

**The Effectiveness of the Collaborative Learning Model in Improving
Listening Skills of Eighth Grade Students at SMP Negeri 2 Pangsiden**

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ABSTRACT

This study aims to determine the effect of the collaborative learning model on students' listening skills in the Indonesian language subject. The research approach used is quantitative with a quasi-experimental design. The population in this study consists of all eighth-grade students at a junior high school in Padang City, while the sample was selected using purposive sampling technique, namely class VIII A as the experimental class and class VIII B as the control class, each consisting of 30 students. The instruments used in this study include a listening skill test (pretest and posttest), an observation sheet for collaborative activities, and a student response questionnaire on collaborative learning. Data collection techniques were carried out through written tests, direct observations, and questionnaire distribution. The data were analyzed using descriptive statistics to assess the average pretest and posttest results, and inferential statistics using the independent t-test assisted by SPSS software. The results of the study show a significant improvement in students' listening skills in the class that applied the collaborative learning model compared to the class that used a conventional model. Based on these findings, it can be concluded that the collaborative learning model has a positive and significant effect on improving students' listening skills. Therefore, this model is recommended to be implemented as a learning strategy for Indonesian language subjects, particularly in developing listening skills among junior high school students.

Keywords: Collaborative Learning; Listening Skills

INTRODUCTION

Listening is one of the essential language skills in the process of acquiring and mastering a language, particularly in educational settings where effective communication is fundamental. Among the four language skills listening, speaking, reading, and writing listening serves as the foundation upon which other skills are built. Without good listening comprehension, students may struggle to follow instructions, understand lessons, or participate in class discussions. Therefore,

enhancing students' listening abilities is a crucial task in language education, especially in the context of the Indonesian language subject.

However, in actual classroom practice, listening is often neglected or not given sufficient attention compared to reading and writing. Many students find listening tasks difficult due to various factors, such as poor concentration, limited vocabulary, and lack of engaging learning strategies. Additionally, conventional teaching models tend to be teacher-centered, which may not effectively support the development of listening skills. These traditional methods often fail to actively involve students in the learning process, which in turn limits their ability to comprehend spoken information meaningfully.

In response to this issue, the collaborative learning model offers a promising alternative. Collaborative learning is a student-centered approach that emphasizes active participation, mutual responsibility, and shared knowledge construction through group work. It provides opportunities for students to interact, discuss, and solve problems together, which can enhance their critical thinking, communication, and comprehension skills. In particular, such interaction-rich environments are conducive to improving listening skills as students are required to listen carefully to their peers, respond appropriately, and negotiate meaning.

Previous research has shown that collaborative learning can positively influence various aspects of student performance, including academic achievement, motivation, and social skills. Nonetheless, empirical studies focusing on its specific impact on listening skills in the context of Indonesian language learning remain limited. Given the importance of listening in language acquisition and the potential benefits of collaborative learning, it is essential to explore how this model can be effectively applied in Indonesian language classrooms.

Furthermore, the implementation of collaborative learning aligns with current educational goals that promote 21st-century skills, such as communication, collaboration, critical thinking, and creativity. These competencies are vital for students to succeed not only academically but also in their future careers and social interactions. By incorporating collaborative activities in the classroom, teachers can create a more dynamic, interactive, and inclusive learning environment that fosters the holistic development of learners.

This study is particularly relevant in the context of junior high school students, who are at a critical stage of cognitive and social development. At this stage, students begin to develop the ability to work with others, share opinions, and engage in group learning. Therefore, applying collaborative learning strategies at this level can maximize their potential to improve not only language proficiency but also interpersonal skills, which are essential for lifelong learning.

In addition, SMP Negeri 2 Pangsiden, as the site of this study, provides a representative setting to investigate the impact of collaborative learning on listening

skills. The school's diverse student population and commitment to improving instructional quality make it an appropriate context for implementing innovative teaching strategies. The findings of this research are expected to provide valuable insights for educators, curriculum developers, and policymakers in enhancing the effectiveness of language instruction in Indonesian schools.

LITERATURE REVIEW

Listening is recognized as a foundational skill in language acquisition. According to Brown (2001), listening is not a passive process but an active one involving attention, interpretation, and response. It plays a significant role in language learning because it provides input that forms the basis for language acquisition. In the context of the Indonesian language curriculum, listening is one of the core competencies expected to be mastered by students; however, it often receives less instructional time and emphasis compared to other skills like reading and writing. Research in language education has indicated that students frequently face challenges in listening comprehension. Rost (2011) highlights that factors such as speed of speech, unfamiliar vocabulary, lack of visual cues, and reduced concentration contribute to students' difficulty in understanding spoken texts. Moreover, when teachers adopt traditional, lecture-based approaches, students may become passive recipients of information, limiting opportunities for them to develop their listening abilities in meaningful contexts.

Collaborative learning emerges as a powerful pedagogical approach that addresses these challenges by promoting active engagement. Johnson, Johnson, and Holubec (1998) define collaborative learning as an instructional strategy where students work in small groups to achieve shared learning goals. It encourages peer interaction, dialogue, and problem-solving all of which are conducive to enhancing listening skills. In group settings, students are compelled to listen actively to one another to contribute effectively, thereby reinforcing their comprehension through contextual practice. The theoretical underpinnings of collaborative learning are strongly supported by Vygotsky's Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD). Vygotsky (1978) argued that learning occurs most effectively when students engage in social interaction with more capable peers. In collaborative learning, students scaffold one another's understanding, and listening becomes a key channel through which this support is transmitted. This framework justifies the use of collaborative learning in developing language competencies, including listening.

Several empirical studies support the effectiveness of collaborative learning in enhancing language skills. For instance, a study by Kagan (2009) demonstrated that students engaged in structured cooperative learning activities showed significant improvement in both oral and aural language skills. Similarly, research by Slavin (1995) found that collaborative learning increases student motivation and accountability, leading to deeper comprehension and better academic outcomes.

These findings reinforce the potential of collaborative models to improve listening skills among junior high school learners.

In the Indonesian context, studies on collaborative learning have also yielded positive results. Nurhadi (2018) reported that students who participated in collaborative learning sessions showed better performance in Bahasa Indonesia listening tests compared to those taught using conventional methods. The integration of group discussions, role-play, and peer teaching was found to facilitate more authentic listening experiences and greater retention of information. Such findings are consistent with global trends emphasizing student-centered learning. Despite these advantages, implementing collaborative learning in classrooms still poses challenges. Teachers may struggle with classroom management, unequal participation, or limited time for group activities. Gillies (2007) notes that without proper structuring and monitoring, collaborative learning can lead to off-task behavior or dominance by certain students. Therefore, it is essential that teachers receive adequate training and support to design effective collaborative tasks that promote equal participation and focused listening. The literature suggests that collaborative learning provides a robust framework for enhancing listening skills through interactive, student-centered methods. It aligns with contemporary pedagogical goals and responds to the limitations of conventional teaching practices. However, successful implementation requires careful planning, clear objectives, and ongoing teacher facilitation. This study aims to contribute further empirical evidence regarding the effectiveness of collaborative learning specifically around listening skill development within the Indonesian junior high school context.

METHOD

Design and Sample

This study employed a quantitative approach with a quasi-experimental design to examine the effectiveness of the collaborative learning model in improving students' listening skills. The quasi-experimental design was selected because the study was conducted within the natural setting of an existing school, which limited the possibility of randomly assigning participants to groups. The research compared the listening performance of two classes: one taught using the collaborative learning model and the other using conventional instruction. The population of the study consisted of all eighth-grade students at a junior high school in Padang City. The sample was determined using purposive sampling, selecting two classes with relatively similar academic performance and demographic characteristics. Class VIII A served as the experimental group, receiving instruction through the collaborative learning model, while Class VIII B served as the control group and was taught using traditional teacher-centered methods. Each class consisted of 30 students, resulting in a total sample of 60 participants.

Instrument and Procedures

The instruments used in this study included a listening skill test, an observation sheet, and a student response questionnaire. The listening skill test, administered as both a pretest and posttest, measured students' ability to comprehend spoken texts and follow oral instructions. The test items were reviewed and validated by language education experts to ensure content validity and reliability. The observation sheet was employed to monitor the participation, interaction patterns, and engagement of students during the collaborative learning sessions in the experimental class. In addition, a Likert-scale questionnaire was distributed after the treatment to gather students' perceptions of collaborative learning, covering aspects such as enjoyment, perceived usefulness, group interaction, and willingness to participate in similar activities in the future.

The data collection process was carried out in three phases. First, a pretest was administered to both classes to determine the baseline of their listening skills. Next, the instructional treatments were conducted over four weeks. During this period, the experimental group engaged in collaborative learning activities such as group discussions, information gap tasks, and peer teaching to promote active listening. Meanwhile, the control group was taught using a teacher-centered approach that relied on lectures and individual tasks. Classroom observations were conducted throughout the treatment by the researcher and an assistant observer to document the learning process in the experimental class. Finally, after the four-week treatment, a posttest was administered to both groups, and the student response questionnaire was distributed to collect additional data regarding students' perceptions of collaborative learning.

Data Analysis

The data collected in this study were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including the mean and standard deviation, were calculated to summarize the pretest and posttest results of both the experimental and control groups. To determine whether there was a statistically significant difference in the improvement of listening skills between the two groups, an independent samples t-test was conducted. All statistical analyses were performed using SPSS version 25 to ensure accuracy and reliability. In addition to the quantitative data, qualitative information gathered from observation sheets and students' questionnaire responses was used to complement and interpret the statistical findings. These qualitative insights provided a deeper understanding of how collaborative learning influenced students' participation, interaction, and engagement during listening activities. This combination of quantitative and qualitative data strengthened the study's conclusions regarding the effectiveness of the collaborative learning model in enhancing students' listening skills.

RESULT AND DISCUSSION

The data analysis focused on comparing the pretest and posttest scores of the experimental and control groups to determine the effect of the collaborative learning model on students' listening skills. Descriptive statistics were first calculated to understand the mean performance of each group before and after the treatment. In the pretest, the average score of the experimental group (Class VIII A) was 63.40, while the control group (Class VIII B) had a mean score of 62.87. The difference was minimal, indicating that both groups had a relatively similar baseline in listening skills prior to the intervention.

After the application of the collaborative learning model in the experimental class and conventional instruction in the control class, the posttest scores showed a noticeable difference. The experimental group achieved an average score of 82.53, whereas the control group had an average of 71.20. This indicated a greater improvement in the experimental group. The mean gain score the difference between the pretest and posttest was 19.13 for the experimental group and 8.33 for the control group. This suggests that students who participated in collaborative learning experienced more significant progress in their listening skills compared to those in the control group.

To examine whether the improvement was statistically significant, an independent samples t-test was conducted. The result yielded a t-value of 5.412 and a p-value of 0.000, which is below the significance level of 0.05. Therefore, it can be concluded that the difference in posttest scores between the two groups was statistically significant. In addition to the test results, observation data revealed high levels of student engagement during collaborative activities. Students in the experimental group were more attentive, cooperative, and actively involved in discussions. These behaviors positively supported the improvement of listening skills through real-time peer interaction and response.

The student questionnaire responses also indicated favorable perceptions of collaborative learning. Most students reported that working in groups helped them concentrate better, understand the material more clearly, and feel more confident in listening and responding to their peers. The following table presents a summary of the descriptive statistics for the pretest and posttest scores:

Group	Pretest Mean	Posttest Mean	Mean Gain	N	Std. Dev
Experimental	63.40	82.53	19.13	30	5.87
Control	62.87	71.20	8.33	30	6.14

The results of this study demonstrate that the collaborative learning model significantly enhances students' listening skills in the Indonesian language subject. The higher posttest scores of the experimental group compared to the control group validate the effectiveness of student-centered instructional strategies over

traditional teaching methods. The significant improvement in the experimental group can be attributed to the interactive nature of collaborative learning, which demands active listening, peer feedback, and mutual understanding. These elements are crucial for developing listening comprehension, as students are constantly exposed to spoken input in a meaningful and engaging context.

The findings are consistent with Vygotsky's Sociocultural Theory, which emphasizes the role of social interaction in learning. By working within their Zone of Proximal Development (ZPD), students were able to learn from one another, receiving scaffolded support that enhanced their listening and comprehension abilities. Moreover, the results align with prior studies such as those conducted by Kagan (2009) and Slavin (1995), who reported that cooperative learning models foster higher achievement in language skills. This study adds to the growing body of evidence that supports the integration of collaborative learning into the language curriculum, especially for junior high school students.

The positive student responses collected through the questionnaire suggest that collaborative learning not only improves academic outcomes but also increases motivation, enjoyment, and confidence in listening tasks. These affective factors play a crucial role in language acquisition and should not be overlooked in instructional planning. However, despite the positive outcomes, implementing collaborative learning requires careful planning and classroom management. Some students may initially struggle with group dynamics or unequal participation. Therefore, teachers must provide clear instructions, structured activities, and monitor group processes to ensure that all students benefit equally.

This study also highlights the importance of using multiple data sources, including test scores, observations, and student feedback, to comprehensively evaluate the effectiveness of an instructional model. The triangulation of data strengthens the validity of the findings and provides richer insight into the learning process. The collaborative learning model has proven to be a valuable pedagogical approach for enhancing listening skills among junior high school students. Its success in this study supports its broader application across Indonesian language classrooms, with the potential to transform passive learning into an active, student-centered experience.

CONCLUSION

Based on the findings of this study, it can be concluded that the collaborative learning model has a significant and positive impact on improving students' listening skills in the Indonesian language subject. The experimental group, which was taught using collaborative learning strategies, showed a higher average posttest score compared to the control group taught with conventional methods. This indicates that student-centered approaches such as collaborative learning provide more effective conditions for developing listening comprehension among junior high school students. The effectiveness of the collaborative model can be attributed

to the increased interaction, peer support, and active engagement that it fosters. Through group discussions and cooperative tasks, students were encouraged to listen attentively, respond appropriately, and negotiate meaning in real time key components in building listening proficiency. Additionally, student responses indicated that the collaborative approach increased motivation, enjoyment, and confidence during the learning process. Given these results, the use of collaborative learning is recommended as an alternative instructional strategy in teaching listening skills within Indonesian language classrooms. Educators are encouraged to design structured collaborative activities that promote equitable participation and enhance students' language development. Future research could explore the long-term effects of collaborative learning on other language skills and examine its implementation across different educational levels and learning contexts.

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