-esteem

$$q = \frac{\bar{X}_{r1} - \bar{X}_{r2}}{\sqrt{\text{ErrorVariance} / n}}$$

3. Comparing two means between A_1B_1 and A_2B_1

Buzz group technique is compared to Lecturing technique for students having high self-esteem.

$$q = \frac{\bar{X}_{c1r1} - \bar{X}_{c2r1}}{\sqrt{\text{ErrorVariance} / n}}$$

4. Comparing two means between A_1B_2 and A_2B_2

Buzz group technique is compared to Lecturing technique for students having low self-esteem.

$$q = \frac{\bar{X}_{c1r2} - \bar{X}_{c2r2}}{\sqrt{\text{ErrorVariance} / n}}$$

or

$$q = \frac{\bar{X}_{c2r2} - \bar{X}_{c1r2}}{\sqrt{\text{ErrorVariance} / n}}$$

The analysis result of the computation is (1) q_0 is compared to q_t , if $q_0 > q_t$, the difference is significant; (2) to know which one is better, the means are compared.

G. Statistical Hypotheses

The statistical hypotheses, which were proposed by the researcher in this research, were:

1. The difference between buzz group technique (A) and lecturing technique (A) in teaching listening at the vocational high school.

a. :

H_0 means that there is no difference between buzz group technique (A) and lecturing technique (A) in teaching listening at the vocational high school.

b. :

H_a means that buzz group technique (A) is more effective than lecturing technique (A) in teaching listening at the vocational high school.

2. The difference between students who have high self-esteem (B_1) and those who have low self-esteem (B_2).

a. :

H_0 means that there is no difference between students who have high self-esteem (B_1) and those who have low self-esteem (B_2).

b. :

H_a means that the students who have high self-esteem (B) have better listening skill than those who have low self-esteem B .

3. Interaction between the teaching technique used (buzz group and lecturing) (A) and students' self-esteem (B) in teaching listening at the vocational high school.

a. : $AXB = 0$

H_0 means that there is no interaction between the teaching technique used (buzz group and lecturing) (A) and students' self-esteem (B) in teaching listening at the vocational high school.

b. : $AXB \neq 0$

H_a means that there is an interaction between the teaching technique used, buzz group and lecturing (A), and students' self-esteem (B) in teaching listening at the vocational high school.

CHAPTER IV

THE RESULT OF THE STUDY

This chapter presents the result of the study. It is divided into four parts; they are the description of the data, normality and homogeneity test, hypothesis test and the discussion of the result of the study.

A. Description of the Data

The data described are the result of the listening test. It includes the mean, mode, median, standard deviation, and frequency distribution followed by histogram and polygon. Based on the group analyzed, the descriptions of the data are divided into eight groups, they are: (1) The data of the listening test of the students or the group having high self-esteem who are taught by using buzz group (A_1B_1); (2) The data of the listening test of the students or the group having low self-esteem who are taught by using buzz group (A_1B_2); (3) The data of the listening test of the students or the group having high self-esteem who are taught by using lecturing technique (A_2B_1); (4) The data of the listening test of the students or the group having low self-esteem who are taught by using lecturing technique (A_2B_2); (5) The data of the listening test of the students or the groups who are taught by using buzz group (A_1); (6) The data of the listening test of the students or the groups who are taught by using lecturing technique (A_2); (7) The data of the listening test of the students or the groups who have high self-esteem (B_1); (8) The data of the listening test of the students or the groups who have low self-esteem (B_2)

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The data of each group are presented as the following:

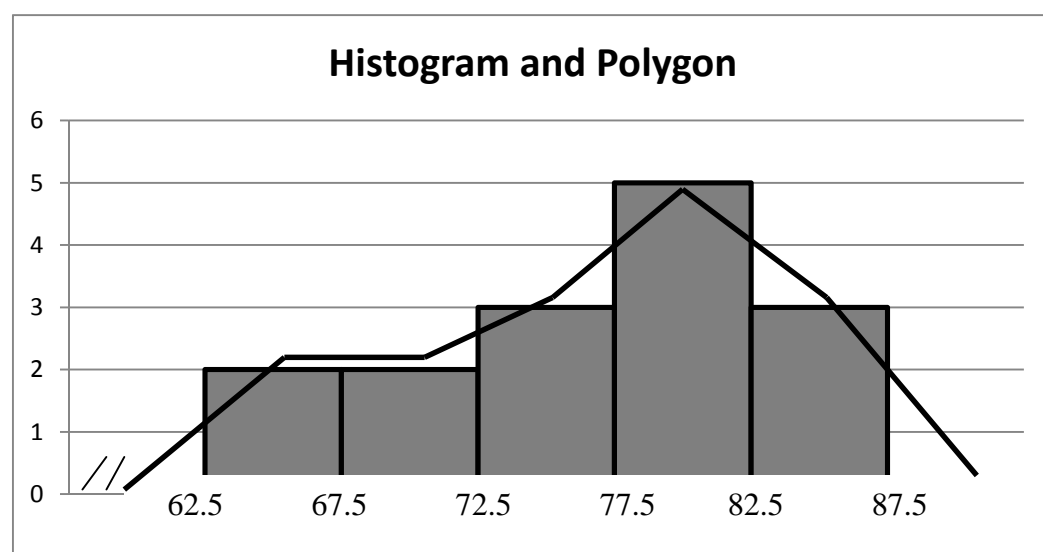
1. The data of the listening test of the students or the group having high self-esteem who are taught by using Buzz group(A₁B₁)

Descriptive analysis of the data A₁B₁ shows that the score is 63 up to 85. The mean is 76.7, the mode is 80, the median is 78, the standard deviation is 6.7, the range is 22, the number of classes is 5, and the interval is 5. The frequency distribution of the data of A₁B₁ is in Table 4.1, histogram and polygon are presented in Figure 4.1.

Table 4.1. Frequency Distribution of Data A₁B₁

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
63 – 67	62.5 – 67.5	65	II	2	13.33
68 – 72	67.5 – 72.5	70	II	2	13.33
73 – 77	72.5 – 77.5	75	III	3	20.00
78 – 82	77.5 – 82.5	80	III	5	33.33
83 – 87	82.5 – 87.5	85	III	3	20.00
Sum				15	100.00

Figure 4.1. Histogram and Polygon of Data A₁B₁



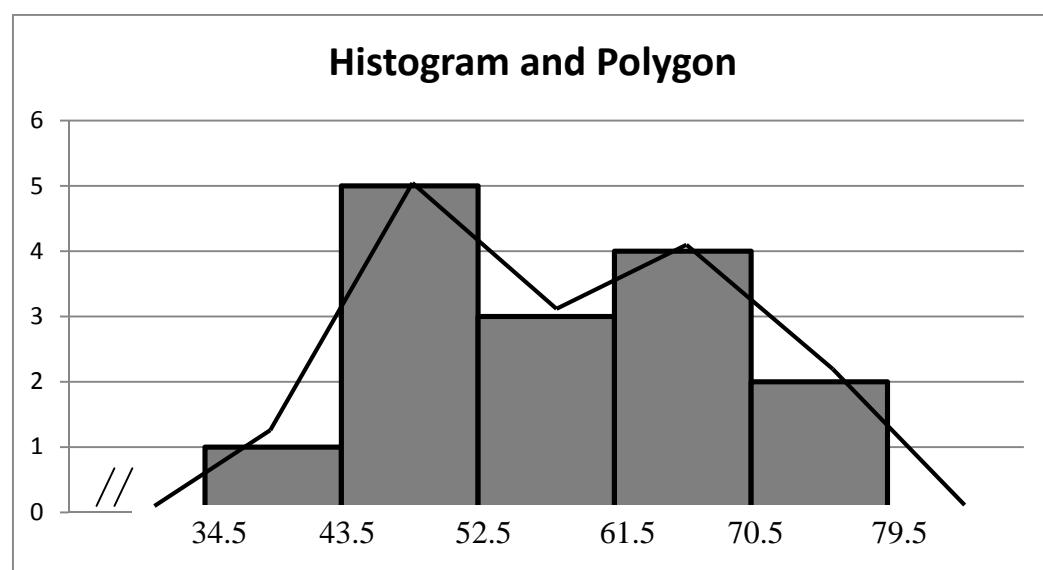
2. The data of the listening test of the students or the group having low self-esteem who are taught by using Buzz group (A₁B₂)

Descriptive analysis of the data of A₁B₂ shows that the score is 35 up to 78. The mean is 57.6, the mode is 49.5, the median is 57.0, the standard deviation is 11.0, the range is 43, the number of classes is 5, and the interval is 9. The frequency distribution of the data of A₁B₂ is in Table 4.2, histogram and polygon are presented in Figure 4.2.

Table 4.2. Frequency Distribution of Data A₁B₂

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
35 – 43	34.5 – 43.5	39	I	1	6.67
44 – 52	43.5 – 52.5	48		5	33.33
53 – 61	52.5 – 61.5	57	III	3	20.00
62 – 70	61.5 – 70.5	66		4	26.67
71 – 79	70.5 – 79.5	75	II	2	13.33
Sum				15	100.00

Figure 2. Histogram and Polygon of Data A₁B₂



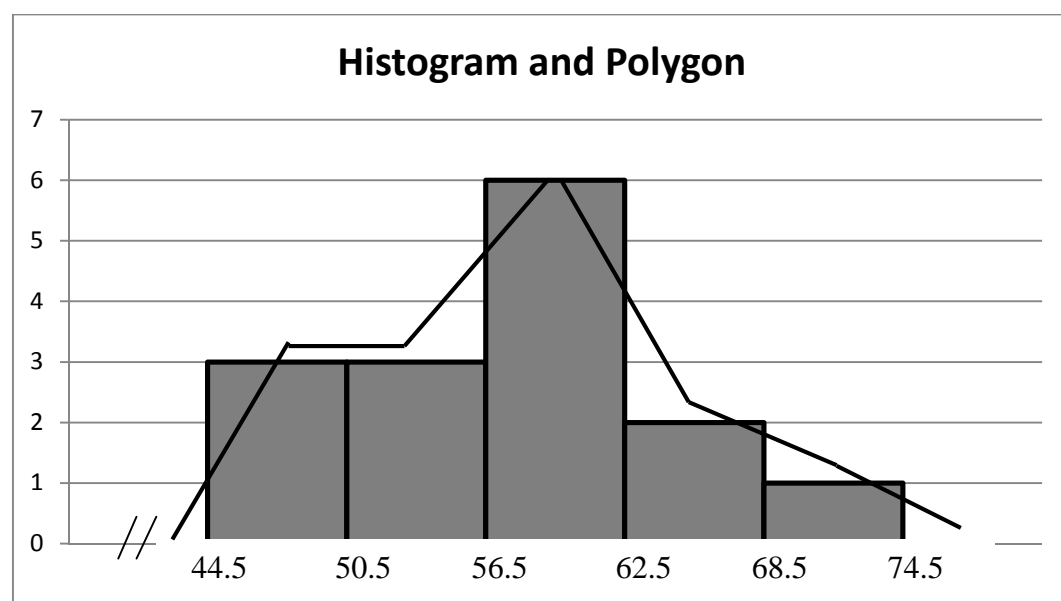
3. The data of the listening test of the students or the group having high self-esteem who are taught by using lecture (A2B1)

Descriptive analysis of the data of A2B1 shows that the score is 45 up to 73. The mean is 57.5, the mode is 59.0, the median is 58.0, the standard deviation is 7.0, the range is 28, the number of classes is 5, and the interval is 6. The frequency distribution of the data of A2B1 is in Table 4.3, histogram and polygon are presented in Figure 4.3.

Table 4.3. Frequency Distribution of Data A2B1

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
45 – 50	44.5 – 50.5	47.5	III	3	20.00
51 – 56	50.5 – 56.5	53.5	III	3	20.00
57 – 62	56.5 – 62.5	59.5	III I	6	40.00
63 – 68	62.5 – 68.5	65.5	II	2	13.33
69 – 74	68.5 – 74.5	71.5	I	1	6.67
Sum				15	100.00

Figure 4.3. Histogram and Polygon of Data A2B1



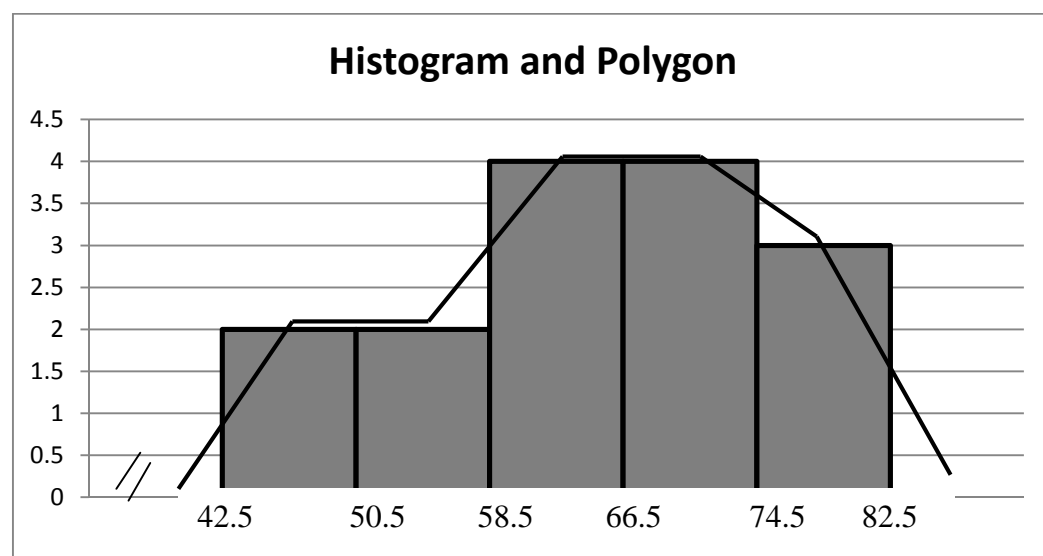
4. The data of the listening test of the students or the group having low self-esteem who are taught by using lecturing technique (A2B2)

Descriptive analysis of the data of A2B2 shows that the score is 43 up to 80. The mean is 64.6, the mode is 66.5, the median is 65.5, the standard deviation is 10.6, the range is 37, the number of classes is 5, and the interval is 8. The frequency distribution of the data of A2B2 is in Table 4.4, histogram and polygon are presented in Figure 4.

Table 4.4. Frequency Distribution of Data A2B2

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
43 – 50	42.5 - 50.5	46.5	II	2	13.33
51 – 58	50.5 - 58.5	54.5	II	2	13.33
59 – 66	58.5 - 66.5	62.5	III	4	26.67
67 – 74	66.5 - 74.5	70.5	III	4	26.67
75 – 82	74.5 - 82.5	78.5	III	3	20.00
Sum				15	100.00

Figure 4.4. Histogram and Polygon of Data A2B2



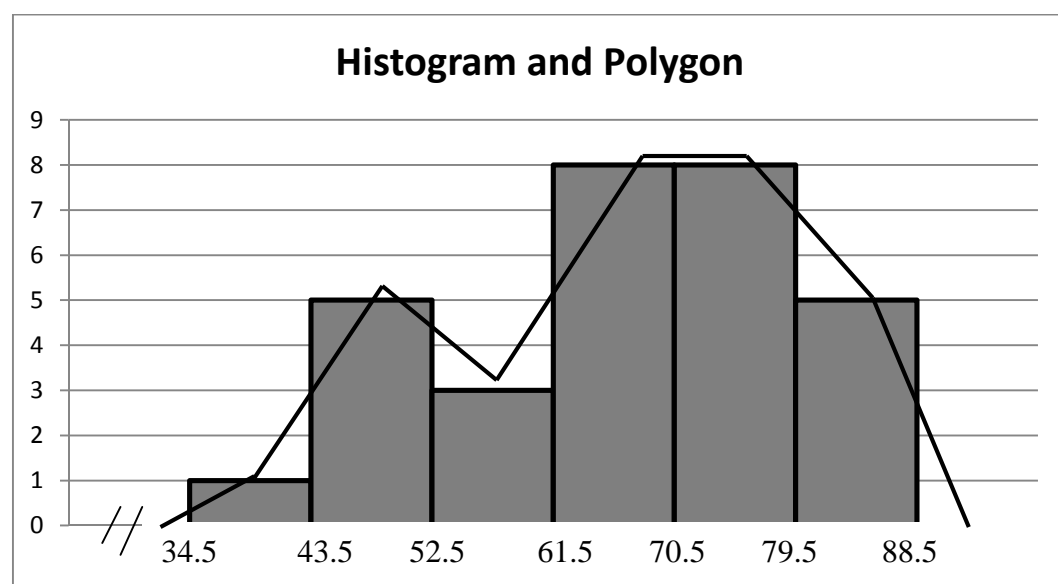
5. The data of the listening test of the students or the groups who are taught by using Buzz group (A_1)

Descriptive analysis of the data of A_1 shows that the score is 35 up to 85. The mean is 66.6, the mode is 70.5, the median is 68.2, the standard deviation is 12.9, the range is 50, the number of classes is 6, and the interval is 9. The frequency distribution of the data of A_1 is in Table 4.5, histogram and polygon are presented in Figure 5.

Table 4.5. Frequency Distribution of Data A_1

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
35 – 43	34.5 – 43.5	39	I	1	3.33
44 – 52	43.5 – 52.5	48	IIII	5	16.67
53 – 61	52.5 – 61.5	57	III	3	10.00
62 – 70	61.5 – 70.5	66	IIII III	8	26.67
71 – 79	70.5 – 79.5	75	IIII III	8	26.67
80 – 88	79.5 – 88.5	84	IIII	5	16.67
Sum				30	100.00

Figure 4.5. Histogram and Polygon of Data A_1



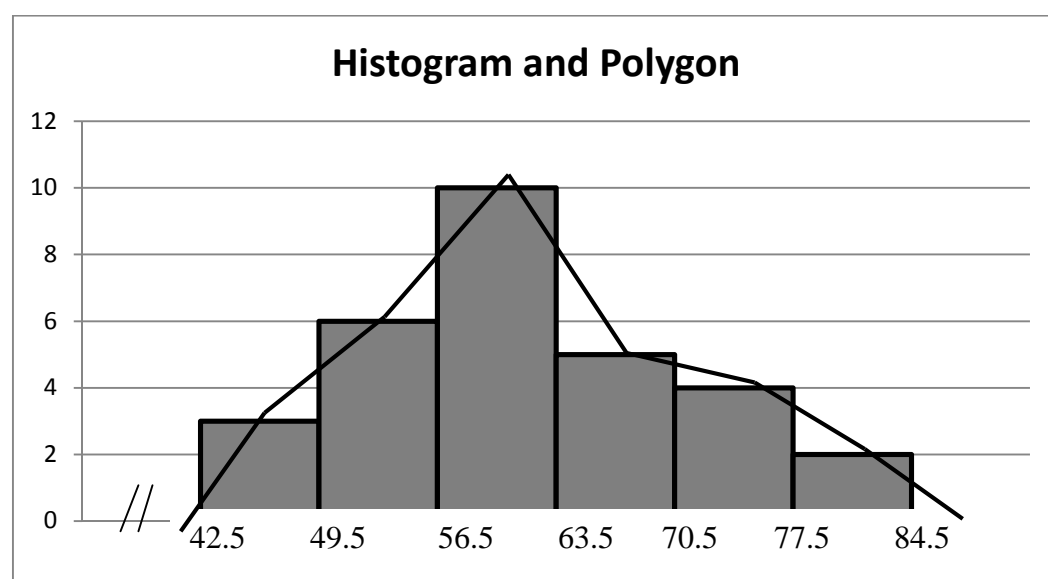
6. The data of the listening test of the students or the groups who are taught by using lecturing technique (A₂)

Descriptive analysis of the data of A₂ shows that the score is 43 up to 80. The mean is 61.6, the mode is 59.6, the median is 60.7, the standard deviation is 9.67, the range is 37, the number of classes is 6, and the interval is 7. The frequency distribution of the data of A₂ is in Table 4.6, histogram and polygon are presented in Figure 4.6.

Table 4.6. Frequency Distribution of Data A₂

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
43 – 49	42.5 – 49.5	46	III	3	10.00
50 – 56	49.5 – 56.5	53	III I	6	20.00
57 – 63	56.5 – 63.5	60	III III	10	33.33
64 – 70	63.5 – 70.5	67	III	5	16.67
71 – 77	70.5 – 77.5	74	III	4	13.33
78 – 84	77.5 – 84.5	80	II	2	6.67
Sum				30	100.00

Figure 4.6. Histogram and Polygon of Data A₂



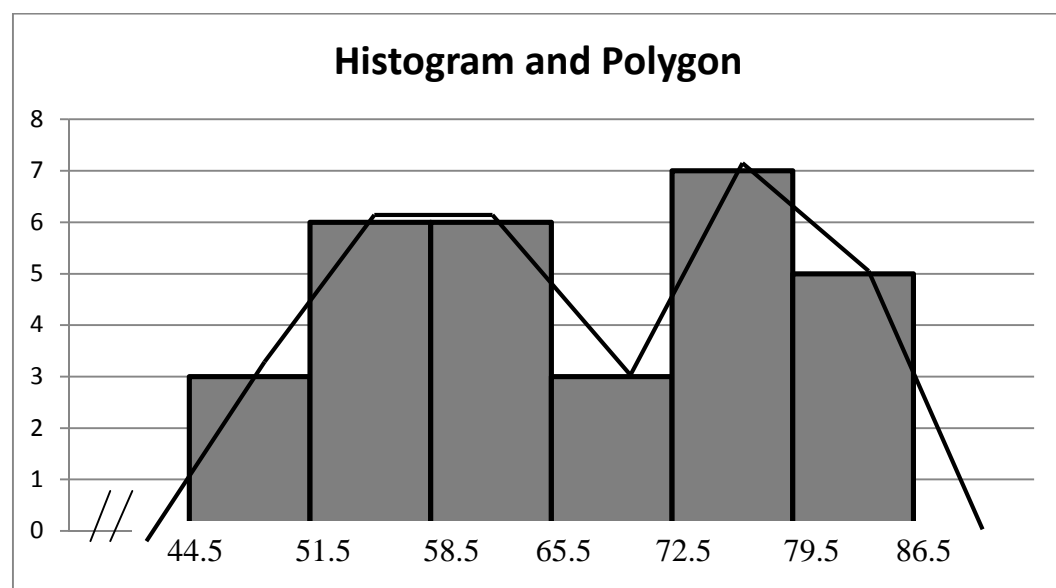
7. The data of the listening test of the students or the groups who have high self-esteem (B_1)

Descriptive analysis of the data of B_1 shows that the score is 45 up to 85. The mean is 66.6, the mode is 77.2, the median is 65.5, the standard deviation is 11.6, the range is 40, the number of classes is 6, and the interval is 7. The frequency distribution of the data of B_1 is in Table 4.7, histogram and polygon are presented in Figure 4.7.

Table 4.7. Frequency Distribution of Data B_1

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
45 – 51	44.5 – 51.5	48	III	3	10.00
52 – 58	51.5 – 58.5	55	III I	6	20.00
59 – 65	58.5 – 65.5	62	III I	6	20.00
66 – 72	65.5 – 72.5	69	III	3	10.00
73 – 79	72.5 – 79.5	76	III II	7	23.33
80 – 86	79.5 – 86.5	83	III	5	16.67
Sum				30	100.00

Figure 4.7. Histogram and Polygon of Data B_1



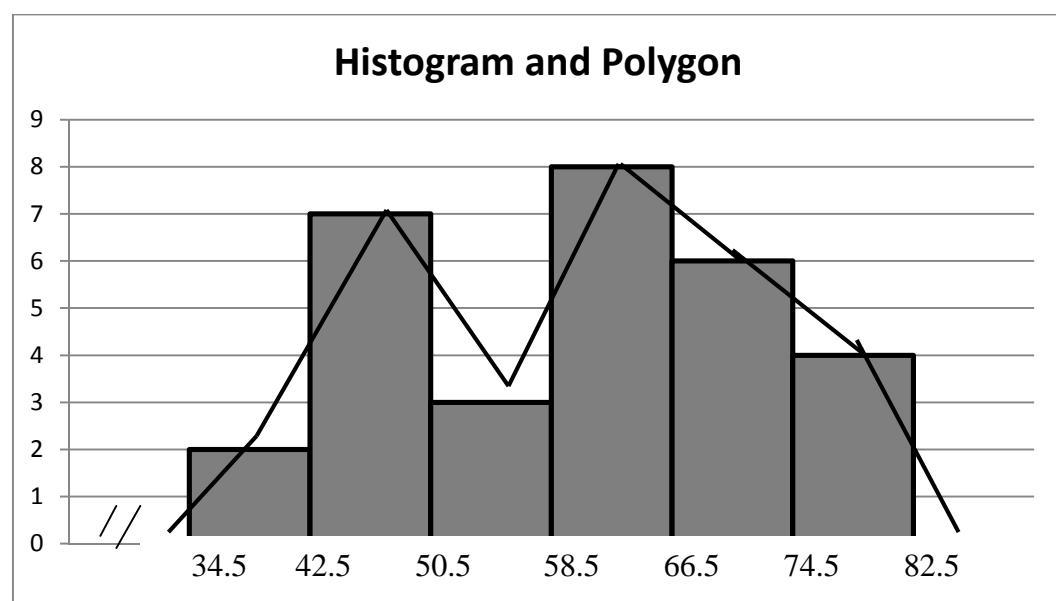
8. The data of the listening test of the students or the groups who have low self-esteem (B₂)

Descriptive analysis of the data of B₂ shows that the score is 35 up to 80. The mean is 60.1, the mode is 64.2, the median is 61.5, the standard deviation is 12.2, the range is 45, the number of classes is 6, and the interval is 8. The frequency distribution of the data of B₂ is in Table 4.8, histogram and polygon are presented in Figure 4.8.

Table 4.8. Frequency Distribution of Data B₂

Class Limit	Class boundaries	Midpoint	Tally	Frequency	Percentage
35 – 42	34.5 – 42.5	38.5	II	2	6.67
43 – 50	42.5 – 50.5	46.5	IIII II	7	23.33
51 – 58	50.5 – 58.5	54.5	III	3	10.00
59 – 66	58.5 – 66.5	62.5	IIII III	8	26.67
67 – 74	66.5 – 74.5	70.5	IIII I	6	20.00
75 – 82	74.5 – 82.5	78.5	IIII	4	13.33
Sum				30	100.00

Figure 4.8. Histogram and Polygon of Data B₂



B. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test is to know that the sample is in normal distribution and the homogeneity test is to know that the data are homogeneous.

1. Normality Test

The sample is in normal distribution if L_o (L-obtained) is lower than L_t (L-table) at the level of significance (α) = 0.05. L stands for Lilliefors.

Table 4.9. Summary of Normality Test

No	Data	The Number of Sample	L- obtained (L_o)	L- table (L_t)	Alfa (α)	Distribution of Population
1	A ₁ B ₁	15	0.084.	0.229	0.05	Normal
2	A ₁ B ₂	15	0.132	0.229	0.05	Normal
3	A ₂ B ₁	15	0.167	0.229	0.05	Normal
4	A ₂ B ₂	15	0.081	0.229	0.05	Normal
5	A ₁	30	0.092	0.162	0.05	Normal
6	A ₂	30	0.114	0.162	0.05	Normal
7	B ₁	30	0.119	0.162	0.05	Normal
8	B ₂	30	0.100	0.162	0.05	Normal

2. Homogeneity Test

Homogeneity test is done to know whether the data are homogenous. If χ_o^2 is lower than $\chi_{(0.05)}^2$, it can be concluded that the data are homogeneous.

Table 4.10. Summary of Homogeneity Test

Sample	df	1/df	si	log si	(df) log si
1	14	0.07	45.35	1.66	23.19
2	14	0.07	141.54	2.15	30.11
3	14	0.07	51.11	1.71	23.92
4	14	0.07	117.89	2.07	29.00
	56	0.29			106.22

$$\chi^2 = 2.3026 \{ B - (\sum \log S_i \times (n-1)) \}$$

$$= 2.3026 (109.16 - 106.22)$$

$$= 6.76$$

Based on the result of the calculation above, it can be seen that the χ^2 (6.76) is lower than χ^2 at the level of significance (α) 5% = 7.81. $\chi^2 < \chi^2$ (6.76 < 7.81), so the data are homogeneous.

C. Hypothesis Test

Hypothesis test can be done after the results of normality and homogeneity test are fulfilled. The test is done by using multifactor analysis of variance 2 x 2. H_0 is rejected if $F_0 > F_t$. It means that there is a significant difference and there is an interaction effect. If H_0 is rejected, the analysis is continued to know which group is better, the mean scores of groups by columns and cells are compared. The multifactor analysis of variance 2 x 2 and Tukey test are described as the following:

1. Summary of a 2 x 2 Multifactor Analysis of Variance

Table 4.11. Summary of 2 x 2 Multifactor Analysis of Variance

Source of Variance	SS	df	MS	F _o	F _t (0.05)
Between columns	432.02	1	432.02	4.86	4.08
Between rows	464.81	1	464.81	5.22	4.08
Columns by rows (interaction)	2444.82	1	2444.81	27.48	4.08
Between groups	3341.65	3	1113.88	-	-
Within groups	4982.53	56	88.97	-	-
Total	8324.183	59	-	-	-

The table shows that:

- Because F_o between columns (4.86) is higher than F_t at the level of significance $\alpha = 0.05$ (4.08), H_o is rejected and H_a is accepted. It means that the difference between columns is significant. It can be concluded that teaching techniques differ significantly from one another in their effect on the performance of the subjects in the experiment.
- Because F_o between rows (5.22) is higher than F_t at the level of significance $\alpha = 0.05$ (4.08), H_o is rejected and H_a is accepted. It means that the difference between rows is significant. It can be concluded that students having high self-esteem and those having low self-esteem are significantly different in their listening skill.
- Because F_o interaction (27.48) is higher than F_t at the level of significance $\alpha = 0.05$ (4.08), H_o is rejected and H_a is accepted. It means that there is an interaction

effect between teaching methods and the degree of self-esteem toward students' listening skill. It means that the effect of teaching techniques on listening skill depends on the degree of self-esteem.

2. Summary of Tukey Test

The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

Table 4.12. Summary of Tukey Test

Between Group	q_o	q_t	Meaning	Category
$A_1 - A_2$	3.11	2.89	$q_o > q_t$	Significant
$B_1 - B_2$	3.23	2.89	$q_o > q_t$	Significant
$A_1B_1 - A_2B_1$	7.44	3.01	$q_o > q_t$	Significant
$A_2B_2 - A_1B_2$	3.03	3.01	$q_o > q_t$	Significant

a. Because q_o between A_1 and A_2 (3.11) is higher than q_t at the level of significance $\alpha = 0.05$ (2.89), Buzz group differs significantly from the lecturing technique for teaching listening. The mean score of students who are taught by using Buzz group (66.56) is higher than that of those who are taught by using lecturing (61.2), so Buzz group technique is more effective than the lecturing technique for teaching listening.

Referring to the difference between A_1 and A_2 , the result of Tukey test shows q_o is higher than q_t and ANOVA shows F_o is higher than F_t so it can be concluded that the null hypothesis which states that there is no difference between students who are taught by using buzz group and those are taught by using lecturing technique for teaching listening is rejected.

b. Because q_o between B_1 and B_2 (3.23) is higher than q_t at the level of significance $(\alpha) = 0.05$ (2.89), students having high self-esteem differ significantly from those having low self-esteem in their listening test. The mean score of students having high self-esteem (66.6) is higher than that of those having low self-esteem (61.16), so students having high self-esteem have better listening skill than those having low self-esteem.

Referring to the difference between B_1 and B_2 , the result of Tukey test shows q_o is higher than q_t and ANOVA shows F_o is higher than F_t so it can be concluded that the null hypothesis which states that there is no difference between students having high self-esteem and those having low self-esteem in listening achievement is rejected.

c. Because q_o between A_1B_1 and A_2B_1 (7.44) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01), buzz group differs significantly from the lecturing technique to teach listening for students having high self-esteem. The mean score of students having high self-esteem who are taught by using buzz group (75.73) is higher than that of those who are taught by using lecturing (57.40), so buzz group technique is more effective than lecturing technique to teach listening for students having high self-esteem.

d. Because q_o between A_1B_2 and A_2B_2 (3.03) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01), lecturing technique differs significantly from buzz group technique to teach listening for students having low self-esteem. The mean score of students having low self-esteem who are taught by using lecturing

(64.80) is higher than that of those who are taught by using buzz group (57.40), so lecturing is more effective than buzz group to teach listening for students having low self-esteem.

e. Based on the result of point c and d, that buzz group technique is more effective than lecturing technique to teach listening for students having high self-esteem and lecturing technique is more effective than buzz group to teach listening for students having low self-esteem, so it can be concluded that there is interaction between teaching technique and students' self-esteem in teaching listening.

Referring to the difference between point c and d, the result of Tukey test shows q_o is higher than q_t and ANOVA shows F_o is higher than F_t so it can be concluded that the null hypothesis which states that there is no interaction between teaching technique and students' self-esteem in teaching listening is rejected.

D. Discussion of the Result of the Study

1. Buzz group is more effective than lecturing technique to teach listening.

In buzz group, by doing group works the students have more opportunities to exchange the information. It means that group work is a way for acknowledging and utilizing individual students' additional strengths and expertise. Students do not only learn and receive whatever the teacher teaches in the teaching-learning process, but also learn from other students. In other words, students are demanded to be more active in joining the learning process. Buzz group requires student groups to work cooperatively. Students feel easy to learn

interactively or to learn in student-centered environments. It also can provide students with a 'safe space' for the expression and development of their own ideas, building up their confidence in their own ability (Gibson, 2010: 4).

On the other hand, lecturing is classical way to teach students about particular subjects. The activity in lecturing is teacher-centered. Lecturing encourages one-way communication. Students just become the followers and depend on the teacher during the teaching-learning process. Lecturing is assumed not to motivate students and make them passive in joining the learning process. The information tends to be forgotten quickly when students are passive. Lecturing is less effective to improve students' listening skill since lecturing less motivates students to involve in the teaching learning process. Lecturing fosters passive learning with very low students' involvement. Because students just become the followers and depend on the teacher during the teaching learning process, the communication is mostly one-way communication from the teacher to the students. Consequently, there is little student participation and its information is forgotten quickly, during and after the lecture.

Based on multifactor analysis of variance 2 x 2 and Tukey test, the results show that F_0 between columns (4.86) is higher than F_t at the level of significance $\alpha = 0.05$ (4.08) and q_0 between A_1 and A_2 (3.12) is higher than q_t at the level of significance $\alpha = 0.05$ (2.89). It means that Buzz group differs significantly from the lecturing technique. The mean score of students who are taught by using Buzz group (66.5) is higher than that of those who are taught by using lecturing (61.2).

It means that Buzz group is more effective than the lecturing technique to teach listening.

2. The students who have high self-esteem have better listening skill than those who have low self-esteem.

Self-esteem refers to the evaluation which individuals make and customarily maintain with regards to themselves; it expresses an attitude of approval and disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy (Coppersmith in Brown, 2000: 145). People with higher self-esteem are more likely to cope with stress by effective strategies, such as rational planning, rather than ineffective ways, such as trying to deny or escape from the situation. People with high self-esteem have clear, consistent, and definite ideas about themselves. Of course, people with high self-esteem must guard against overconfidence but they are likely to be able to concentrate on doing. They best believing they can succeed in most walks of life (Siu in Watkins, 1993: 75).

However, the low self-esteem is related to failure because they tend to expect the worst, exert less effort on their tasks, especially challenging and demanding ones, and achieve less success. Even, when students having low self-esteem achieve success, they are less apt to attribute their success to their abilities or to enjoy it. In other words, students with high self-esteem forge ahead academically while those with low self-esteem fall behind.

Thus, low self-esteem is the absence of positives more than the presence of negative beliefs about the self. People with high self-esteem hold firm, highly favorable beliefs about themselves. People with low self-esteem lack those beliefs, but they generally do not hold firm unfavorable beliefs about themselves.

Based on multifactor analysis of variance 2×2 and Tukey test, the results show that F_0 between rows (5.22) is higher than F_t at the level of significance $\alpha = 0.05$ (4.08) and q_0 between B_1 and B_2 (3.23) is higher than q_t at the level of significance $(\alpha) = 0.05$ (2.89). It means that students having high self-esteem differ significantly from those having low self-esteem on their listening skill. The mean score of students having high self-esteem (66.6) is higher than that of those having low self-esteem (61.1). It means that students having high self-esteem have better listening skill than those having low self-esteem.

3. There is an interaction effect between teaching techniques and students' self-esteem on the students' listening skill.

It is undeniable that teaching technique which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. Unlike lecturing, which places the students in a passive learning role, buzz group requires the students to be more active in acquiring the academic content without neglecting their social and human relation with others unconsciously. The teacher does not only concern with teaching academic content, but he also considers making the students develop their social and human relation with others. Self-esteem is related to the academic achievement for the children. It was predicted

that the low self-esteem is related to failure and that if a child had a success in a school test or won a popularity contest, then that would boost their self-esteem. It is realized that academic success or failure may not only have an impact on academic self-esteem. But it will also have an impact on global self-esteem if the academic part of your life is very important to you (Watkins, 1993: 70).

Self-esteem is quite important factor to acquire listening skill because understanding of the spoken language requires self-esteem. The students having high level of self-esteem expect to do well in their accomplishments, try hard and try to be successful. In the teaching-learning process, they usually have better attitudes. They have high desire to pay attention to the teacher. They are active in joining the teaching-learning process. They like demanding activities in the teaching-learning process. Therefore, buzz group is supposed to be more effective for students having high self-esteem.

Lecturing seems to be suitable for students having low self-esteem since it possesses characteristics which make the students passive during the activity. In lecturing, the students usually get knowledge only from their teacher. They are not demanded to elaborate their ideas, thoughts, and feelings. It means that they do not need to be active. In fact, students having low level of self-esteem tend to exert less effort in learning. In other words, they prefer being passive in the teaching-learning process. That is why; lecturing is supposed to be more effective for students having low self-esteem.

Based on multifactor analysis of variance 2 x 2 and Tukey test, the results show that F_0 interaction (27.48) is higher than F_t at the level of significance $\alpha =$

0.05 (4.08); q_0 between A_1B_1 and A_2B_1 (7.44) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01); and q_0 between A_1B_2 and A_2B_2 (3.03) is higher than q_t at the level of significance $\alpha = 0.05$ (3.01). It means that buzz group differs significantly from lecturing technique to teach listening for students having high self-esteem and lecturing technique differs significantly from buzz group to teach listening for students having low self-esteem. The mean score of students having high self-esteem who are taught by using buzz group (75.7) is higher than that of those who are taught by using lecturing (57.6). It means that buzz group is more effective than lecturing technique to teach listening for students having high-self-esteem. The mean score of students having low self-esteem who are taught by using lecturing (64.8) is higher than that of those who are taught by using buzz group (57.4). It means that lecturing is more effective than buzz group to teach listening for students having low self-esteem.

Therefore, there is an interaction effect between teaching technique and self-esteem toward students' listening skill. Buzz group is more effective than lecturing technique to teach listening for students having high self-esteem. In other words, buzz group is suitable for students having high self-esteem. Meanwhile, lecturing is more effective than buzz group to teach listening for students having low self-esteem. In other words, lecturing is suitable for students having low self-esteem.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the description of the data analysis, the researcher can come to the findings as follows:

1. Buzz group technique is more effective than lecturing technique for teaching listening.
2. The students having high self-esteem have better listening achievement than the students having low self-esteem.
3. There is an interaction effect between the two variables, the techniques of teaching and the degree of self-esteem and it means that the effect of the techniques of teaching depends on the degree of self-esteem.

The interaction can be concluded as follows:

- a. Buzz group technique is effective for students having high self-esteem.
- b. Lecturing technique is effective for students having low self-esteem.

Based on the research finding, it can be concluded that buzz group technique was effective to teach listening for the second grade students of SMK Muhammadiyah 1 Sukoharjo in the academic year of 2011/2012, and the effectiveness was influenced by the level of student's self-esteem.

B. Implication

Since buzz group technique is more effective than lecturing technique for teaching listening, the use of buzz group technique is recommended in the listening class. The students having high self-esteem who was taught by buzz group technique had the highest score among them. It means that buzz group is well and suitably used for high self-esteem students. For low self-esteem students, lecturing technique is more effective than buzz group.

In teaching and learning process, the researcher saw that the application of buzz group technique during classroom activities gave a greater effect than the application of lecturing technique. It can be seen that the students are encouraged to be actively involved in every activity because they were in a group. They had to explore learning materials through group discussion. They could share and discuss with their friends so they did not feel difficult when they did it together. Moreover, they had to elaborate what they had learned and collaborate with other students during the teaching learning activities. It means that the students were not passive. So, the students were able to acquire the material more easily and comprehend the materials more deeply.

The research also saw that students' self-esteem give an effect on students' listening skill. By considering the psychological aspect, students' achievement would be reached maximally. It can be seen that the students who have high self-esteem had better listening skill than those having low. High self-esteem students appreciated their ability in listening, they thought positively about their self it leaded them to be more confident and spirit to reach their goals. On contrary, the

students having low self-esteem tended to be under estimate person and less confident in joining class activities. It could lead them to be failed.

C. Suggestion

1. For the Teachers

- a. Teachers can use buzz group technique to teach listening to improve student's listening competence.
- b. Teachers should have better steps in motivating students to involve actively in the teaching learning process especially for students having low self-esteem who tend to be passively engaged in the English class.

2. For the Students

- a. Students must be active and involve thoroughly in the teaching learning process in order to improve their listening competence and English achievement.
- b. For low self-esteem students, they should encourage themselves and realize the importance of active involvement in the teaching learning process.

3. For Other Researchers

- c. Other researchers are able to use this result of the study as the starting point to continue the next study.
- d. They are also able to create a better study after they know the weaknesses of this study.