

English Teacher Efforts to Improve Students' Listening Ability: A Study at Don Bosco Catholic Junior High School Tomohon

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Abstract— Language is a way to communicate ideas from one person to another with a different understanding. Nowadays, English is very important to be learned because English is an international language that is generally used to communicate with people from abroad. The main problem in this study is the low listening ability of students in learning English. The objectives of this study are: (1). to find out whether the use of audio media can improve the listening ability of students of the grade VIII students in Don Bosco Catholic Junior High School (2). What are the alternative efforts done by the subject teachers when they cannot use audio as a medium for listening learning? This research is a classroom action research (CAR) by collecting data through observation, tests and interviews with teachers and students. This study found that the use of audio media can improve listening ability of eighth grade students of Don Bosco Catholic Junior High School in Tomohon. This study recommends further research about the process of learning English.

Keywords—Efforts, English, Listening, Students

I. INTRODUCTION

Language is a way to communicate ideas from one person to another with a different understanding. Through language people in this world can express their feelings, desires, opinions and needs. Language becomes one of the means to transfer knowledge possessed by someone. Because it will be difficult for someone to understand the intention of what other people say without using language.

Nowadays, it is very important to learn English because English is an international language that is generally used to communicate with people from abroad. Young people or students in the current era are using English in their daily

activities, although there are still some of them who still mix their mother language and English. They think that using English is cool, so they want to learn English and use it in their daily activities.

In studying English there are four abilities that students have to master, they are: listening, reading, speaking and writing. Listening skill is an ability that needs tools in order to improve. Presentation of the material becomes one of the significant problems. The existing material must represent the pronunciation and speech style of native speakers.

The researcher chose listening ability because the researcher believes that before speaking one has to understand what is spoken by other people who use English because by being a good listener, we can become good speakers. So in this case the author intended to examine the ability of Listening. [1] suggests that:

“Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skill, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often recognize the written word more easily than they recognize the spoken word. Furthermore when reading, students can go back and reread a phrase whereas with listening they only get one chance. With reading, it’s the reader who sets the pace whereas with listening it’s the speaker or recording that sets the pace.”

From the explanation above we can conclude that listening and reading are both the ability to receive in language, but have different levels of difficulty. If in reading we still do not understand the essence, we can repeat to read

it. This is very contrary to listening, because listening can only be done only on one occasion without being able to repeat it. Therefore listening is still far more difficult than reading. Researchers also believe in teaching listening skills to junior high school students, especially the eighth grade who will be prepared to face the National Final Examination (UAN) a year later, where there is a test of listening ability done through audio media. Therefore, researchers tried to connect listening skills with audio media in their learning at school.

There are many people who have not been able to understand what others are saying in English as a whole, they are confused when the words spoken fast. It is difficult to understand what the person is saying. This is where the use of learning listening skills can help people to understand what are spoken more easily.

The use of audio as a medium of learning in formal schools is not easy to obtain. Many junior and senior high schools in Indonesia do not have a language laboratory, because this laboratory requires a lot of money in its procurement. Also not to mention if the electricity at the school immediately off while learning using audio. Another matter is when the teacher cannot use the correct teaching method in learning, the students might get bored In learning and will not be motivated to study. Students need creative, effective, interesting and not boring methods when learning. They will also feel bored if they are continuously given methods in listening learning by listening to conversations only, so the teacher must turn his brain to be able to provide creative and non-boring methods and techniques to students. Researchers believe that audio media is one of the media in listening learning that is suitable for use to students, especially in the eighth grade of junior high school to improve their listening skills in learning English.

Due to the limited time and knowledge possessed by the researchers, the researchers limit and formulate the problem into two points from the fifth identification of the problem above. The two points above are taken by researchers, including:

1. Can the use of audio media improve the listening skills of grade VIII students of Don Bosco Catholic Junior High School Tomohon?
2. What are the alternative efforts by subject teachers when they cannot use audio as a medium for listening learning?

II. RESEARCH METHODS

This research is making use classroom action reserach, conducted [2]at Don Bosco Catholic Junior High School in Tomohon City.

III. RESULTS AND DISCUSSION

This section will present research data and the results of data analysis described per research cycle. The number of research cycles is 2 cycles. This is because obtaining data from three research cycles has provided a significant picture of the achievement of the research objectives. That is, the data obtained cycle after cycle shows the improvement of students' listening results that become constructive in this study.

Research Results Per Cycle

The results of the study are described in stages in the form of learning cycles carried out in the teaching and learning process in the classroom. In this study learning is carried out in two cycles as described below:

1. Cycle I

The first cycle consists of four stages, they are, planning, implementing, observing, and reflecting[3], as followings:

1. Cycle I Planning

1). Planning

- a. The researcher conducted curriculum analysis to determine competency standards and basic competencies that will be delivered to students using audio media.
- b. Make learning plans using audio media
- c. Create student worksheet
- d. Making instruments that will be used in the CAR cycle.
- e. Develop learning evaluation tools.

2). Implementing

The implementation of teaching and learning activities for the first cycle was held on April 11, 2017, in class VIII with 20 students. In this case the researcher acted as a teacher. The learning process refers to the lesson plan that had been prepared. Observations were carried out simultaneously with the implementation of teaching and learning.

The learning steps were as follows:

1. The teacher explained the indicators, information on the background of the lesson, the importance of the lesson, and prepared students for learning.
2. The teacher demonstrated the skills correctly, or presented information step by step.
3. The teacher planned and gave initial training guidance.
4. Checked whether students have successfully performed the task well, gave feedback.
5. The teacher prepared to carry out advanced training with special attention to the application of more complex situations in daily life.

At the end of learning English process by using audio media, students were then given formative test I with the aim to determine the level of success of students in the teaching and learning process that had been done, especially in improving listening skills.

From the results of tests carried out in the first cycle, it can be explained that the application of audio media in English learning is obtained the average value of student learning outcomes is 71.95. These results indicated that in the first cycle classically students have not yet finished learning, because there were still some students who scored below the KKM score and only 45.00% less than the expected percentage. This result is because students were

still not used and have not understood the use of audio media applied by the teacher.

3). Reflection and planning

At the beginning, the first cycle of implementation is not in accordance with the plan. This is due to:

- a. Some students were not familiar with the condition of learning English by using audio media.
- b. Some students did not understand the steps of learning English using audio media.

To overcome the above problems, the following efforts were made:

- a. Teachers intensively teach students about how to learn English using audio media.
- b. The teacher helped the students who do not understand the steps of learning English using audio media.

At the end of the first cycle the results of teacher observation and collaboration with peers, it can be concluded that:

- a. Students were not familiar with learning condition which is learning English using audio media.
- b. Students were not familiar with learning English using audio media.
- c. Students have not been able to conclude that learning English using audio media has certain steps.

2. Cycle II

Cycle II consists of four stages, namely, planning, implementing, observing, reflecting and planning, as follows:

1). Planning

- a. Researchers conducted an English language curriculum analysis to determine competency standards and basic competencies that will be delivered to students using audio media
- b. Made an English learning plan using audio media
- c. Created student worksheet
- d. Constructed instruments that will be used in the CAR cycle.
- e. Developed learning evaluation tools.

2). Implementing

The implementation of teaching and learning activities for the first cycle was held on April 18, 2017 in grade VIII with 20 students. In this case, the researcher acted as a teacher. The learning process refers to lesson plans that have been prepared by entering the revised results in cycle I, so that the errors or shortcomings in the first cycle would not be repeated in cycle II. Observations were carried out simultaneously with the implementation of teaching and learning.

At the end of the English teaching and learning process by using audio media, students were then given formative test II with the aim to determine the level of success of students in the teaching and learning process that has been carried out, especially to determine the level of development of students' listening skills. The test results in cycle II were as follows: From the results of the tests carried out in the second cycle can be explained that the application of English learning using audio media obtained the average value of

student learning outcomes is 82.45. These results indicated that in the second cycle classically students have mostly finished learning, but there are still 4 students whose grades are less than the KKM. This is because the students were started to accustomed and haven't understood the process of learning English using audio media.

TABLE OF RECAPITULATION OF ENGLISH LANGUAGE LEARNING OUTCOMES AND STUDENTS' CYCLE I AND CYCLE II LISTENING ABILITY DEVELOPMENT

No	Cycle	Average Grade	Kkm	Completeness	
				Complete	Incomplete
1.	I	71.95	70	45%	55%
2.	II	82.45	70	80%	20%
Improvement		10.5	70	35 %	

By observing the recapitulation table of cycle I and Cycle II test results above, it can be seen that student learning outcomes have increased. The increase was seen from the average of the first cycle test results of 71.95 rising to 82.45 in the second cycle, meaning an increase of 10.5

The increase also occurred in the presentation improvement of students' listening skills which classically increased from 45% to 80%. Thus it can be concluded that the use of audio media in learning English has met the criteria of minimal limitations and has succeeded in improving the listening ability of students of Don Bosco Catholic Junior High School grade VIII.

Use of Audio Media in Improving the Ability English Listening of Grade VIII Don Bosco Catholic Junior High School Students in Tomohon.

Based on the results of the research above, it can be seen that the use of audio media in learning English in the eighth grade students of Don Bosco Catholic Junior High School Tomohon is able to improve student listening skills. This proves that in learning English in junior high school, the creativity of English teachers in using audio media can improve students' motivation to learn English and are especially able to improve students' listening skills. Therefore, the English education teacher must always try to use audio media and other media suitable for learning English.

The Alternative Efforts used by Subject Teachers when not using Audio as Listening Learning Media.

Based on the results of the study, it can be found that in the process of learning English the interaction between teachers and students is increasing. Students and teachers were both active in the learning process. Through the application of audio media the activity of students begins to form. Students began to have a habit of finding learning resources, even to look for the material in books and on the internet.

Problems encountered are when the situation and conditions did not allow the teacher to use audio media, such as the unavailability of audio player or electrical problems. To deal with these problems, the teacher must utilize the facilities available to students, namely mobile phones owned by students. Students were asked by the teacher to download English-language videos that are suitable for junior high school children.

IV. CONCLUSION

1. The use of audio media in learning English in eighth grade students at Don Bosco Catholic Junior High School in Tomohon can improve student learning interest and student listening skills.

2. When the teacher finds it difficult to use audio media because of limited suggestions, the teacher can use the student's cellphone for listening.

Suggestions

1. For teachers of English language education in junior high schools to be more active in the effort to implement various media and learning models that are active, creative, innovative and fun, so that the quality of English learning can be improved day by day

2. Need further research on the process of learning English in schools, especially in the use of learning media that can increase student learning interest.

ACKNOWLEDGMENT

We would like to express our gratitude to LPPM (Research and Community Outreach Center) Universitas Negeri Manado for facilitating this study so that it can be presented in this scientific forum.

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