



IMPROVING STUDENT LISTENING COMPRHENSION TRHOUGH SHORT AUDIO METHOD OF THE 12TH GRADE STUDENT AT SMK AL MUHADJIRIN

Aprilia Adha Lestari¹, Subadar²

^{1,2}English Education Dapartment; Panca Sakti University; Jl Raya Hankam No 54 ;(021)
84979181; Jatirahayu, Pondok Gede, Bekasi
aprilialestari536@gmail.com

ABSTRACT

This study aimed to investigate the effectiveness of task based improving student listening comprehension through short audio method of the 12th grade students improving English as foreign language, learners listening ability. A total of 21 twelfth grade received English listening teaching and a control group, which used qualitative method based on the results of data in the field and research and classroom action research. There are 3 cycles that showed the results of this study, the results showed that from the first, second and third cycles there was a significant change in terms listening ability. In conclusion the findings of this study indicate that the use of the short audio method is an effective approach to improve the listening skills of grade 12th students, therefore it is suggested for English teachers to integrate the short audio method into their teaching improve student's listening skills.

Keyword : Listening Comprhension, Audio Method

a. Background of the study

According to Baker Will (2015) English being an international language has a long story since ancient Roman times it needed a language that could be understood by many people, so that people from various countries could understand when communicating this language this language is called the Lingua Franca. Lingua Franca is the language used to communicate between people from various backgrounds. Initially each region had a different Lingua Franca then it was agreed that English would be the shared English. English is the oldest language in the world and emerged around 8 AD English has experience rapid development so that it has become an international language.

English is a language that is very well known as an international language in the world, English in Indonesia is generally taught as a foreign language. The term foreign language in the field of



language teaching is different from the second language. A foreign language is a language that is not used as means of communication in a particular country where the language is the spoken, while a second language is a language that is not the main language but is one of the languages used in general in a country. English is officially taught as a foreign language in schools in Indonesia in line with the decision of the minister of education and culture in 1967, since then changes in ministers, curriculum, political conditions, economics and developments in education have continued to color the development of teaching English as a foreign language in Indonesia. Listening is an important material in English because we have to be able to know what people are saying to us. To be able to master listening we must really understand the words we heard. Hearing is not the same as listening, listen in English hear while listening is listen. In learning English listening activities can be done with interesting learning methods, in this case it depends on the teacher who teaches listening, whether listening lessons are delivered effectively or not. There are those who develop learning methods so that students feel interested in learning and other research studies. Which aim to develop and improve knowledge as well as the learning and teaching process in the classroom. The teachers certainly feel they would be responsible for the development of the students. Therefore educators in the teaching process know and help students individually with the aim of knowing the strengths and weakness of students. Students can develop learning methods in class. Teachers must be understand the factors that influence the process and learning outcomes, students because based on the explanation above the researcher plans to conduct a classroom action research to discuss and overcome the presented problem, the researcher conducted to use improving student listening comprehension through short audio method in developing student's listening in class.

a. Method of the Research

According to Clem Adelman, (2006) Classroom action research (CAR) is a form of practical research conducted by teachers in the classroom to improve the learning process or improve the quality of learning. This research is usually carried out when the teacher feels there are problems or deficiencies in the ongoing learning process, or when he wants to try a new method or approach in teaching. The main objective of classroom action research (CAR) is to increase the effectiveness of teaching and learning in the classroom. By doing (CAR) teachers can understand better about the learning process that occurs in their class. Find solutions to problems

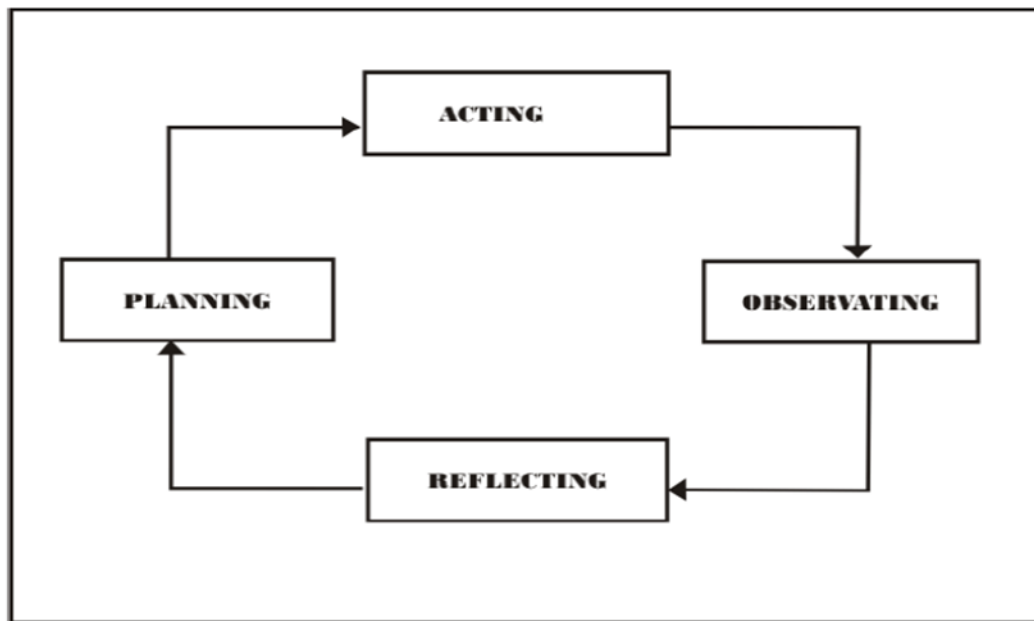


encountered and implement and evaluate the effectiveness of new strategies or method in learning. The (CAR) process usually involves an iterative cycle. Namely planning, acting, observing, and reflecting. The teacher will first plan the action to be taken, then carryout the action, observe the results and reflect to evaluate the effectiveness of the action. Based on the reflection results, the teacher can then plan the next action in the next cycle. This cycle is repeated until the desired result is achieved.

The purpose of classroom action research is to improve and enhance the learning process in the classroom through intervention and change based on systematic observation and reflection. This research is conducted by teachers or instructors with the aim of identifying problems or challenges in learning formulating effective solutions and implementing changes in learning practices. The main objective of classroom action research is to improve the quality of learning and achieve better results in students achievement.

By involving direct observation data collection, analysis and reflection on the learning process, teachers can identify weakness or deficiencies in their teaching methods. This goal in then followed by formulating and implementing actions or changes that can improve the learning situation and achieve the desired results. In addition the purpose of classroom action research (CAR) also involves the development of teacher professionalism.

By conducting this research, teachers can hone their skills in planning, implementing, evaluating lessons, they can test different teaching strategies, identify the most effective methods and increase their competency as educators. Classroom action research (CAR) also aims to encourage collaboration and exchange of knowledge between teachers. Through joint discussion and reflection, teachers can share experiences, strategies and ideas that have been successful in improving classroom learning. Thus this research in not only beneficial for teachers who conduct research but also for the entire teacher community in improving the overall quality of education. In order to achieve these goals, classrooms action research involves steps such as planning , action, observation, and reflection, in each stage the teacher systematically collects data analyzes findings and makes necessary changes to improve learning. The ultimate goal is to create a better learning environment, increase student motivation and participation and achieve more optimal learning outcomes. Below is a chart of the CAR (Class Action Research) according to



Kurt Lewin's models he mentioned earlier that PTK was first, introduced by Kurt Lewin in 1946 the score concept of PTK introduced by Kurt Lewin is that is one cycle consists of four steps namely:

- a. Planning
- b. Action
- c. Observation

Acting, observation, and reflection meanwhile the four steps in one cycle proposed by Kurt Lewin by Ernest T. stinger was elaborated into:

- a. Planning
- b. Implementing
- c. Evaluating

Kurt Lewin's model is the main reference or basis of the existence of various other action research models especially CAR (classroom action research) it is said so because it was he who first introduced action research. The main of concept of Kurt Lewin's action research model consists of four components namely:

- a. Planning (planning)
- b. Action (acting)
- c. Observing



d. Reflecting

Kurt Lewin is often referred to as the originator of action research although he is probably better known as the social psychologist who devised the field theory of concepts otherwise known as topographical psychology. He and his early associates in the USA promulgated most of the conceptual structure of interactive theorist of organizational behavior and enlivened social psychology. Lewin's many outstanding PhD students were prepared on the grounds of their knowledge of psychology and social psychology and action research was one way to apply some of the psychological ideas to a practical endeavor. Action research gives credence to the development of powers of reflective thought, discussion decision and action by ordinary people participating in collective research on "private troubles" that was how Kurt Lewin (1890-1947) whose first ideas on what he called action research were set about in about 1934.

c. Research Result

Table of result

Cycle 1	Cycle 2	Cycle 3
60	70	78

In the first cycle of students based on the results of the students grades they were still not able to fulfill the ability of improving listening skills because in the first test the students were still not used to it and did not understand it thoroughly. Meanwhile in the second cycle there was a slight increase compared to the first cycle, based on the results of the values listed in the second cycle, why was there an increase in the second cycle? Because students have studied listening which was held previously in the second cycle.

While in the third cycle there was a significant increase compared to the first and second cycle. Why is there a significant increase in the third cycle? Because students have studied their previous mistakes in the first and second cycle and also students have practiced improving listening skills from the first and second cycles and also students are starting to get used to and can recognize new vocabulary from the first cycles, second cycle and third cycles.

d.Resultst of interviews using short audio

The interview was conducted to find out the research question number 2 the question is “What are the students’ responses when using the short audio method in teaching listening English? The group interview was conducted at the end of each research cycle. The interview aimed to get the feedback of the participants on the new teaching and learning styles and their requirements of learning activities in the following research cycles. In each interview session, there were four learners selected randomly from the listening class but learners who had already taken part in an interview were excluded because of the same. They were chosen to be interviewed because they had already specific characteristics as previously mentioned. In addition, the researcher interviewed the students by using the interview guideline as previously prepared. There are five items of questions in the interview guideline. Specifically, the main questions of interview guideline for the students as can be seen in the table below.

The interview main Questions for the students

NO	The Items of Interview Questions
1	Did you enjoy in learning listening by short audio method?
2	What was the first difficulty when learning to listening using short audio?
3	What methods do you usually use in learning English?
4	What benefits do you feel when you learn listening by short audio?

Interviews were conducted during break time The first question was asked by 12th grade , “Did you enjoy in learning listening by short audio method?.” All students answered “Yes, I did” according to them at first learning listening using short audio method was difficult, but from that difficulty they could learned to hone their listening skills even though they weren’t too perfect.

Then the researcher asked second question namely what was the first difficulty when learning to listening using short audio? And they answered students are not used to listening to native speakers conversations because of that there are vocabulary words that they don’t



understand. And there are some students who can understand what native speaker say but they can describe what native speakers say in Bahasa Indonesia. The researcher asked them question number 3, what method do you usually use in learning English? And students answered, the method of watching videos on youtube using subtitles, students also use songs as a method of learning English and use subtitles as well. According to them students learning by using media such as videos, music is much more fun than using textbooks. The researcher asked them questions number 4, what benefits do you feel when you learn listening by short audio? The students answered the benefits is that students can found new vocabulary that they have never even heard before, students also said that they did not only get listening skills but also speaking and writing, and also with the practice of conversations conducted by the students with their classmates, they try to be more confident in learning English.

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