

IMPROVING THE EIGHTH GRADE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT BY USING RECORDED MONOLOGUE AT SMP ISLAM (SMI) LUMAJANG IN THE 2013/2014 ACADEMIC YEAR

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Abstract

The purpose of this research was to improve the eighth grade students' listening comprehension achievement and their participation by using recorded monologue. The research design applied was a classroom action research with cycle model. The subjects in this research were the eighth grade students (VIII B class) of SMP Islam (SMI) Lumajang. To solve this problem, Recorded Monologue was used as alternative media to improve the eighth grade students' listening comprehension achievement and their participation at SMP Islam (SMI) Lumajang. The data were obtained from listening comprehension test, class observation, interview and documentation. The result indicated that the use of Recorded Monologue could improve the students' listening comprehension achievement from 62.5% to 75% and their participation in the teaching learning process from 79% to 87%. The English teacher is suggested to use recorded monologue of recout text as an alternative technique in teaching listening to improve the students' listening comprehension.

Key words : *Recorded Monologue, Recount Text, Listening Comprehension Achievement, Students' Participation*

INTRODUCTION

In learning a new language, sometimes, students face many problems because there are so many differences between their own language and the foreign language they learn. The problems they face such as distinguishing between sounds, interpreting stress and intonation, and understanding the meaning and catching ideas from the spoken language. As a result, the study of foreign language can make the students get bored, stressful, and discouraged. In this case, the teacher must be able to create enjoyable, fun and attractive materials. In that way, students can learn a new language easily.

Listening is a hard work. It is the skill that needs more attention than the others. Scott and Yetterbeg (1994:22) say that in listening, listeners have to concentrate very hard, especially for young learners because they have a very short attention span. It cannot be denied that, for example, in a conversation, we sometimes cannot hear all the things that have been said. Once in a while, we just hear only the part of the conversation or not all because we cannot focus our mind on the things that the speaker says.

Based on the background of the problems, the researcher did an interview with the English teacher of class VIII in SMP Islam (SMI) Lumajang and analyzed the previous score of listening. The teacher gave information related to the students' listening achievement. It was found that the average score in the listening test was 68. This did not achieve the target mean score of the school based on the standard score of Standar Kompetensi Minimum (SKM).

The minimum score is 70. It means that their listening achievement was still low and the students had difficulty in understanding the message of the text. The difficulties are: difficulty in catching the words and finding the main ideas.

Concerning with the condition above, applying the appropriate teaching aids was necessary to make the process of teaching listening more interesting. The teacher must select and deliver instructional media or visual aids, because teaching listening needs media to help and to facilitate the students the materials of listening. One of the teaching media that can be used in teaching listening is recorded monologue.

Based on the background of the problems and the condition above, the researcher conducted classroom action research in order to improve the eighth grade students' listening comprehension achievement by using recorded monologue at SMP Islam (SMI) Lumajang in the 2013/2014 academic year. The title of the classroom action research is "Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Recorded Monologue at SMP Islam (SMI) Lumajang in the 2013/2014 Academic Year.

REVIEW OF LITERATURE

Vandergrift (1999:1) argues that, listening is a complex, active process in which the listener must discriminate between sounds, understand vocabulary, and grammatical structures, interpret

stress and intonation, retain what was gathered in all of the above, and interpret it within immediate as well as the larger socio-cultural context of the utterance.

Based on the KTSP English basic course outline, the goal of listening is finding the general and specific information of the English text. Listening for finding general information is listening for finding the substance or the gist of the message (Hennings, 1997:155). Listening for determining general information can be divided into listening for finding topic and listening for finding main idea. Listening for finding specific information of a text deals with the supporting ideas of the text. Hennings (1997:156) explains that specific information or supporting detail work naturally to support main idea. In listening for finding specific information, the teacher asks the students to listen for supporting ideas of the spoken text.

In this research, finding general information (understanding of the main points) and finding specific information (understanding of the particular items) were applied in the teaching listening activity.

Recording should be used for definite specific purposes: to make available types of discourse, accent or listening situations that are difficult to present live, to make students concentrate on aural perception of the foreign sounds, intonation or stress patterns, or for testing (Ur, 1984:25)

Based on the KTSP English, in monologue, the listener does not require responding to a message. It is also called an informational listening. This is where information is communicated to the listener. According to Etman and Zaida (2009:3) monologue can be planned such as speech, news report, weather forecast or other prewritten material or unplanned such as description of something, emergency announcement etc.

Goatly (2000:30) states that recount text is a text type used to construct past experiences by retelling events and incidents in the order in which they occurred. There are three generic structures of recount text; orientation, events, and reorientation. Orientation deals with the scene and the participant, events describe a series of event which happened, and the last is reorientation that states the writer's personal note that gives personal comments on the incident

Teaching listening by using recorded monologue of recount text was quite simple. By using MP3, the materials in listening can be more understandable, learning activities become more interesting, and the teachers can use various activities in their instruction. In addition, recording monologue can be played many times and it can be operated easily. If the students did not understand about the text, the teacher can repeat the record.

In order to use recorded authentic material successfully, the researcher and the English teacher as the collaborator find it necessary to conduct pre-listening, while listening, and post-listening (Saricoban, 1999:1). These

following activities are: (1) Pre-listening activities. This activity also provides the background needed for the students to understand the record, and it can focus attention on what to listen to. (2) While-listening activities. While students are listening to the mp3 player the teacher asks them to take some notes. (3) Post-listening activities. Post listening activity also provides opportunities for teacher to access the students' comprehension and check their perceptions and clarify their understanding.

Based on the explanation above, it could be concluded that in teaching listening comprehension the teachers should create variety of activities and materials to make the students interested in the lesson, because it could improve the students' ability, especially in listening skill.

RESEARCH METHOD

The design of this research was a classroom action research with cycle model. According to McMillan (1992:12) a classroom action research is a type of applied research with the purpose of solving a specific classroom problem or making a decision at a single local site. This research was conducted collaboratively with the English teacher in all stages of this classroom action research.

This classroom action research was conducted at SMP Islam (SMI) Lumajang because the eighth grade students' of SMP Islam (SMI) Lumajang had difficulty in listening. The subjects in this research were the eighth grade students (VIII B class) of SMP Islam (SMI) Lumajang in the 2013/2014 academic year.

An operational definition became a guide to understand the concept of the research. Listening comprehension achievement in this research refers to the students' mastery of listening comprehension shown by the students' listening test scores gained by the listening test consisting of gap filling, multiple choice, and answering true-false after being taught by using the recorded monologue.

The data collection methods applied in this research were listening test and observation for collecting primary data, while interview and documentation were used for collecting the supporting data.

Hughes (2003:11) states that there are four types of tests, namely: proficiency test, achievement test, diagnostic test, and placement test. In this research, achievement test was used because it was intended to know how successful students had achieved the goal of the teaching learning process.

Hughes (2003:22) also states that there are two kinds of test based on the method of scoring. They are objective test and subjective test. In this research, objective test was applied because it was easier to be scored, analyzed and could give high reliability.

In addition, a good test must be valid and reliable. Hughes (2003:34) states that if a test is not valid, it cannot be reliable. In this research, the test was constructed based on the content validity in which the test items consisted of the indicators to be measured, that is listening for finding general information and finding specific information.

The objective test was conducted in the form of multiple choices, true-false, and gap-filling test. Multiple choice test included general information. True-false and gap-filling test included specific information. There were five items for multiple choice tests with 15 minutes allocated time, five items for the true-false test with 15 minutes allocated time, and ten items for gap fillings test with 20 minutes allocated time. The time allocation for the test was 50 minutes. Dealing with the scoring each item for multiple choice items were scored 5, and each item for true false items were scored 5, and each item for gap filling items were scored 5. Thus, the total score of the three types test were 100. In this research, observation was done during the teaching learning process. It was used to record the students' participation in the teaching learning process. In this case, the researcher used a checklist as the instrument to record the students' participation during the teaching learning process of listening comprehension by using recorded monologue of recount text. The observation focused on the students' active and passive participation during the listening teaching learning process.

In this research, interview was conducted with the English teacher to gain the supporting data about the technique used by the teacher in teaching listening comprehension in the classroom, the books used in English lesson, the way teacher taught listening skill, the students' problem in listening, and the students' listening achievement.

In this research, documentation was used for gaining the supporting data. It was about the names of the research subjects, curriculum, the previous listening test scores of the eighth grade students, especially VIII B, and the school profile of SMP Islam Lumajang.

The classroom action research design of this research was practical action research. According to Fraenkel and Wallen (2006:568), practical action research is intended to address a specific problem within a classroom, school, or other "community". There were five activities in the first cycle. They were: planning of the action, implementation of the action, observation, evaluation and reflection. The details were explained as follows: (1) Planning of the action was done before the action of the research was carried out. (2) The implementation of the action was done by the researcher that was teaching listening by using recorded monologue of recount text for finding general and specific information. (3) The class observation was conducted by the teacher while teaching listening by using recorded monologue of recount text in the first and second cycle. (4) The evaluation was in the form of listening comprehension test. There were multiple choice, true-false, and gap-filling in the listening test. The action was said to be successful if 75% of the students can improve their score of listening test required, that was minimal 70 as standard score of SMP Islam Lumajang, and 75% of the students are active in class when listening activities are conducted. (5) After the researcher analyzes the data, the reflection was done in order to know whether or not the actions have weaknesses or problems, and find the strength of the action.

Data analysis method is a way to analyze the obtain data.

RESEARCH RESULT

From the result of the observations, it was known that the students had fulfilled the achievement criteria for process evaluation that was fulfilling 75% for the total students who were active in the teaching and learning process. The students' active participation increased from the first meeting (71%) to (79%) in the second meeting.

Meanwhile, based on the product evaluation, the result of listening comprehension test in the first cycle could not achieve the target research that was 75% of 24 students got the standard minimum score 70. In fact, from the result of listening test, it indicates that 15 out of 24 students (62.5%) had achieved the standard score of 70. It means that the target of the research could not be achieved.

The researcher and the English teacher still continued to the second cycle because in the first cycle the researcher and the English teacher found the weakness from the students while the teaching and learning process. Both researcher and the English teacher agreed to conduct Cycle 2 by revising some necessary aspects from the action in Cycle 1, such as the materials and the time, so that the results in the second cycle were better and the success criteria of the research could be achieved. It was intended to prove and to ensure that the use of recorded monologue of recount text in teaching listening can improve the students' listening comprehension achievement in both the process and the product of teaching listening comprehension.

Dealing with the process evaluation that was the students' active participation in the teaching and learning activities, it showed some improvement compared in the first cycle. In the first meeting in Cycle 2, there were 19 out of 24 students (79%) who were categorized as active students by fulfilling at least 3 of the 4 indicators. In the second meeting, there were 21 out of 24 students (87%) who were actively involved in the teaching and learning process.

Based on the results of the listening test in Cycle 2, the teaching of listening by using recorded monologue could improve the students' listening comprehension achievement. The improvement could be seen from the percentage of the students who got 70 in Cycle 1 to the percentage of the students who got 70 in Cycle 2. Most of students could achieved the standard score required by the school that was 70. There were 15 of 24 students or 62.5% achieved the standard score in the first listening test and 18 of 24 students or 75% achieved the standard score in the second listening test.

From the result of observation by using checklist, it was known that the students had fulfilled the achievement criteria for process evaluation that is fulfilling 75% for the total students who are active in the teaching and learning process. The students' active participation increased from the third meeting 79% to 87% in the fourth meeting. From the result of listening test, it showed that 18 of 24 students (75%) had achieved the standard score required by the school that is 70. It means that the

successful criteria of product evaluation had been achieved (at least 75% of the students achieved the standard score).

DISCUSSION

Based on the result of observation in Cycle 1 and Cycle 2, it could be seen that the result of observation in Cycle 2 was higher than in Cycle 1. The students showed improvement in their participation in the teaching and listening processes by using recorded monologue of recount text. The students' participation increased from 71% to 79% in the first cycle, from 79% to 87% in the second cycle.

From the results of listening test 1 and listening test 2, most of students could achieved the standard score required by the school that was 70. There were 15 of 24 students or 62.5% achieved the standard score in the first listening test and 18 of 24 students or 75% achieved the standard score in the second listening test.

CONCLUSION

Based on the results, it could be concluded that the use of recorded monologue of recount text in teaching listening could improve the eighth grade students' listening comprehension achievement and students' active participation in the listening activities of SMP Islam (SMI) Lumajang in the 2013/2014 academic year.

SUGGESTIONS

The English teacher is suggested to use recorded monologue of recount text as an alternative technique in teaching listening to improve the students' listening comprehension. The students are suggested to be more active when the teacher tries to apply the recorded monologue of recount text because it could improve the students' listening comprehension achievement. The other researchers are suggested to conduct further research by using audio media to solve problem in class related to the students' problems in learning English.

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