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The Influence Of Academic Constructive Controversy Method On Student Listening Comprehension

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ABSTRACT

This research aims to determine whether there is an influence or not from students' learning achievement on listening comprehension skills using ACCM. In this research, the researcher used a quantitative approach, with experimental method by a pre-experimental design with pre-test and post-test model. The data collection used pre-test and post-test instruments with applying the purposive sampling technique, with a student population of 31 twelveth-grade students of OTKP majors. Analysis of the data used a two-sample independent t-test with a significant $p > 0.05$. The students learning output showed an increase, with average value of 75.68. The data analysis shows the result of sig. (2- tailed) 0.00 < 0.05, so that it can be concluded there is an influence of the implementation of the ACCM on listening comprehension skills of class 12 student majoring in OTKP. The result of this research can increase knowledge and understanding of innovative listening learning models.

Keywords: listening comprehension, ACCM, vocational high school

ABSTRACT

Penelitian ini bertujuan untuk mengetahui apakah pembelajaran ACCM berpengaruh signifikan atau tidak pada kemampuan pemahaman listening siswa. Penelitian ini menggunakan pendekatan quantitative jenis metode eksperimen yaitu pre-experimental design dengan model pre-test post- test. Pengambilan data dilakukan dengan pre-test dan post-test kepada siswa. Sample penelitian ditentukan dengan menerapkan teknik purposive sampling dengan jumlah 31siswa kelas 12 jurusan OTKP. Analisis data dilakukan dengan menggunakan uji-t dua sampel independen dengan signifikan $p > 0.05$. Hasil belajar siswa setelah penerapan model pembelajaran ACCM pada kemampuan pemahaman listening menunjukkan peningkatan, dengan nilai rata-rata 75.68. Analisis data menunjukkan hasil sig. (2- tailed) 0.00 < 0.05, jadi hal ini dapat disimpulkan bahwa terdapat adanya pengaruh yang signifikan dari penerapan model pembelajaran ACCM terhadap kemampuan pemahaman listening siswa kelas 12 jurusan OTKP. Hasil penelitian ini dapat menambah pengetahuan dan pemahaman tentang model pembelajaran listening yang inovatif.

Keywords: pemahaman listening, ACCM, sekolah menengah kejuruan

PENDAHULUAN

Listening comprehension is an important aspect of language research because it plays a crucial role in effective communication and language learning. Researching listening comprehension allows us to gain insights into the processes and factors that influence a person's ability to understand spoken language. By studying listening comprehension, researchers aim to enhance our understanding of how individuals comprehend spoken language,

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improve language teaching and assessment practices, and contribute to the broader field of language acquisition and communication.

In this study, there are students who are less active and the assessment carried out by teachers rarely uses group methods in improving listening skills with learning Academic Construction Controversy that hereinafter referred to ACCM on students' Listening Comprehension abilities. The ability to listen with good comprehension is an important aspect of the language learning process, but is often neglected. In the context of education, effective learning techniques are needed to improve students' listening comprehension skills.

Overall, the Academic Construction Controversy Method (ACCM) is an invaluable approach in research, fostering critical thinking, collaboration, exploration of diverse perspectives, identification of knowledge gaps, development of communication skills, and engagement with stakeholders. This method enhances the rigor and depth of research, contributing significantly to the advancement of knowledge within a specific field.

This research is aimed at knowing the improvement of listening skills using ACCM and the learning conditions in the classroom and then observing what is needed Knowing the management of the English learning model carried out by the teacher on students.

Based on the background, several problems can be identified as follows. Is there any significant influence from Academic Construction Controversy Method on listening comprehension at SMK PGRI 2?

PEMBAHASAN
A. Description of Variable Data

In this part, the researcher presented the description of data variable. The variable data are independent variable (The influence of Academic Constructive Controversy Method (ACCM)) and dependent variable (student listening comprehension).

1. The students listening comprehension before being taught using ACCM

To measure the students listening comprehension before being taught using ACCM , the researcher used pre-test. The pretest was done on the third week at the research with XII OTKP 2 at SMK PGRI 2 Kediri that consist 31 students. However, before knowing the results of The influence of Academic Constructive Controversy Method (ACCM), the researcher wants to explain the process of where is the data getting from, starting from the pre-test, and post-test.

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pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.5	6.5	6.5
	44	1	3.2	3.2	9.7
	48	1	3.2	3.2	12.9
	52	4	12.9	12.9	25.8
	56	4	12.9	12.9	38.7
	60	7	22.6	22.6	61.3
	64	1	3.2	3.2	64.5
	68	4	12.9	12.9	77.4
	72	5	16.1	16.1	93.5
	76	1	3.2	3.2	96.8
	84	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

The researcher informed us that the maximum score is 84, but just one student achieved that level. The lowest score, meanwhile, is forty. The majority of students continued to receive low marks, indicating that they were having trouble understanding the context. Since the majority of them receive scores below 75, which is lower than the required score set by the school, their performance is still not satisfactory.

2. Treatment Process

After giving pre-test, the researcher had two meetings in doing the treatment. There were 31 students in both meeting. Moreover, the researcher provided a treatment to explain the teaching learning process using ACCM. The treatment was show of using ACCM to the students listening comprehension which could make the reader easier in getting the main step of the researcher's activity in applying ACCM in XII OTKP 2 at SMK PGRI 2 Kediri.

Before initiating the Academic Constructive Controversy Method (ACCM), the researcher prepared the students by reinforcing their understanding of the material. This preparatory step involved sending a PowerPoint presentation on "Job Interview" to the students. The presentation aimed to provide foundational knowledge and encourage students to actively listen and engage with the content, thereby enhancing their comprehension of the job interview topic. With this groundwork laid, the researcher proceeded with the implementation of the ACCM. The process was structured to facilitate an engaging and interactive learning experience. Initially, students were organized into groups and assigned specific viewpoints or arguments related to the "Job Interview" topic. Each group was tasked with researching their assigned position, preparing arguments, and participating in a structured debate. This format allowed students to actively engage with the material, practice critical thinking, and improve their listening comprehension through dynamic discussions and exchanges of ideas:

a. Topic Selection and Pre-Listening Activities

In this section, the researcher provided clear instructions for the activity, outlining the tasks students were expected to undertake. The researcher

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explained that students would need to form groups, with each group being responsible for addressing specific questions provided by the teacher. These questions were strategically divided among group members to ensure that each participant contributed to the overall discussion. The structured approach aimed to foster collaboration within the groups and ensure comprehensive engagement with the assigned topic. Each student needs to answer 5 questions group 25 questions that given by the teacher.

b. Structured debate, active listening strategies, Peer interaction and collaboration

In this part, the researcher asked the Students who have finished working on their assigned questions join other students from different groups who are also working on the same questions, and then they are placed in the same location. Then, they are expected to present their answers, explaining the reasons for their choices. Students from other groups can respond to the reasons given. During the debate, other students take notes on words they find difficult to understand.

c. Reflection and analysis, Follow-Up Activities

In this part, the researcher as the facilitator also helps the students monitor the debates progress. After presenting and listening to the reasons, as well as the pros and cons that have been provided, the teacher gives compliments and feedback to all participants. The teacher then discusses the question, provides the correct answer, and explains the reasoning to the students.

d. Assessment

In this section, the researcher evaluates the students' experiences and reflects on their responses to the questions posed during the ACCM activity. This evaluation process is designed to help students reflect on their understanding of the material related to job interviews. By reviewing and discussing the results, the researcher aims to reinforce key concepts and ensure that students have a solid grasp of the subject matter. The researcher also revisits essential elements of the job interview topic, including its definition, key components, and relevant language structures. This review serves as a preparatory step, ensuring that students are well-equipped with the necessary knowledge before taking the post-test. By reinforcing these concepts, the researcher intends to enhance students' readiness and comprehension, ultimately contributing to a more accurate assessment of their learning progress through the post-test.

3. Post Test

A total of 31 students from class XII OTKP 2 at SMK PGRI 2 Kediri participated in the study. The assessment was conducted through a written test that incorporated listening components. For this test, students were instructed to listen carefully to the audio provided and then answer a series of questions related to the job interview topic. The aim was to evaluate their

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comprehension and understanding of the material through both written responses and their ability to interpret spoken instructions.

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3.2	3.2	3.2
	60	3	9.7	9.7	12.9
	64	2	6.5	6.5	19.4
	68	2	6.5	6.5	25.8
	72	4	12.9	12.9	38.7
	76	4	12.9	12.9	51.6
	80	5	16.1	16.1	67.7
	82	1	3.2	3.2	71.0
	84	4	12.9	12.9	83.9
	88	4	12.9	12.9	96.8
	92	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

The top score, which is 92, can be seen in the table above, however only one student achieved it. The lowest score, meanwhile, is 48. Nonetheless, despite some students still receiving scores below the requirement of 75, nearly half of the students had already met the required minimum. Given that half of them were able to pass the post-test, their score demonstrated an improvement in their performance.

B. Data Analysis
1. Procedure for Data Analysis
a. Normality Test

The purpose of the normality test is to determine whether or not the data has a normal distribution. Understanding the normality of the data's population is essential since the normality test is one of the prerequisites for doing the paired sample t-test. The One-Sample Kolmogorov-Smirnov test was used by the investigator to determine if the data were normally distributed. Using this approach, data is deemed to follow a normal distribution if the Asymp Sig. > 0.05 (Asmarani, 2008).

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.137	31	.143	.969	31	.494
posttest	.145	31	.094	.947	31	.133

Source: output analysis from SPSS V.20 for Windows

In this part, the researcher used SPSS V.20 for Windows. With the result We can infer from that the distribution of the pre- and post-test data had a normal distribution. The pre-test's data distribution is considered normal as indicated by the significance of 0.143 > 0.05. In the meantime, the post-test data distribution is normal as indicated by the significance of approximately 0.094 > 0.05 for the psost-test.

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a. Homogeneity Test

Both t-tests and P-tests, which determine if the population variances of two or more samples are deemed similar, are based on the hypothesis known as homogeneity of variance (Salkind, 2010). The researcher employed the Levene Test to assess the homogeneity of the data, concluding that the variances of the dependent variable were homogenous if the Sig. > 0.05 (Hartono, 2011).

Test of Homogeneity of Variances

posttest

Levene Statistic	df1	df2	Sig.
1.474	5	20	.242

Source: output analysis from SPSS V.20 for Windows

We can infer that Levene's test of homogeneity of variances was homogenous based on the given data. The significance indicates that the homogeneity test is already homogenous at around 0.242 > 0.05.

2. Result of Data Analysis

Following the completion of the homogeneity and normalcy tests, the primary data analysis was carried out by the researcher. Using IBM SPSS V.20 for Windows, the researcher conducted a paired sample t-test to look at the students' pre- and post-test results. The paired sample t-test was used to determine whether the null hypothesis could be accepted or rejected in light of the hypotheses that the researcher presented in the previous chapter: 1) The alternative hypothesis (Ha) stating that there is the influence of ACCM in students' listening comprehension in vocational high school, and 2) The null hypothesis (H0) stating that there is no influence of ACCM in students' listening comprehension in vocational high school.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	60.65	31	10.537	1.893
	posttest	75.68	31	10.381	1.864

Source: output analysis from SPSS V.20 for Windows

The table served above is the scores of students taken as the sample, before and after using ACCM as the treatment. The average score of the pre-test is approximately 60.65. Meanwhile, the post-test score is about 75.68.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	31	.765	.000

Source: output analysis from SPSS V.20 for Windows

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The pre- and post-test paired sample correlations produced the table that is seen above. Correlations are displayed in the result, and the significance level is roughly 0.765 > 0.00.

3. Interpretation of Analyzing Data

In this section, the researcher will explain the interpretation of the result from data analysis.

On table above, the researcher provided the result of paired sample statistics. From the table above, The pre-test mean score for the students is around 60.65, with a standard deviation of 10.537 and a standard error of 1.893, according to the table above. The post-test mean score for the students is around 75.68, with a standard deviation of 10.381 and a standard error of 1.864. It demonstrates unequivocally that student achievement has improved, indicating that following treatment, children would be able to improve their understanding abilities.

On the paired samples correlation table, the researcher provided the result of paired sample correlations. From the table above, we can find out that the result of paired pre-test and post-test testing showed the significance of correlations about 0.765 > 0.000. For interpretation of the decision based on the result achievement, that is:

a. If the sig. > 0.05, H0 will be accepted

b. If the sig. < 0.05, H0 will be rejected

Based on the result, it shows that the sig = 0.000 is less than 0.05, which means that H0 is rejected and Ha is accepted. It can be concluded that there is a significant correlation between the pre-test and the post-test.

C. Hypothesis Test

In this section, The researcher will outline the process for testing hypotheses in this section. IBM SPSS V.20 for Windows was used to administer the exam, which used paired sample t-testing.

The purpose of this test is to determine if the null hypothesis is accepted or rejected based on the students' pre- and post-test results, as stated below:

1. If the null hypothesis is accepted, it means that there is no influence of the ACCM in students' listening comprehension

2. If the null hypothesis is rejected, it means that there is the influence of ACCM in students' listening comprehension

In order to determine whether or not the null hypothesis can be rejected, the researcher compared the p-value to the conventional significance level of 0.05. According to Grabowski (2016), the likelihood that the null hypothesis is true is increased if the p-value is greater than 0.05. On the other hand, if the p-value for the significant investigation is less than 0.05, then the hypothesis is false and should be rejected because it is greater than the significance level, which also means that no effect was observed.

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Paired Samples Test

		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	pretest - posttest	-15.032	7.172	1.288	-17.663	-12.402		-11.670	30	.000

Source: output analysis from SPSS V.20 for Windows

Based on the table provided, the mean score difference between the pre-test and post-test is approximately 15.032. The t-test calculation yields a value of approximately 11.670, and the p-value is 0.000. This statistical evidence indicates that the null hypothesis can be rejected in favor of the alternative hypothesis. Consequently, it can be concluded that there is a significant impact of implementing the Academic Constructive Controversy Method (ACCM) on students' listening comprehension. This result suggests that the ACCM effectively enhances students' listening skills, as evidenced by the substantial improvement in their test scores.

D. Discussion

Drawing from the aforementioned study, it is possible to infer that teaching listening with ACCM is a viable alternative. Furthermore, through group work in this study, ACCM has also helped students' listening achievement to improve. The reason for the poor achievement grade is because the kids' listening comprehension is deficient. Their comprehension of both the terminology and the audio recording's context is still lacking. Following the use of ACCM through group work, the learning outcomes for students' listening comprehension skills show rising scores. This is because the students are able to enhance their listening comprehension abilities while working together as a team to complete their assignment.

The result of this research is in harmony with the research by Chen and Lin (2016) entitled "The Effects of Academic Constructive Controversy on EFL Learners' Listening Comprehension." This research was conducted at an English as a foreign language school in Taiwan. They compared the listening comprehension results of students who took part in learning using the ACCM and the control group who received conventional learning.

The result has similar with "Exploring the Impact of Academic Constructive Controversies on Listening Comprehension Skills" (Ghaith, 2005) This study investigated how engaging in academic constructive controversies influenced students' listening comprehension abilities. The findings suggested that participating in structured debates or discussions enhanced students' listening skills by exposing them to diverse perspectives and encouraging active engagement with spoken language.

In addition, the article "The Theoretical Relevance and Efficacy of Using Academic Constructive Controversies in the ESL/EFL Classroom" by Shaaban (2005) delves into the theoretical underpinnings of incorporating

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Academic Constructive Controversies (ACC) in ESL/EFL instruction. This study explores how different models of ACC can be effectively utilized to enhance ESL/EFL proficiency. It emphasizes the importance of integrating ACC within language instruction to address various components of language learning. Moreover, the article highlights that collaborative work with partners in the ACCM framework not only improves language skills but also aids in contextual comprehension.

KESIMPULAN DAN SARAN

A. KESIMPULAN

It is clear from the results and the discussion above that teaching listening with an ACCM has a positive impact on students' listening achievement scores and helps them develop their listening comprehension abilities. Instead of before they were taught utilizing the ACCM, the mean of the students' achievement scores increased. The findings of the paired samples t-test of the pre- and post-test for the second OTKP class's grade twelve demonstrate sig. (2-tailed) $0.00 < 0.05$, which further supports it. It indicates that using ACCM in listening instruction has a major positive impact on students' development of listening comprehension abilities. The post-test mean indicates an increasing score of around 75.68, indicating an improvement over the pre-test mean of approximately 60.65. It is evident that ACCM is a useful teaching strategy, particularly when used in listening exercises. As a novel approach to education, it is acknowledged that students are motivated by their discoveries and work together to research and create products that showcase their comprehension. This method of instruction helps students in many ways, from helping them develop new and practical technological abilities to helping them become skilled communicators and sophisticated problem solvers.

Based on the data obtained by the researcher, it was mentioned that the results of the pre-test taken by the students largely did not meet the school's standard score requirement, which is 75. This addresses the research question regarding the students' listening comprehension before being taught with ACCM.

After reviewing and analyzing the available data, it was found that the post-test results showed an improvement, with more students achieving scores exceeding the school's required average of 75. These finding answers that the research question regarding the students' listening comprehension after being taught with ACCM.
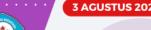
From the research conducted in this chapter, the researcher concludes that there is a significant influence of the ACCM teaching method on listening comprehension at SMK PGRI 2 Kediri, as evidenced by the improvement in post-test scores given by the researcher to the students.

B. SARAN

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1. For the English Teacher

This research is intended to offer valuable insights for educators in selecting appropriate methods for enhancing teaching and learning activities. It is recommended that the Academic Constructive Controversy Method (ACCM) be utilized as an effective strategy for teaching listening comprehension. Teachers play a crucial role in this process by clearly explaining the material, guiding students through project tasks, and providing support to address any challenges that arise. Teachers must ensure that students understand the material by delivering clear and precise explanations. They should also assist students in following the correct procedures and resolving any issues encountered during the project. Even in a group setting, students benefit significantly from teacher guidance to navigate the process effectively. While ACCM has proven to be beneficial in improving students' listening comprehension, there may be instances of challenges or misunderstandings that could hinder students' ability to grasp the material fully. In such cases, it is important for teachers to have alternative plans to keep the learning process on track. The teacher's role as a facilitator remains central to overcoming obstacles and ensuring that students achieve the project's objectives.

2. For the Other Researchers

At this point, it is the part for the researcher to recommend to other researchers how this study might be applied to ACCM in the learning task, particularly when that activity involves listening abilities. The following time around, the other researchers must be mindful of every circumstance and chance in order to steer clear of unforeseen events and ensure that the research is executed flawlessly. Hopefully, other subjects of ACCM in listening instruction will be covered in future study, allowing researchers to examine the impact of this learning model.

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