EFFECTS OF COOPERATIVE LEARNING METHOD ON THE DEVELOPMENT OF LISTENING COMPREHENSION AND LISTENING SKILLS*

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ABSTRACT

In this study, the effect of the learning together technique, which is one of the cooperative learning methods, on the development of the listening comprehension and listening skills of the secondary school eighth grade students was investigated. Regarding the purpose of the research, experimental and control groups consisting of 75 students from, Yakutiye district Şair Nef'i Secondary School and Palandöken District, Alparslan Secondary School of Erzurum province were selected. Socio-economic statuses and success rates were taken into consideration when selecting the experimental and control groups. 'Listening-Comprehension Achievement Test' was applied to measure the listening skills of the experimental and control groups. In terms of pre-test scores, it was determined that the listening skills of the experiment and control group were similar. The selected experimental groups were taught by the learning together technique of cooperative learning method for seven weeks and the control group was taught in the traditional way. As a result of the research, the 'Listening-Comprehension Achievement Test', which was applied as the pre-test to the experimental and control groups, was applied again as the final test. When the findings obtained from the research were examined, it was determined that the students in the experimental group were more successful than the students in the control group in terms of post - test achievement scores. When the results of the study are examined, it can be said that the learning together technique, which is one of the cooperative learning methods, is more effective than the traditional learning method in improving the listening comprehension and the listening skills of the eighth grade students in Turkish class.

Key Words: *Listening Skills, Listening Comprehension, Cooperative Learning*

1. Introduction

It has been proven by recent studies that, teacher-centered learning methods and techniques in teaching the mother tongue have not been effective in improving basic language skills and student achievement statuses. In developing basic language skills in Turkish teaching, when traditional methods and techniques that do not actively include the student to the learning processes are applied, the students cannot reach to the intended success levels. If Turkish teaching is regarded as an active learning process, also the learners should be mentally active in this learning process. Cooperation based learning is one of the methods which provide the learner to be more cognitively and mentally active in the learning process. "In the groups where the cooperative learning is applied, it is aimed to create a learning environment, in which risks are taken an appropriate way

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for success. In this learning method, possibility of the failure for the group is attributed to the whole group, because the group's success is related to the individual efforts of each member of the group" (Kırbaş, 2010: 6).

Every individual is born with the ability to speak. The individual develops these native language skills by learning from his parents until he/she starts primary school, and later on develops them by being affected and imitating them from his/her immediate surroundings. Until the school period, the individual primarily uses language skills and listening. However, the individual cannot use this language acquisition in a systematic, grammatical, and programmed manner. "What, how, why, how much he/she is going to listen will depend on his/her level of attention. When the individual reaches to the school age, he/she should learn to listen in a planned, programmed way, in other words with a purpose. For this, he/she should have an effective listening training" (Yılmaz, 2007: 23).

In our constantly and rapidly changing world, information and technology are also evolving. Parallel to the changing technological developments, individual's daily use of visual and auditory materials in everyday and educational life has been increasing day by day. As a result, the amount of time people spend on listening is also increasing. Engin and Birol (2000:114) stated that about 50% of the information obtained by a secondary school student is obtained through listening and this ratio reaches up to 90% in university students. Rubin et al. (1998:39) reported that individuals spend about 60% of their time listening. Robertson (2004: 62) stated that primary school students spend 57% and the college students spend 53% of their time listening.

What is Cooperative Learning Method?

Students' actively participating in learning activities can enhance their learning and comprehension levels. Cooperative learning has an important place in the methods and techniques that enable the student to participate in the course both individually and in groups. The main goal of cooperative learning, which was brought about in 1970s with John Dewey's problem-solving method being developed, is to make the student active within the group and to maximize individual learning.

"Cooperative learning practices in developed countries such as Canada, Japan, Germany, England, Australia, Norway, Nigeria, Israel and the Netherlands are highly adopted and rapidly implemented in terms of quality and student achievement. It is a fairly new issue for Turkey "(Açıkgöz, 1992: 3).

Thanks to the rapidly developing science and technology, collaboration between the groups and inside the groups has gained great importance in today's modern education applications. It is aimed in today's education programs that the students to be more effective in communication skills, being suitable for group work and taking risks. "This should be shown outside the classroom as well as in the classroom. Teachers need to show the path to the students in this, that is to say that they should guide them. In civilized societies, collaboration between groups has become increasingly important, based on scientific and technological developments. For example, today a scientist has to cooperate effectively with his colleagues, technical staff and students. It increasingly becomes impossible to conduct extensive research efforts without cooperation. This is the case nowadays for many professions and other social relations "(Kırbaş, 2010: 53). For this reason, "cooperative learning method has gained importance in recent years" (Demiral, 2007: 19).

Açıkgöz (2003: 336) defined the cooperative learning method as a learning process by which students learn by working in heterogeneously formed groups and by group members' contributing to each other's learning. Johnson and Johnson (1997) described it as an educational use of small groups to achieve shared goals and provide the students' working together. Cooperative learning method is a technique that facilitates the students' learning a subject within a group. In addition, "it is completing a given task by all the members in the group" (Barth and Demirtas, 1997: 65). According to Baykara (2000: 201), cooperative learning method is one of the teaching methods that have been the subject of numerous researches and have gained importance in Turkey recently. Cooperative learning method is a suitable technique that can be used in the development of basic language skills of speaking, listening, and writing that are the basis of Turkish teaching. This method, which has positive effects on the mental learning of the learner, is a teaching method in which "the cooperation and communication skills are in the front-line, there is a social interaction on the basis, the students meet their expectations and use their mental abilities, and the individual differences are revealed" (Yıldız, 1999: 59).

As the cooperative learning method maximizes the motivation of learners in the process of learning, it allows individual talents of the learners to get to the foreground and allows them for self-learning; it facilitates increasing the self-confidence of the learner and developing a positive attitude towards other members of the group.

Cooperative learning is a method that "takes the participation of the students to the highest level due to the individual responsibilities given to the students in the group, is simple and does not take time, reduces the burden of the teacher in class and can be used easily with different teaching methods" (Sünbül1995).

In cooperative learning applications, all members of the group work together for success and common purposes. "The most effective learning in cooperative learning method occurs when the students in the group influence each other. (Hâller et al., 2000: 285) "When the methods and techniques that provide effective participation of the students in the class are used in learning process, they comprehend better and learn faster" (Topal and Kırbaş, 2014 : 297).

Cooperative learning groups are quite different from traditional cluster groups because of their "heterogeneous featured groups, positive dependence among group members, having common goals and purposes in the group, presenting personal responsibility and individual skills, strong face-to-face interaction, and social skills' coming to the forefront" (Kırbaş, 2010: 56).

Benef'its of Cooperative Learning Method

Today, social communication skills and group work have become increasingly important together with the rapidly developing technology in contemporary societies that produce and use knowledge. Developing science and technology have necessitated contemporary learning methods as well as traditional learning methods, which have also affected the field of education. These developments have made it necessary to implement methods that are modern, student oriented, making the student more active in the learning process, suitable to critical and creative thinking, prone to the group works, attaching importance to the communication skills, suitable for the students to take risks, providing opportunity to reveal the individual talents, democratic, allows for different ways of thinking in problem solving; instead of the traditional learning methods that are implemented in teaching the Turkish language. The main purpose of today's education is "to train students who are able to adapt to rapidly changing world conditions, think independently, have developed personal sense of responsibility, and gain the ability to use the knowledge and skills, which they have acquired, throughout their lives" (Topal and Kırbaş, 2014: 297)

According to Kasap (1996: 197), the benef'it of cooperative learning is the fact that, the interaction in cooperative learning systems is multidimensional compared to traditional educational arrangements, which are teachers oriented. Student-teacher, student-material and student-student interactions all have the highest level of possibility of realization. The group members work by discussing the material in their hands with their friends and under the guidance of their teacher. Thus, it is suggested that, the most serious contribution to the success of cooperative learning groups is the interaction between the students.

Again, the positive aspects of using cooperative learning in teaching can be listed as follows (Kemertaş, 2004: 167; Kırbaş, 2015: 118):

1. Cooperative learning increases the motivation of students.
2. Cooperative learning allows individuals in a group to learn from each other.
3. Cooperative learning prevents students from feeling alone and isolated during learning-teaching.
4. Cooperative learning increases students' self-confidences.
5. Cooperative learning enables students to be responsible for their own learning.
6. Cooperative learning has been presented by the studies, in which it has more positive effects on cognitive and affective learning products, when compared to the other methods.
7. Through their experiences while collaboration with the students in their groups, students acquire skills and get prepared for the real life.
8. Cooperative learning enables students to contribute in the classes.
9. Cooperative learning enables students to develop positive attitudes towards the school.
10. This technique also individualizes the teaching.
11. The cost of teaching is low in this learning method.

Ünal and Ada (2000: 19) have consistently demonstrated many beNef'its of the cooperative teaching in the group, and the facts that the cooperative teaching can bring higher success and it can help developing social skills to participate in small groups; and have included testing these kinds of skills, challenging new ideas, asking questions and resolving conflicts. It is described as, studying in the group ensures the students' having self-confidence so that students feel more successful.

(2004: 237) have described the benef'its of a cooperation-based learning as follows:

* Creates complex and important tasks.
* Contributes to the success of students that have lower success rates.
* A better quality work is achieved.
* Continues the attention of the students by increasing their motivations towards the classes.
* Uncovers different student types.
* Allows students to gain specialties as listening to the opinions of others with respect, discreet dialogue, discussion and having tolerance.
* Provides advanced opportunities for all students.
* Allows students to gain the specialty of using the time in a better way.
* Allows the student to trust himself/herself by minimizing the fear and anxiety of being able to express himself/herself both in the group and in the class.
* It brings more fun to the teaching environment.

Learning Together Technique

The learning together technique was developed by David and Roger Johnson (1991). "The most important features in its primary foundation were; having the purpose of a group, sharing of thoughts and materials, the division of labor and the group rewards. During the initial applications, the students were given the opportunity to work as a group to present a single product, to share their thoughts and materials, to ask each other before asking their questions to the teacher, and to rewarding the group achievements."(Açıkgöz, 2003: 177). Johnsons have done intensive researches on this technique and have changed and improved the technique according to the results of their researches. During its application with its final form; "defining instructional goals, deciding on the group size, dividing students into groups, organizing the class, planning the instructional materials in the way that creates dependence, assigning roles to group members to provide dependency, explaining the academic work, creation of positive purpose dependency, individual evaluation, providing the cooperation between the groups, explaining the necessary criteria for success, determining the desired behaviors, directing the student behaviors, helping the group work, intervening to teach cooperation skills, ending the course, evaluating student learning qualitatively and quantitatively, evaluating how well the group works, and creating academic contradictions are included" (Açıkgöz, 1992).

In this technique the groups are heterogeneous and consist of 2-6 individuals. "Each group member is given worksheets related to the subject and they are asked to work on these worksheets. The members of the group work among themselves, and if there are any problems, first they try to solve themselves and then ask the teacher. At the end of each group work a group product emerges. During these studies, each group member provides his/her best in order to make the group successful "(Açıkgöz, 1992: 16-21).

The processes that should take place in the final form and implementation of the learning together technique are (Johnson and Johnson 1991: 53-54):

- Determination of instructional goals,
- Deciding on the group size,
- Dividing the students into groups,
- Organizing the class
- Planning the instructional materials in the way that creates dependence,
- Assigning roles to group members to provide dependency,
- Explaining the academic work,
- Creation of positive purpose dependency,
- Individual evaluation,
- Providing the cooperation between the groups,
- Explaining the necessary criteria for success,
- Determining the desired behaviors,
- Directing the student behaviors,
- Helping the group work,
- Intervening to teach cooperation skills,
- Ending the course.

Problem Statement of the Research

One of the main objectives of teaching Turkish is to learn effectively and use the skills of language, which are called as listening, speaking, reading and writing. Each of these language skills is crucial to the individual; however, since listening is the first language skill and comprehension activity in the child's life, listening has a distinct place in these skills, because all the information, emotions and thoughts of the pre-school period of the individual are gained through listening. Although listening has a very important place in the learning process, this field has been neglected due to reasons such as inadequacy of the programs, not being familiar with effective methods and techniques, difficulty in measuring and evaluating the listening ability. The individual, whose listening skills are adequately improved, will not be able to acquire necessary knowledge and experiences, as well as his other language skills will be affected.

"When methods and techniques that enable the students to participate effectively in the classes in the learning-teaching process are used, the students learn faster and better, remember and enjoy the activity they perform" (Kırbaş, 2010: 4). Today, there are many contemporary methods and techniques that provide student's active participation in the classes. And cooperative learning is also one of these techniques, which allows the active participation of the student in the classes" (Oral, 2000). It is important to use this method, which provides improving the language skills of the learners with its numerous features, in Turkish lessons.

In the study carried out, the effect of the cooperative learning method, which enables students to actively participate in the learning environment and develop the sense of helping each other towards a common goal, on listening comprehension and academic success constitutes the problem statement of the research.

Purpose and Importance of Research

The main objective of this research is to determine whether there's a significant difference in making the students gain the listening skills between the group (experimental group) that the cooperative learning method is implemented and the group (control group) that the traditional learning methods are implemented; in the eighth grade students of the secondary school. In the conclusion of the research, the level of achievement of the listening skills of the eighth grade elementary school students and also their success statuses were determined. With the help of this research, the problems in the listening activities of the eighth grade students will be identified regarding the listening skills, which is a very important language skill, and within this context, various solution suggestions will be presented.

2. METHOD

Method of the Research

In this study, the effects of cooperative learning and traditional learning on student's achievements in listening comprehension and the development of listening skills were examined. In accordance with this purpose of the research, experimental and control groups were established. Accordingly, the study is consistent with the "pre-test - post-test group" trial model. In the "pre-test – post-test group" trial model, there are two groups formed by neutral assignment. One of these is used as experiment and the other as control group. In both groups pre-experiment and post-experiment measurements are performed (Karasar, 2004: 97).

Sample of Research

The sample of the study was the 8/E Class students who are studying in Alparslan Secondary School in Palandöken district of Erzurum province and the 8/A and 8/B Classes of Şair Nef'i Secondary School in Yakutiye district of Erzurum province. The sample of the study consisted of 75 students from 2 different secondary schools.

Table 2.1. Distribution of Subjects to Experimental and Control Groups

Groups	Schools	n	%
Experimental group	Şair Nef'i Secondary School	19	25.33
	Alparslan Secondary School	34	45.34
Control group	Şair Nef'i Secondary School	22	29.33
	Total	75	100. 00

Research Design

With this research, the effect of implementing the cooperative learning method in the development of listening skills on the listening ability of primary school students was investigated.
The independent variable of the study is listening lessons given for 2 hours per week for 7 weeks. And the dependent variables are the listening skill levels of the students.

Experimental and control groups (2 X 2) set up, which includes the pre-test and post-test measurements, were used. Experimental and control groups were pre-tested to measure their listening skills and listening-comprehension achievements before listening skills. Starting from the week following the pretest, the experimental groups were taught with the cooperative learning method in approximately 2 hours per week for 7 weeks. During the same period, the lessons were taught to the control groups with a classical teaching method in approximately 2 hours per week for 7 weeks.

The 'Listening Skill Observation Form' and 'Listening-Comprehension Achievement Test', which were applied to the experimental and control groups as a pre-test, were once again applied as a final test after the classes were over. The applied set up is given in Table 3.1.

Collection of Data
"Listening-Comprehension Achievement Test" for secondary school students
'Listening-Comprehension Achievement Test' prepared to measure listening skills was created with the help of listening achievements included in the Turkish Classes Curriculum. A question pool of 300 questions based on the questions of "DPY, OKS, SBS, TEOG" (DPY: Public Boarding School Exam, OKS: Secondary Education Institutions Election Exam, SBS: Placement Test, TEOG: Transition from Primary to Secondary Education Exam) carried out between the years of 2005-2015. These questions were then reduced to 25 questions by taking the opinions of field experts and related Turkish teachers. All of the questions in the 'Achievement Test' which is used as the measurement tool in the pre-test and the final test is consisted of the questions used by ÖSYM (Student Selection and Placement Center) in different years.

Statistical Analysis Used in Data Analysis
In the analysis of the data, two different statistical analysis were used and these analysis were done with SPSS for Windows 21.00 Release statistical package program on the computer. These analysis are; Mann - Whitney U Test and t Test.

The Process and Steps of Experimental Work
Experimental and control groups were formed after collecting and evaluating the opinions of the field specialists and the Turkish teachers in the schools that the research was carried out. Before starting the experiment, the experimental group teacher was given relevant information by the researcher about the cooperative learning and learning together technique. With the experimental and control group teachers; listening achievements included in the Turkish Class Curriculum, materials to be used during course and course content were prepared, and the working schedule was determined.

Before starting the research, 'Listening-Comprehension Achievement Test' consisting of 25 questions prepared previously was applied to the experimental and control classes. After the completion of the experimental application, the 'Listening-Comprehension Achievement Test' applied as the pre-test was re-applied as the final test in the experimental and control classes.
The students in the experimental class were divided into groups in accordance with the views of the class teacher (considering factors such as gender, socio-economic status, success). Each group was named with a 'group name'. The distribution of tasks in the groups was made by the group members taking the learner's interests, needs, personal differences, interdependencies, and intra-group interaction characteristics into consideration. All the students in the group were provided to have tasks. In order to provide group dependency, students have shared tasks among themselves such as clerk, controller, time tracker, observer, inventory manager, spokesperson, and relations setter.

In the first Turkish lesson after the task sharing, the students were prepared by the teacher to the text to be listened to during the preparation for the class phase. After these steps, the text was played by the teacher. Work sheets containing achievements of the listened text were distributed to students in the experimental class, to whom the cooperative learning method was applied. Students were asked to work together with their group at the specified time. During the activity, the teacher ensured the active participation of all the members in the group. At the end of the given period, the questions on the first worksheets were answered by the groups on the writing board. While the groups that answered wrong were considered as unsuccessful, the students in the group that have given the correct answers were awarded with success certificate and various gifts.
At the end of the experiment process, the 'Listening Skill Observation Form' and 'Listening-Comprehension Achievement Test' which were applied to the students as pre-test were applied to the students as final test and the experimental process was completed.

3. FINDINGS AND REMARKS

In this section, findings obtained in the research and remarks related to these findings are included.

Table 3.1. Findings on Listening-Comprehension Achievement Test Skills Pre-Test Scores of Experimental and Control Groups

SUB-DIMENSIONS	Schools	Groups	N	$\overline{X}$	S.S.	U	Significance Level
Deriving the meaning of words and phrases from the context of being listened/watched	Şair Nef'i Secondary School	Experiment-1	19	1.21	0.63	203.000	p> 0.05 insignificant
		Control	22	1.23	1.02		
	Alparslan Secondary School	Experiment-2	34	1.24	0.82	366.000	p> 0.05 insignificant
		Control	22	1.23	1.02		
Identifying the subject of what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.89	0.46	175.000	p> 0.05 insignificant
		Control	22	0.73	0.63		
	Alparslan Secondary School	Experiment-2	34	0.82	0.52	338.000	p> 0.05 insignificant
		Control	22	0.73	0.63		
Determining the main idea/main feeling of what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.37	0.49	200.500	p> 0.05 insignificant
		Control	22	0.41	0.50		
	Alparslan Secondary School	Experiment-2	34	0.41	0.49	373.000	p> 0.05 insignificant
		Control	22	0.41	0.50		
Determination of cause-effect relationships in what they listen to/watch	Şair Nef'i Secondary School	Experiment-1	19	1.05	0.78	194.000	p> 0.05 insignificant
		Control	22	0.95	0.72		
	Alparslan Secondary School	Experiment-2	34	0.82	0.52	339.000	p> 0.05 insignificant
		Control	22	0.95	0.72		
Determination of purpose-effect relationships in what they listen to/watch	Şair Nef'i Secondary School	Experiment-1	19	0.37	0.49	191.000	p> 0.05 insignificant
		Control	22	0.45	0.51		
	Alparslan Secondary School	Experiment-2	34	0.38	0.49	347.000	p> 0.05 insignificant
		Control	22	0.45	0.51		
Finding implicit meanings in what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.32	0.48	189.500	p> 0.05 insignificant
		Control	22	0.41	0.50		
	Alparslan Secondary School	Experiment-2	34	0.41	0.49	373.000	p> 0.05 insignificant
		Control	22	0.41	0.50		

Summarizing what they listen to/watch in chronological order and logical flow	Şair Nef'i Secondary School	Experiment-1	19	0.84	0.50	206.000	p> 0.05 insignificant
		Control	22	0.86	0.56		
	Alparslan Secondary School	Experiment-2	34	0.82	0.58	360.500	p> 0.05 insignificant
		Control	22	0.86	0.56		
Answering the questions about what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.79	0.42	194.000	p> 0.05 insignificant
		Control	22	0.91	0.75		
	Alparslan Secondary School	Experiment-2	34	0.82	0.395	357.000	p> 0.05 insignificant
		Control	22	0.91	0.75		
Distinguishing the subjective and objective judgments involved in what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.32	0.48	180.000	p> 0.05 insignificant
		Control	22	0.45	0.51		
	Alparslan Secondary School	Experiment-2	34	0.41	0.49	358.000	p> 0.05 insignificant
		Control	22	0.45	0.51		
Making comparisons about what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.32	0.48	161.000	p> 0.05 insignificant
		Control	22	0.55	0.51		
	Alparslan Secondary School	Experiment-2	34	0.44	0.50	335.000	p> 0.05 insignificant
		Control	22	0.55	0.51		
Interpreting events, feelings, thoughts and dreams by replacing himself with the person and entity staff	Şair Nef'i Secondary School	Experiment-1	19	0.37	0.49	208.000	p> 0.05 insignificant
		Control	22	0.36	0.49		
	Alparslan Secondary School	Experiment-2	34	0.44	0.50	345.000	p> 0.05 insignificant
		Control	22	0.36	0.49		
Creating fictions about before and/or after what they listen to/watch	Şair Nef'i Secondary School	Experiment-1	19	0.26	0.45	150.000	p> 0.05 insignificant
		Control	22	0.55	0.51		
	Alparslan Secondary School	Experiment-2	34	0.44	0.50	335.000	p> 0.05 insignificant
		Control	22	0.55	0.51		

Building interest among what they listen to/watch with visual/audial elements	Şair Nef'i Secondary School	Experiment-1	19	0.32	0.48	189.500	p> 0.05 insignificant
		Control	22	0.41	0.50		
	Alparslan Secondary School	Experiment-2	34	0.38	0.49	364.000	p> 0.05 insignificant
		Control	22	0.41	0.50		
Distinguishing the difference of poetic language	Şair Nef'i Secondary School	Experiment-1	19	0.37	0.49	200.500	p> 0.05 insignificant
		Control	22	0.41	0.50		
	Alparslan Secondary School	Experiment-2	34	0.47	0.51	351.000	p> 0.05 insignificant
		Control	22	0.41	0.50		
Expressing the emotions that the poem has awakened in him/herself	Şair Nef'i Secondary School	Experiment-1	19	0.74	0.65	198.000	p> 0.05 insignificant
		Control	22	0.82	0.73		
	Alparslan Secondary School	Experiment-2	34	0.94	0.60	334.000	p> 0.05 insignificant
		Control	22	0.82	0.73		
Evaluating what they listen / see in terms of language and expression	Şair Nef'i Secondary School	Experiment-1	19	0.32	0.48	170.500	p> 0.05 insignificant
		Control	22	0.50	0.51		
	Alparslan Secondary School	Experiment-2	34	0.44	0.50	352.000	p> 0.05 isignificant
		Control	22	0.50	0.51		
Using words, idioms and proverbs in sentences which they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.63	0.49	209.000	p> 0.05 insignificant
		Control	22	0.68	0.72		
	Alparslan Secondary School	Experiment-2	34	0.94	0.34	277.500	p> 0.05 insignificant
		Control	22	0.68	0.72		

Experimental and control groups were examined in terms of whether there is a difference between the groups in "Listening-Comprehension Achievement Test" before cooperative learning method and the classical teaching methods were applied. When analyzing the table above, the differences in terms of the success in the test between the experimental and control groups of the 8th grade students of Şair Nef'i and Alparslan Secondary Schools was found to be insignificant at p <0.05 significance level. These findings can be interpreted in the direction that the research can be started in terms of the achievement test.

Table 3. 2. Findings on Listening-Comprehension Achievement Test Skills Post-Test Scores of Experimental and Control Groups

LOWER DIMENSIONS	Schools	Groups	N		SS	U	Significance
Deriving the meaning of words and phrases from the context of being listened/watched	Şair Nef'i Secondary School	Experiment-1	19	2.47	0.51	122.500	P <0.05 significant
		Control	22	1.82	0.91		
	Alparslan Secondary School	Experiment-2	34	2.12	0.41	310.000	p > 0.05 insignificant
		Control	22	1.82	0.91		
Identifying the subject of what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	1.74	0.45	118.500	P <0.05 significant
		Control	22	1.14	0.77		
	Alparslan Secondary School	Experiment-2	34	1.53	0.51	272000	p > 0.05 insignificant
		Control	22	1.14	0.77		
Determining the main idea/main feeling of what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.79	0.42	167.500	p > 0.05 insignificant
		Control	22	0.59	0.50		
	Alparslan Secondary School	Experiment-2	34	0.71	0.46	331.000	p > 0.05 insignificant
		Control	22	0.59	0.50		
Determination of cause-effect relationships in what they listen to/watch	Şair Nef'i Secondary School	Experiment-1	19	1.63	0.49	171.000	p > 0.05 insignificant
		Control	22	1.36	0.73		
	Alparslan Secondary School	Experiment-2	34	1.59	0.49	320.000	p > 0.05 insignificant
		Control	22	1.36	0.73		
Determination of purpose-effect relationships in what they listen to/watch	Şair Nef'i Secondary School	Experiment-1	19	0.68	0.48	208.500	p > 0.05 insignificant
		Control	22	0.68	0.48		
	Alparslan Secondary School	Experiment-2	34	0.85	0.36	310.000	p > 0.05 insignificant
		Control	22	0.68	0.48		

Finding implicit meanings in what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.84	0.37	166.000	p > 0.05 insignificant
		Control	22	0.64	0.49		
	Alparslan Secondary School	Experiment-2	34	0.76	0.43	326000	p > 0.05 insignificant
		Control	22	0.64	0.49		
Summarizing what they listen to/watch	Şair Nef'i Secondary School	Experiment-1	19	1.63	0.49	136.500	P <0.05 significant
		Control	22	1.23	0.61		

in chronological order and logical flow	Alparslan Secondary School	Experiment-2	34	1.50	0.51	289.000	p > 0.05 insignificant
		Control	22	1.23	0.61		
Answering the questions about what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	1.42	0.51	184.500	p > 0.05 insignificant
		Control	22	1.23	0.75		
	Alparslan Secondary School	Experiment-2	34	1.62	0.49	270.000	P <0.05 significant
		Control	22	1.23	0.75		
Distinguishing the subjective and objective judgments involved in what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.79	0.42	167.500	p > 0.05 insignificant
		Control	22	0.59	0.50		
	Alparslan Secondary School	Experiment-2	34	0.71	0.46	331.000	p > 0.05 insignificant
		Control	22	0.59	0.50		
Making comparisons about what they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	0.79	0.42	196.000	p > 0.05 insignificant
		Control	22	0.73	0.46		
	Alparslan Secondary School	Experiment-2	34	0.79	0.41	349.000	p > 0.05 insignificant
		Control	22	0.73	0.46		
Interpreting events, feelings, thoughts and dreams by replacing himself with the person and entity staff	Şair Nef'i Secondary School	Experiment-1	19	0.68	0.48	180.000	p > 0.05 insignificant
		Control	22	0.55	0.51		
	Alparslan Secondary School	Experiment-2	34	0.79	0.41	281.000	P <0.05 significant
		Control	22	0.55	0.51		
Creating fictions about before and/or after what they listen to/watch	Şair Nef'i Secondary School	Experiment-1	19	0.79	0.42	186.500	p > 0.05 insignificant
		Control	22	0.68	0.48		
	Alparslan Secondary School	Experiment-2	34	0.71	0.46	365.000	p > 0.05 insignificant
		Control	22	0.68	0.48		

Building interest among what they listen to/watch with visual/audial	Şair Nef'i Secondary School	Experiment-1	19	0.74	0.45	169.000	p > 0.05 insignificant
		Control	22	0.55	0.51		
	Alparslan Secondary School	Experiment-2	34	0.76	0.43	292.000	p > 0.05 insignificant
		Control	22	0.55	0.51		

elements							
Distinguishing the difference of poetic language	Şair Nef'i Secondary School	Experiment-1	19	0.79	0.42	158.000	p > 0.05 insignificant
		Control	22	0.55	0.51		
	Alparslan Secondary School	Experiment-2	34	0.79	0.41	281.000	P <0.05 significant
		Control	22	0.55	0.51		
Expressing the emotions that the poem has awakened in him/herself	Şair Nef'i Secondary School	Experiment-1	19	1.58	0.51	130.500	P <0.05 significant
		Control	22	1.05	0.79		
	Alparslan Secondary School	Experiment-2	34	1.41	0.49	279.000	p > 0.05 insignificant
		Control	22	1.05	0.79		
Evaluating what they listen / see in terms of language and expression	Şair Nef'i Secondary School	Experiment-1	19	0.68	0.48	189.500	p > 0.05 insignificant
		Control	22	0.59	0.50		
	Alparslan Secondary School	Experiment-2	34	0.74	0.45	320.000	p > 0.05 insignificant
		Control	22	0.59	0.50		
Using words, idioms and proverbs in sentences which they are listening to/watching	Şair Nef'i Secondary School	Experiment-1	19	1.42	0.51	133.000	P <0.05 significant
		Control	22	1.00	0.53		
	Alparslan Secondary School	Experiment-2	34	1.53	0.71	203.000	P <0.05 significant
		Control	22	1.00	0.53		

Experimental and control groups were examined whether there is a difference between them in terms of the "Listening-Comprehension Achievement Test" before applying the cooperative learning method and classical teaching methods. When the table was examined, it was found that the difference between the test and control groups' achievement tests of Şair Nef'i Secondary School students in terms of sub-dimensions of "Deriving the meaning of words and phrases from the context of being listened/watched", "Identifying the subject of what they are listening to/watching", "Summarizing what they listen to/watch in chronological order and logical flow", "Expressing the emotions that the poem has awakened in him/herself", "Using words, idioms and proverbs in sentences which they are listening to/watching" was significant at p <0.05 significance level in favor of the experimental group.

These findings might be interpreted as the cooperative learning and teaching method is more effective than the classical teaching methods within the "Deriving the meaning of words and phrases from the context of being listened/watched", "Identifying the subject of what they are listening to/watching", "Summarizing what they listen to/watch in chronological order and logical flow", "Expressing the emotions that the poem has awakened in him/herself", "Using words, idioms and proverbs in sentences which they are listening to/watching" sub-dimensions of the achievement test.

4. CONCLUSION

As a result of the research, it was found that the understanding of the students' listening to the class in which the cooperative learning method is applied has a significant effect on the increase of the academic achievements according to the classical method. Collaborative learning has also been proven by many studies that have improved the academic achievement of students. Güngör and Açıkgöz (2006) investigated the effects of cooperative learning on their reading comprehension skills and argued that this method was an effective method of improving understanding skills. Gümüş and Buluç (2007) stated that collaborative learning method has proven its effect on academic success and permanence of learners in Turkish course and this method is a useful approach in ensuring direct participation of students in the teaching process. According to Avşar and Alkış's study (2007), cooperative learning is more effective on academic achievement in social studies class. Hunter and Fer (2004) argue that this method is effective for student success in the study of the effect of cooperative learning environment on students. Yapıcı (2016) investigated the effectiveness of this method on academic achievement of 7th grade students in social science course over time and argued that this method is more effective on student success. The results of the study are consistent with the findings from the studies conducted.

In this research; the effects of the traditional teaching method and the learning together technique, which is one of the cooperative learning methods, on the development of listening and listening comprehension skills of secondary school eighth grade students by an experimental study.
1. According to the findings obtained from the research, teaching with the cooperative learning method were found to be more effective in the development of listening skills and in listening comprehension of eighth graders, compared to traditional teaching methods. The reason that the Learning Together Technique is more successful than the traditional method in the study might be connected to the facts of "the differences in the implementation processes of the Learning Together Technique, directing the students to express their thoughts, share their ideas and cooperate with his/her friends and encouraging them in a relaxed atmosphere."
2. Pre-test scores for the experimental and control groups were compared with the Mann-Whitney U test; and it was found that there was no significant difference between experimental and control groups in terms of pre-test scores. In terms of listening achievements in the 'Listening-Comprehension Achievement Test', the listening comprehension successes of the groups participating in the survey are in similar levels.
3. The final test scores of the groups participating in the study were compared with the t test; the results of the analysis showed that the effect of the learning together technique applied to the experimental group on the listening comprehension performance was significant.
4. In general, the learning together technique which is one of cooperative learning methods, were found to be more effective in the development of listening skills and in listening comprehension successes of secondary school eighth grade students, compared to traditional teaching methods.

Recommendations

In this survey, the following motion was presented suggestions from the findings and conclusions reached:
1. It may be suggested to the teachers to use cooperative learning method widely in teaching, as it will affect the achievement of listening skills in secondary school positively and increase the student's success.

2. In new researches to be done, it can be examined that whether the implementation styles of the teachers, who are the practitioners of cooperative teaching methods and techniques, have effect or not.

3. Cooperative learning can be given as a separate course in teachers training faculties.

4. Studies can be undertaken to measure the effect of cooperative learning on the development of other language skills for students in other levels of secondary school. In this study, listening skills were measured. In another study, measurement tools for speaking and writing skills can be developed and measured.

5. After the implementation of cooperative learning, studies on attitudes of the students on cooperative learning applications might be carried out.

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