BUZZ GROUP AND SELF-ESTEEM ON TEACHING LISTENING IN AN INDONESIAN EFL CLASSROOM

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Abstrak: *Banyak metode dan teknik telah diaplikasikan oleh guru untuk mengembangkan kemampuan mendengarkan siswa. Buzz group merupakan salah satu alternatif teknik yang bisa diaplikasikan dalam pembelajaran mendengarkan selain metode ceramah yang biasa digunakan. Selain itu, self-esteem sebagai salah satu aspek psikologis yang dapat mempengaruhi proses belajar siswa. Dalam penelitian ini, kombinasi keduanya antara teknik dan aspek psikologis dikomparasi dengan menggunakan studi eksperimental. Implementasi Buzz group dan metode ceramah dibandingkan dengan melihat tingkat self-esteem pada diri siswa. Multifactor Analysis of Variance (ANOVA) dan Tukey test dilakukan untuk menganalisa data yang didapat. Hasil penelitian menunjukkan bahwa siswa yang memiliki tingkat self-esteem tinggi yang diajar dengan menggunakan buzz group dapat belajar dengan bekerja sama dan berinteraksi satu sama lainnya dan berpartisipasi secara aktif. Sedangkan siswa dengan tingkat self-esteem rendah yang diajarkan melalui metode ceramah bisa belajar secara efektif karena mereka cenderung pasif. Dapat dikatakan bahwa efektifitas kedua teknik tersebut dipengaruhi oleh tingkat self-esteem siswa.*

ملخص: وكان العديد من الأساليب والتقنيات المطبقة بالفعل من قبل المعلم لتطوير مهارة الاستماع لدى الطلاب. مجموعة الطنين يمكن أن يكون أسلوب بديل آخر لتطبيقها. ومع ذلك كانت تقنية أخرى أيضا لا تزال تستخدم على نطاق واسع مثل إلقاء المحاضرات. بجانب التقنيات، وكان يعتقد احترام الذات كما الجانب النفسي أيضا أن تكون عامل آخر أن تتأثر عملية تعلم الطلاب. في هذه الدراسة سيتم مقارنة تلك المجموعات بين التقنية والجانب النفسي باستخدام دراسة تجريبية. مجموعة الطنانة وإلقاء المحاضرات في عملية تعلمهم. واعتبرت تلك التقنيات من الثقة بالنفس لدى الطلاب. تم تطبيق التحليل المتعددة العوامل التباين (أنوفا) واختبار توكي. وأظهرت نتائج الدراسة أن الطلاب مع ارتفاع احترام الذات تدرس من قبل مجموعة الطنانة يمكن أن يتعلم من خلال التعاون والتفاعل مع بعضها البعض، وشاركت بنشاط. الطلاب مع تدني احترام الذات تدرس من قبل يحاضر أن نتعلم بشكل فعال لأنهم بعد ذلك ليكون السلبي. ويمكن القول أن فعالية تلك التقنيات اثنين تتأثر درجة الثقة بالنفس لدى الطلاب.

Keywords: Buzz group, self-esteem, listening skill, EFL classroom

INTRODUCTION

Teaching English language skills (listening, speaking, reading and writing) are always interesting, since there are many elements involved in that process such as an appropriate teaching approach, methodology, tools, medias, and students psychological aspect. Those elements influence each other and cannot be seen as separated part. Teacher has a big role here to organize all elements for the success of teaching and learning process. It means all language skills can be mastered well without any unbalance among those skills. However it's still found that listening gets inadequate portion. Therefore it can result many students have lower ability on this than other three skills.

Basically Listening is a very important part of English language skill. As Brown said the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. It is true, if we think back that naturally, human start acquiring language from listening. Communication and language acquisition heavily depend on listening skills. We can think that with poor listening ability, we cannot participate or continue a conversation. We cannot follow instructions correctly. Success at work, in a classroom, and elsewhere would be significantly more difficult to achieve without listening ability.[1]

Therefore many researchers try to investigate methods, techniques and media to find out the best way on teaching listening. Like the use of Computer Assisted-Language Learning which shows that students taught foreign languages through CALL programs give better results than those taught using traditional programs.[2] Still in the term of technology used, video captions believed can be helpful in overcoming some of students listening comprehension difficulties. Moreover the uses of video captions were able to describe how they used the pictures, sound and captions to understand the video through listening activities[3]. Other study comes from Rahimirad, the result shows that metacognitive strategy instruction can significantly improve listening performance among EFL students. It can also make the learners more independent and responsible on their learning strategies through the cycle of planning, monitoring and evaluation[4].

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[1] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), 247.

[2] H. Nachoua, "Computer-Assisted Language Learning for Improving Students' Listening Skill," *Procedia-Social and Behavioral Sciences* 69 (2012): 1150–1159.

[3] H. Gowhary et al., "Investigating the Effect of Video Captioning on Iranian EFL Learners' Listening Comprehension," *Procedia - Social and Behavioral Sciences* 192 (2015): 205–212, doi:http://doi.org/10.1016/j.sbspro.2015.06.

[4] M. Rahimirad, "The Impact of Metacognitive Strategy Instruction on the Listening Performance of University Students," *Procedia-Social and Behavioral Sciences* 98 (2014): 1485–

Besides the application of media and technique above, other technique which is believed effective to be employed in teaching listening is group work. Beccaria et al. state that group work is an improving learning system due to its enabling style for students to negotiate and share their ideas with other group members. This learning type also supports the development of skills and behaviors which are needed in workplace[5]. Another study comes from Bormann and Henquinet who mention group work as an assignment of two or more people interacting with each other and interdependently working together to achieve specific objectives[6]. Brown 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[7].

Meanwhile Meng also claims the other significant teaching technique is buzz group. This technique is commonly known as group work. In the application each group should report its findings and discussion result to the whole class. 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. However buzz groups, not like group work, can also be in pairs, trios or more. It depends on the activity that will be done. While they are buzzing, pupils are able to exchange ideas drawn from their collective abilities, knowledge and experiences[8].

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 2-6 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. This group is made in order to cover different aspect of a topic or maximize participant in the teaching learning process. Kelly and Stafford also state that Buzz groups

1491, doi:http://doi.org/10.1016/j.sbspro.(2014).03.569.

[5] L. Beccaria et al., "The Interrelationships between Student Approaches to Learning and Group Work," *Nurse Education Today*, 2014, doi:http://dx.doi.org/10.1016/j.nedt.2014.02.006.

[6] Y. Bormann and J. Henquinet, "A Conceptual Framework for Designing Group Work," *Journal of Education for Business* 76, no. 2 (2000): 56–61.

[7] Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 177.

[8] J. Meng, "Cooperative Learning Method in the Practice of English Reading and Speaking," *Journal of Language Teaching and Research* 1, no. 5 (2000), http://www.academypublisher.comjltrvol01no05jltr0105.pdf.

enable students to test out their understanding and to discuss difficulties that they might have been unwilling to reveal to the whole class[9].

To find how well buzz group affects on teaching listening, another technique is used as comparator. Here lecturing is very compatible one, since it is still widely used in Indonesian class room. Lecturing also represents traditional technique which still exists 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.

Lecturing refers to the teaching procedure involved in clarification or explanation of the students of some major idea. This technique emphasizes on the penetration of contents or material[10]. The teacher is more active to explain and inform about everything and students are only pay attention on that (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. Teacher also uses voice changing, impersonating characters, shifting his posing, using simple devices; a teacher can deliver lessons effectively.

Besides techniques, other factors which influence the success of teaching and learning process are affective components. They contribute 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 thinks about the importance of examining personality factors in building a theory of second language acquisition because there are a large number of variables that are implied in considering the emotional side of human behavior in the second language learning process[11].

There are so many affective factors in teaching and learning process. One of them is self-esteem. Self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced. It will create insecurity, fear, social distance and other negative situations. Badriyah El-Daw and Hiba Hammoud, "The Effect of Building Up Self-Esteem

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[9] M. Kelly and K. Stafford, "Managing Small Group Discussion," 1993, http://teaching.polyu.edu.hk/datafiles/R19.pdf.

[10] D. Folley, "The Lecture Is Dead Long Live the E-Lecture," *Electronic Journal of E-Learning* 8, No. 2 (2010): 93–100.

[11] H. Douglas Brown, *Principles Language Learning and Teaching Fourth Edition,* (New York: Pearson Education, 2000), 142–143.

Training on Students' Social and Academic Skills 2014," *Procedia - Social and Behavioral Sciences* 190 (2015): 146–55, doi:10.1016/j.sbspro.2015.04.929. argued that self-esteem affect the academic achievement through which the future of the student will be determined. He will either consider himself able to satisfy his aspirations or have resort to dropout as his second choice[12].

Therefore this study investigates some problems related to the implementation of buzz group to teach listening compared with lecturing viewed from students' self-esteem. The problems are: (1) Is buzz group more effective than Lecturing for teaching listening in the second year students of SMK Muhammadiyah 1 Sukoharjo? (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?

METHODOLOGY

This research involves systematic manipulation of experimental condition. This is the 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[13]. Factorial design was used for this research. Johnson and Christensen 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[14]. 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.

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[12] Badriyah El-Daw and Hiba Hammoud, "The Effect of Building Up Self-Esteem Training on Students' Social and Academic Skills 2014," *Procedia - Social and Behavioral Sciences* 190 (2015): 146–55, doi:10.1016/j.sbspro.2015.04.929.

[13] J. E. Mason and W. J. Bramble, *Research in Education and the Behavioral Sciences Concepts and Methods,* (New York: Brown and Benchmark Publisher, 1997), 55.

[14] B. Johnson and L. Christensen, *Educational Research/Quantitative and Qualitative Approaches,* (New York: Allyn and Bacon A Pearson Education Company, 2000), 242.

The population was the second grade students of SMK Muhammadiyah 1 Sukoharjo. 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.

The sample 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.

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 were taught by using buzz group; (2) students with low self-esteem who were taught by using buzz group; (3) students with high self-esteem who were taught by using lecturing technique; (4) students with low self-esteem who were taught by using lecturing technique.

The implementation of Buzz group was by breaking the large group into small sub-group of four or five people each[15]. 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. And then 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.

By adapting those steps, here the researcher formulate the steps of buzz group in teaching listening. They are: (1) The teacher defines topic; (2) The teacher asks students to make groups. One group consists of 6 students; (3) The teacher explains the activity that they will do; (4) The teacher gives the work sheet to each group; (5) The students do the worksheet and discuss it in group; (6) After discussing their worksheet, each group should present their work in front of the class in the presentation; (7) Another group gives comments and corrections; (8) The teacher also gives feedback.

In implementing lecturing technique, the researcher adopted Sullivan principles model. They are: (1) Planning Interactive Lectures; (2) Presenting Interactive Lectures; and (3) Evaluating Lectures. It could be done in detail such these steps:

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[15] F. Kowski and J. Eitington, "The Training Methods Manual," 1976, http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED132372.

(1) The teacher defines the topic and does brain storming about the topic; (2) The teacher explains about goals and does modeling; (3) The teacher explains the activity they will do; (3) The teacher gives work sheet to the students; (4) The teacher moves around to guide the students and monitor the activity; (5) The teacher asks some students to read their answer; (6) The teacher leads and guides the students to find the answer; and (7) The teacher gave feedback and did evaluation[16].

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.

Table 1. The Research Design of 2 x 2 ANOVA

Teaching Technique / Self-esteem	Buzz Group Technique (A1)	Lecturing Technique (A2)	Sum
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:

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.

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

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[16] R. Sullivan, "Delivering Effective Lectures," 1996, http//www.reproline.jhu. eduenglish6read6traininglecturedelivering_lecture.html.

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

RESULT AND DISCUSSION

The major purpose of the study is to examine the effect of interactivity level between Buzz group technique and self-esteem on teaching listening skill at Indonesian EEL Classroom especially on SMK Muhammadiyah 1 Sukoharjo. The major findings of the study are summarized and discussed in the following:

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

Source of Variance	SS	df	MS	Fo	Ft (0.05)
Between columns Between rows Columns by rows (interaction)	432.02	1	432.02	4.86	4.08
	464.81	1	464.81	5.22	4.08
	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 2 shows that there is significant different between columns, because Fo between columns (4.86) is higher than Ft at the level of significance $\alpha = 0.05$ (4.08). Meanwhile between the row, there is significant difference which is showed by Fo interaction (27.48) is higher than Ft at the level of significance $\alpha = 0.05$ (4.08). It means that teaching techniques differ significantly from one another in their effect on the performance of the subjects in the experiment and there is an interaction effect between teaching methods and the degree of self-esteem toward students' listening skill. In other word, the effect of teaching techniques on listening skill depends on the degree of self-esteem.

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 3. Summary of Tukey Test

Between Group	q_o	q_t	Meaning	Category
A1 – A2	3.11	2.89	$q_o^- q_t$	Significant
B1 – B2	3.23	2.89	$q_o^- q_t$	Significant
A1B1 – A2B1	7.44	3.01	$q_o^- q_t$	Significant
A2B2 – A1B2	3.03	3.01	$q_o^- q_t$	Significant

The table shows that:

Because q_o between A1 and A2 (3.11) is higher than q_t at the level of significance α = 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.

If we see the difference between A1 and A2, the result of Tukey test shows qo is higher than qt and ANOVA shows Fo is higher than Ft.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.

It is found that q_o between B1 and B2 (3.23) is higher than qt at the level of significance α = 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 B1 and B2, the result of Tukey test shows q_o is higher than qt and ANOVA shows Fo is higher than Ft 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. Further detail discussions for the hypotheses are as follow:

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

Because qo between A1B1 and A2B1 (7.44) is higher than q_t at the level of significance α = 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.

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[17].

Gale also explained four goals of group work which support much in learning process. They are 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 polling 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[18].

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.

Lecture style presentations is often regarded as old-fashioned, monotone and connected with many disadvantages: Lectures fail to provide teachers with feedback about student learning and rest on the presumption that all students

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[17] J. Gibson, "Small Group Teaching in English Literature: A Good Practice Guide," 2010, http://www.english.heacademy.ac.uk/archive/ publications/reports/ small_gp_teaching.pdf.

[18] J. A. Gale, *Group Work in Schools,* (Melbourne: McGraw-Hill, 1974), 6.

learn at the same pace[19]. Moreover, students' attention wanes quickly during lectures and information tends to be forgotten quickly when students are passive.

In the fact lecture still becomes 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.

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

Because q_o between A1B2 and A2B2 (3.03) is higher than qt at the level of significance α = 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.

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[20]. 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[21].

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. Self-esteem can exercise a determining big influence on a person's life, for good or bad. If the person has

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[19] G. Schwerdt, and A. C. Wuppermann, "Is Traditional Teaching Really All That Bad? A Within-Student Between-Subject Approach," 2010, www. eric.ed.gov/pdfs/ED513541.pdf.

[20] Brown, *Principles Language Learning and Teaching Fourth Edition*, 145.

[21] D. A. Watkins and J. B. Biggs, *Classroom Learning, Educational Psychology for the Asian Teacher,* (Melbourne: Prentice Hall, 1993), 75.

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. 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.

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

Based on the result of point c and d above, it can be concluded that 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 said that there is interaction between teaching technique and students' self-esteem in teaching listening.

The result of Tukey test shows q_o is higher than q_t and ANOVA shows Fo is higher than Ft 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.

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. Mason 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[22]. Besides that buzz group or session, is a technique for involving every member of large audience directly in the discussion process[23].

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[22] D. J. Mason, *Trainer's Toolbox of Training Techniques*, (Nairobi, Kenya: International Labor Organization Advisory Support, Information Services, and Training (ASIST), 1992), 13.
[23] W. L. Carpenter, "Twenty Four Group Method and Techniques in Adult Education" (Florida State University, 1967), www.eric.ed.gov/pdfs/ED024882.pdf.

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.

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[24].

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 Fo interaction (27.48) is higher than Ft at the level of significance $\alpha = 0.05$ (4.08); qo between A1B1 and A2B1 (7.44) is higher than qt at the level of significance $\alpha = 0.05$ (3.01); and qo between A1B2 and A2B2 (3.03) is higher than qt 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

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[24] Watkins and Biggs, *Classroom Learning, Educational Psychology for the Asian Teacher*, 70.

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. 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[25].

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 or it could be as the solution to worsen education circumstances in which the students showed no interest in learning and did not participate in it.[26]

CONCLUSION

The result demonstrated that buzz group technique is more effective than lecturing technique for teaching listening. It also strengthened Lindgren's idea 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. Buzz group helps classroom group to become involved in a new subject[27].

The students having high self-esteem have better listening achievement than the students having low self-esteem. 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 found Buzz group technique is effective for students having high self-esteem. 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, and the effectiveness was influenced by the level of student's self-esteem.

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