

IMPROVING STUDENTS' LISTENING SKIL USING ENGLISH STORIES WITH AUDIO APPLICATION

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Abstract

This research is a classroom action research that doing in one of SMK Kesehatan in Kabupaten Bandung Barat. Classroom action research is a research that did by teacher in the class to improve students ability in a learning teaching process, in this case their score. Listening skill is the one of the skill in language that important for our life. With this skill we can processing some informations and messages that tells by other person into our own understanding. Innovation in learning method such as using application in mobile phone surely can catch students attention in learning English, this teaching media can help them to improve their listening skill. This research was done by using Listen English Audio Book smartphone application. This application contain the sound of narrators that telling the stories. It also contain the written text of the story which narrators tells about. The writer did a pretest before she start the treatment, the treatment itself and post test after the treatment to measure students ability in listening skill. At the pretest, the student's average score are 4.56 move to the first post test the student's average score increase to 6.68 and continued increase up to 7.55 at second posttest.

Keywords: *Listening, Classroom Action Research, ICT*

INTRODUCTION

This journal is written as a report to improving listening skill of students in one of SMK Kesehatan in Kabupaten Bandung Barat. No one can deny that foreign language is hard to learn, because it is not used as communication language. The writer found several problems in the English class but the most noteworthy thing is how to improving their listening skill. According to Santoso, Tuckyta, Sujatna, & Mahdi (2014), language is a system that is the language is formed by several components regularly patterned. The concept of language is a tool to convey your thoughts. Language is a tool to interact or tools to communicate, in the sense of a tool to convey thoughts, ideas, concepts, or feelings. Arici (2008) in Acat, Demiral, & Kaya (2016) explained that Listening starts at the pre-schoolperiod with the efforts of the individual on understanding what is happening around, the information of the universe containing the knowledge, feeling, thought of this era and the development of the basic mental structures. At the same journal, they said that the development of listening skill is also important because it has a key role on language education and development.

Listening ability is an important skill in learning language. This skill begin from the beginning of people's life. Listening also complicated activity that involving concentration, understanding level, and a person's cognitive. Broughton, et al. (1980: 65) cited in (Aryana and Apsari, 2009) state that listening calls for active participation in the communication between the participants and a receptive skill is involved in understanding the message. This activity give us every information. In listening skill we also know about micro and macro skills. (Argawati & Suryani, 2017) serve to us about both of this skill. Here there are:

Table 1. Micro and Macro Skills of Listening

No	Aspects	Micro and macro skills
1.	Recognizing the distinctive sounds	<ol style="list-style-type: none"> 1. Discriminate among the distinctive sounds of English 2. Retain chunks of language of different lengths in short term memory. 3. Recognize English stress patterns, words in stressed and unstressed positions 4. rhythmic structures, intonation contours, and their roles in signaling information 5. Recognize reduced forms of words 6. Process speech at different rate of delivery 7. Process speech containing pauses, errors, corrections, and other performance variables.
2.	Understanding the meaning	<ol style="list-style-type: none"> 1. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance 2. Recognize that a particular meaning may be expressed in different grammatical forms. 3. Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.
3.	Responding the communicative function, situation, participants, and goals	<ol style="list-style-type: none"> 1. Recognize the communicative functions of utterance according to situations, participants, goals. 2. Infer situations, participants, goals using real-world knowledge.
4.	Inferencing literal and implied	<ol style="list-style-type: none"> 1. Detect sentence constituents and distinguish between major and minor constituents 2. From events, ideas, and so on, describes, predict outcomes, infer links and connections between events, deduce causes and effects.
5.		<ol style="list-style-type: none"> 1. Recognize grammatical word classes (nouns, verb etc). Systems (e.g tense, agreement, and pluralization), patterns, rules, and elliptical forms.

Guessing the words, cohesive devices and grammatical word classes	2. Recognize cohesive devices in spoken discourse 3. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words form context, appealing for help, and signaling comprehension or lack thereof.
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In this research The writer use mobile application as a teaching media. (Anwaringsih, 2013) explained that Information and Communication Technology (ICT) subject is included subject that require direct practice. It opens the opportunity to each teacher to innovate in creating the media study that can help students understanding. This opportunity will create the innovation, invention, and creativity in the science, technology, and arts area. Sadikin (2016) in (Rohaeti & Pardi, Haji Hasan (IPGK Tun Husen Onn, Batu Pahat, 2016) explained that to attract children’s attention while teacher deliver the material is using a media. Application named “English Stories With Audio” used by The writer because it can help the students to train their listening skill in school or in their own home, because that application is easy to download at play store in their smartphone. Beside that, teaching listening of foreign language might be difficult and not fun. With thid application, it is can help teacher to catch their attention in the class.

METHOD

The method that applied for this study is classroom action research. Gregory, Kemmis, and McTaggard (2000) at (Argawati, 2014) said that teacher use this method to help them investigated classroom to increase the understood of teacher about their teaching learning activity in the class. In this method there are some of cycles, and every cycles have four steps. There are plan, implement, observe, and reflect.

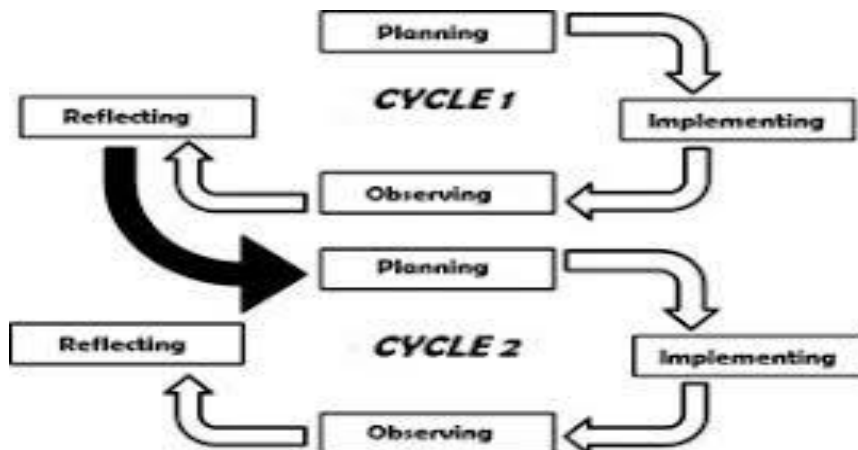


Figure 1. The cycle in classroom action research

Action research doing by the researcher as an effort find out the problem in the class and how to solve every crucial problems in that place. Action research not only doing by the teacher but also every professionals that need to find out and solve the problem. The Model of action research is developed by (McTaggart, 1988) in Asyid, Nurdiansyah , and Parmawati (2019) consisting four aspects:

1. Planning: develop a plan of critically informed action to improve what is already happening.
2. Action: act to implement the plan.
3. Observation: observe the effects of the critically informed action in the context in which it occurs.
4. Reflection: reflect on these effects as the basis for further planning, subsequent, critically informed action, etc.

The writers conclude that this research held in the class to transform the condition become better. Classroom action research has a cycle that consist of 4 activities. We do a planning to make a plan about how to run the class using this learning method. After that, the implementing. This stage is teacher students activity in the class using CAR and start to learn using the teaching media. While we do the implementing stage, we should doing observing. Observing the students feedback about our teaching method and the media. Finally, the reflection stage, the purpose of this stage is to find out wht is missing or every lackness at the stages before. Classroom action research itself consist minimum two cycles. It is because if we don't get maximum result in the first cycle, we can make it better in the next cycle.

RESULTS AND DISCUSSION

Results

From the problem that find by the writer, she decided to doing Classroom Action Research in 2 cycles. Every cycle composed of 3 meetings. In 3 meetings there must be plan, implement, observe, acting, and then reflect. Students work in personal in pretest, treatment and posttest. In the first meeting, the writer observe the condition and how the students learn in their class. After that, the writer ask them to work in personal and doing a pretest. the writer play a paragraph in the "English Stories With Audio", play it with speaker and then give them some question from the story.

At the second meeting, the writer give them another treatment by giving them different story from "English Stories With Audio". This time the writer at least give 3 different stories because the writer wants to get better feedback from them. And its work, they did better job in this meeting. At the third meeting, the writer use as posttest meeting. It held to get some score after the treatment.

From the first cycle through the pretest, the student's average score are 4.56. In the post test I the student's average score increase to 6.68 and continued go up to 7.55 at posttest II. Pretest did by the writer to find out the start score of the students. This score used by the writer as a reference for the posttest I. While the score from post test I is use as a reference for post test II. Final score for this research is taken from the last test, which is post test II.

Discussion

From every result that get by the writer, it means students successfully increasing their score in listening. Their score in all of the tests always go up. In the first meeting students are not get some treatment from the writer. In this meeting they have to done a pre test to measure their first score. This score are use by the writer as a referenc for anohtertest in this research.

After get a score in the pre test, the writer doing a treatment use the application. The writer train the students to maximize their listening skill use a narrative text in the application. In this application, students will hear a narrator who tell them a narrative text and they are train to

understand the story that they are listen to. After get some treatment, in the another meeting students gave a post test I to find out their ability after get some listening lesson. This activity can not use as a final score, because classroom action research must have two cycles at least. So, after this test, the writer will reflect the outcome from the student. Find the inadequacy from the first cycle and make a map out for the next cycle. In the second cycle, the writer doing the same activity like the previous cycle. And also in the end of the cycle, post test II held in the class. The result of this test can be use as a final score from the class.

CONCLUSION

The improvement of listening skill of the students are measured quantitatively increased. It can be see in the result of pre test, post test I and post test II. In the pre test before the treatment, the average score of the students are 4.56. Meanwhile at post test I, their average score are 6.68. And finally at post test II their average score touch the point 7.55. From this result we can conclude that teaching English listening skill using mobile application are effective for students. This application also can help teacher to catch the attention of their students in the session of the teaching learning process.

The pre test's score of this research use by the writer as a reference for the post test I. With this way, teacher can clearly see the increasing score of students before and after the treatment. On the other hand, the result of post test I are using as a reference for the post test II. Classroom action research as the expert said before are consist minimum two cycles. That is why the writer doing a post test II to find out students final score in this research.

ACKNOWLEDGMENTS

This journal supported by IKIP Siliwangi. We thank to our family, our parents who supported us in making this. And also to all our lecturers who give us every advices and knowledges. Without them all, we cant success in write this journal. We also send all of our gratitude to SMK Kesehatan in Kabupaten Bandung Barat where is the place that we held this research. To English teacher who let we borrow his class. For every students that so cooperative while we held the research. Our gratitude will send to them.

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