

Improving the X5 Grade Students' Listening Comprehension Achievement by Using Picture Series at SMA Negeri Rambipuji

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Abstract

Listening plays an important role in the second or foreign language acquisition that should be mastered by the students in Indonesia, especially the students of Senior High School. The aim of this research was to solve the problems related to the students' listening comprehension achievement and their active participation. The research subjects were chosen by using purposive method. The research design used was Classroom Action Research. The data of this research were taken from listening comprehension test and observation (for the primary data), interview and documentation (for the secondary data). The result showed some improvements in each cycle. In Cycle 1, there was about 75,88% or 25 students of 33 students who were active in teaching learning activity. In Cycle 2, there was 77,28% students of 26 students of 33 students who were active in teaching learning activity. In addition, there were 75% or 24 students of 32 students who could achieve the target score requirement by the school both in Cycle 1 and Cycle 2. It indicated that the use of picture series could improve the X5 grade students' listening comprehension achievement of the students.

Keywords: *Active Participation, Classroom Action Research, Listening Comprehension Achievement, Picture Series.*

Introduction

English becomes an important language that is used not only as an international language but also as a means of communication by many people around the world. In Indonesia, English is learned as a foreign language which is taught as a compulsory subject for senior high school students. The curriculum states that the teaching of English aims at developing communication both in spoken and written forms covering listening, reading, speaking and writing (Depdiknas, 2006:1). Therefore, it can be concluded that the objective of teaching English is to enable the students to communicate in spoken and written forms to solve the skill problems in their daily activities. For the students in senior high schools, they have to master the four English skills through procedure, descriptive, recount, narrative, report and news item texts.

The students often had some problems when they were joining the language learning. There were many factors cause the problems. This case happened to the students of the X5 grade of SMA Negeri Rambipuji. Based on the preliminary study that was conducted at SMA Negeri Rambipuji on October, 18th 2013 through an interview with the English teacher of class X5 in SMA Negeri Rambipuji, the result revealed that she never invites the students to the language laboratory yet because she is not capable of operating the laboratory equipment. Besides, she never uses any media in teaching English especially in teaching listening because she gets difficulty in preparing the media. So far, the students have got listening material only from

the English book (script) read by the English teacher, so that they do not get visual materials that can help the students understand the information delivered better. She said that the X5 grade students' had the lowest percentage score of the students who achieved score 70 or more, that is, 63,3 % of the students who achieved score 70 or more and the students' average score was 74,3.

Based on the observation in the classroom, the students got difficulty in comprehending the text that they listened because they were not accustomed to listening to the English story equipped by certain media. Further, related to her information, the researcher analyzed the previous score of listening comprehension and it was found that the percentage of students in the listening comprehension test who achieved 70 or more was less than 75% of the students. The percentage of the students' listening comprehension test who achieved score 70 or more was 63,3 % of the students. This did not achieve the target score of the school (SKM), that is, 70. It means that their listening achievement was still low and the students still had difficulties in listening. In addition, the students' active participation is still low and it is supported by only a few students who participated actively in teaching and learning activity in asking the English teacher. The percentage of the X5 grade students' active participation was 66,66% of the whole students.

To support the condition above, the researcher applied picture series as the media to help the students overcome their difficulties in teaching learning process. Sadiman, *et*

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al. (1996:29) state that pictures are common media that can be understood and used by anyone. A Chinese proverb says that a picture speaks more than a thousand words (Sadiman, *et al.*, 1996:29). In this research, therefore, teaching listening using picture series is introduced. Picture series show activities related to each other. The use of picture series could motivate students to make them easily understand the information. According to Wright (1989:201) picture series are pictures of sequences which are related to each other. This statement is supported by Yunus (1981:50) who states that picture series is a number of related composite pictures whose function is to tell a story or sequence or events. Underhill (1995:66) says that picture series are pictures which consist of four to twelve drawings telling a story which is simple. It means that picture series are pictures that consist of more than one picture which shows related activities. The function of picture series is to tell a story or sequence of events.

Many researchers did a classroom action research by using picture series. One of them was Mayorita (2011) who conducted a classroom action research by using picture series to improve the grade VIII B students' listening comprehension achievement at SMPN 1 Pakusari- Jember in the 2010/2011 academic year. She proved that teaching listening comprehension achievement by using picture series made students more enthusiastic and provide students visual experience to improve the students' motivation to learn. The result showed that the use of picture series could improve the mean score of the students' listening comprehension achievement from 64.5 to 76.8. Meanwhile, Diniyah (2013) who conducted an experimental research by using picture series also found that the use of picture series had a significant effect on the students' writing achievement. Therefore, a classroom action research entitled: *Improving the X5 grade students' listening comprehension achievement by using Picture Series at SMA Negeri Rambipuji* was conducted.

Research Method

The research design that was used in this research was Classroom Action Research. This research focused on the X-5 grade students' listening comprehension achievement and active participation of SMA Negeri Rambipuji in the 2013/2014 academic year. This research used a cycle model, each cycle consisted of planning the action, implementing the action, class observation and evaluation, and reflection of the action

The area of this research were SMA Negeri Rambipuji. The subjects was chosen by using purposive method. SMA Negeri Rambipuji was chosen because of some considerations, that is, the headmaster gave permission, the teacher never applied picture series and the X-5 students still had some difficulties and problems in listening comprehension achievement.

The subjects of this research were the X-5 grade class of SMA Negeri Rambipuji, which the number 33 students. The researcher chose the X5 by using purposive method

based on the students' difficulties in listening skill. Based on the preliminary study, this class had the lowest percentage score of listening test, that is 63,3% of the students who achieved 70 as the standard passing grade of the school, but the students who could achieve the standard passing grade of the school was only 19 students. The percentage score of the students who achieved score 70 or more was only 63,3%, whereas the standard percentage requirement was 75% of the students had to achieve score 70 or more. In addition, the students' active participation was still low and it was supported by only a few students who participate actively in the listening teaching and learning process in asking to the English teacher.

There were two kinds of data in this research, the primary data and the supporting data. The primary data were taken from the listening comprehension test and observation. Meanwhile, interview and documentation were applied to collect the supporting data. The observation was used to get the result of students' active participation. The listening comprehension test was used to measure the students' ability in listening comprehension after getting treatment. In addition, the interview was used to get the data of the preliminary study. Besides, the documentation was used to get the names of the subjects and the previous listening comprehension scores of the tenth grade students.

Discussion

Based on the result of observation in Cycles 1 and 2, the students showed improvement in their participation in the teaching and listening process. The number of students who were active increased from the first meeting to the second meeting in cycle 2, (75% and 76,76% in the first and second meetings in Cycle 1 (75,75% and 78,78% in the first and second meetings in Cycle 2). It was in line with Wright statement that says that picture series can improve the students listening comprehension achievement and their students' active participation. Wright (1989:2) says that using a wide range of aids (including picture series) in the teaching learning process can make students have rich base and stimulus for their development in language. It means that teaching and learning English can improve students' interest and motivation when the teacher uses media in the teaching learning process. Picture provides information on which the teacher can base the listening text.

There are three stages in teaching listening by using picture series, they are pre-listening, while listening, and post listening (Wright, 1989:160-161).

1. Pre listening stage

The teacher should involve the students to create a sense of purpose in listening and help to focus the students' mind in the content of the text. It means that in pre listening, the teacher should help and encourage the students' motivation by preparing picture series before the students listen to the audio. Therefore, the students are ready to receive the materials about what they will hear and do after seeing the pictures.

There are numbers of activities using picture series that can be used in pre listening stage. Two of them are:

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a. looking at a picture or pictures

In this activity, the teacher asks the students to look at a picture or pictures based on the text before the students listen to the text.

b. giving Leading Questions

The teacher gives leading questions related to the picture series showed. It really helps the students to focus on the topic. The teacher can also ask the students to predict what the picture represents.

2. While listening stage

While listening is a stage where the students are listening to the text, pictures that will be used can help the students to keep in mind the overall context, the nature, the behavior and the situation. The students can check the sequence of some pictures while they are listening to the text.

According to Wright (1989:161), a number of activities that can be used in the while listening stage are as follows.

1. Showing picture series

The students are given picture series that relate to the story they heard. Then, the students are looking at the picture series given while listening to the audio heard.

2. Paying attention

The students have to pay attention while the teacher is playing the audio. Then, the students listen to the story and try to memorize the story given by the teacher by looking at picture series. The picture series used are taken from the internet and drawn by the researcher's relatives.

3. Giving a story of picture series

The teacher gives a story based on picture series given. The teacher plays the audio one or more until the students understand and comprehend the text.

4. Students' worksheet

The teacher gives exercises which consist of some comprehension questions such as, multiple choice and T/F questions that are to be answered individually.

Based on the explanation in while listening stage, the researcher applied three activities in while listening. They were showing picture series, giving a story of picture series and students' worksheet.

3. Post Listening Stage

Wright (1989:161) states that post listening is a stage that asks the students to draw conclusion from the task done in while listening. The task is done while listening to a text that can help the students to show what the students have understood and how they have responded to it.

The result of observation showed that the percentage of the students who were active in Cycle 2 was higher than that of the result in Cycle 1. It increased from 75,88% of the students in Cycle 1 to 77,28% of the students in Cycle 2

who actively participated during the teaching learning process of listening comprehension by using picture series.

From the result of listening comprehension tests 1 and 2, most of the students could achieve the standard score required by the school (70). There were 24 of 32 students (75%) in the first listening comprehension test and 24 students of 32 students (75%) in the second listening comprehension test. It happened because the researcher made some revisions, especially in the teaching-learning process. The results of the action research in Cycles 1 and 2 proved the action hypotheses saying that: the use picture series can improve the x5 grade students' listening comprehension achievement and also improve the x5 grade students' participation in teaching learning process of listening comprehension at SMA Negeri Rambipuji in the 2013/2014 academic year.

Conclusion and Suggestion

Based on the results of observation and listening comprehension test, it can be concluded that: 1). the use of picture series in teaching listening comprehension could improve the X5 grade students' listening comprehension achievement of SMA Negeri Rambipuji. It was proven by the results of listening comprehension tests in Cycles 1 and 2. There were 24 students of 32 students (75%) in Cycle 1 and 24 of 32 students (75%) in Cycle 2 achieved the standard score required by the school, that is, 70. Therefore, in both cycles, the target for product evaluation had been achieved; 2). the use of picture series in teaching listening comprehension could improve the X5 grade students' participation in the listening activities of SMA Negeri Rambipuji. It was proven by the results of the observation in Cycles 1 and 2. The improvement can be seen from the observation checklist results in Cycle 1, that there were 24 of 32 students (75%) in Meeting 1 to 23 of 30 students (76,76%) in meeting 2 who were active in the teaching and learning process. Meanwhile, in cycle 2, there were 25 of 33 students (75,75%) in Meeting I and 26 of 33 students (78,78%) in meeting 2 were active in the teaching and learning process. Therefore, in both cycles, the target for process evaluation had been achieved.

By considering the results that the use of picture series in teaching listening which can improve the X5 grade students' listening comprehension achievement and their active participation at SMA Negeri Rambipuji, some suggestions are proposed to the following people.

a. The English Teacher

The English teacher is suggested to use picture series as alternative media in teaching listening comprehension to improve both the students' listening comprehension and the students' active participation in the teaching learning process. It is due to the fact that picture series as media could improve both the students' listening comprehension and the students' participation. Besides, the English teacher is suggested to use picture series in different teaching learning activities, such as in teaching other skills and components.

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b. The Students

The students are suggested to be more focused when the teacher applied picture series in the listening comprehension activities because picture series can give them obvious information which are being heard.

c. The Other Researchers

The other researchers are suggested to conduct further research by using picture series to solve the problems in learning English by designing more meaningful and interactive activity in class not only for listening skill but also for the other language skills (speaking, reading, and writing) and language components (grammar, pronunciation and vocabulary) at different level of education using different research design.

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