

IMPROVING LISTENING SKILL USING LEARN ENGLISH BY LISTENING APPLICATION

Neri Permata Sari ¹, Santi Susilowati ²

¹ IKIP Siliwangi

² IKIP Siliwangi

¹ permataneri@gmail.com, ² santisusilowati07@gmail.com

Abstract

Listening is one of basic skill in English. Many of students feel difficult to learn listening especially in English. Using a multimedia as a teaching media is important in this process. It can catch students attention of the lesson. This research discusses improving listening skill using application “Learning English by Listening” as learning media for grade 10 Pharmacy SMK Kesehatan Fajar Kencana. This study is Classroom Action Research. This research uses several instruments such as test used for pretest and posttest and observation. This study involved 39 students as the respondent of the research. This study using Learn English By Listening application to improve students listening skill. Students scores in listening skill at the pretest and posttest were namely the mean score of pretest is 6.34 and the mean score of posttest was 6.97. In the last score it increased to 8.18. The students were very enthusiastic in this learning.

Keywords: *Listening, CAR, ICT, Application Learning English by Listening*

INTRODUCTION

English is the universal language, many countries use English as a foreign language, likewise Indonesia. A system that formed by several components which regularly patterned called language (Santoso, Tuckyta, Sujatna, & Mahdi, 2014). Language has central role on intellectual development, social, and emotional students to supported success student and learn all of lessons, Parmawati (2018). Introduction of English in every school hopefully can improve linguistic and communication components. English has 4 aspects of basic skill. They are listening, speaking, writing and reading. Listening is an important activity in the classroom, because listening provides stimulation for students to be able to participate in learning activities.

The first skill that received by person is listening skill (Orilina & Suryani, 2017). Listening is fundamental to speaking. Listening is maintaining what people say. Listening is an exercise. Listening is one of the skills needed by a facilitator. Listening is not just listening to something that “enter the left ear out of the right ear” or vice versa. Listening is listening to understand what other people say with a serious process that cannot be done simply by relying on habits, reflexes and instincts. Listening requires students to be able to understand language input, so listening is a receptive ability (Nurpahmi, 2015). This means that teaching listening is very crucial. It is supported by Broughton, et al. (1980: 65 cited in Aryana, Suhud and Apsari, 2009) states that listening calls for active participation in the communication between the participants and a receptive skill is involved in understanding the message.

In the era of globalization nowadays, the development of information and communication technology is growing very rapidly. Information and Communication Technologies (ICT) includes two aspects, namely information technology and communication technology. Information technology includes everything related to processes, used as a tool, manipulation and management of information.

Communication technology is all things related to the use of tools to process and transfer data. Says Skinner & Preece (2003), that the new ICTs have other potential benefits as tools for enhancing science teaching and learning in schools. Wong et al. (2006) point out that technology can play a part in supporting face-to-face teaching and learning in the classroom. (Agr Abel García Muñoz Ing Agr Merylyn Rodríguez Murillo et al., 2009)

Mobile based applications are practical applications or easy to carry because they run on cellular phones. With a mobile application it can be used anywhere and anytime including information in learning English. Smartphone is a cellular phone with a microprocessor, memory, screen and built-in modem.

A Smartphone is considered 'a mobile phone handset with advanced hardware and software capabilities that enable it to perform complex function similar to those of laptop computers. (BinDhim & Trevena, 2015)

METHOD

According to Carr and Kemmis (1986: 162), action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out (Smith & Doyle, 2007).

Stringer (1999 : 18; 43-44;160) The action research process works through three basic phases:

1. Look - building a picture and gathering information. When evaluating we define and describe the problem to be investigated and the context in which it is set. We also describe what all the participants (educators, group members, managers etc.) have been doing.
2. Think – interpreting and explaining. When evaluating we analyse and interpret the situation. We reflect on what participants have been doing. We look at areas of success and any deficiencies, issues or problems.
3. Act – resolving issues and problems. In evaluation we judge the worth, effectiveness, appropriateness, and outcomes of those activities. We act to formulate solutions to any problems. (Smith & Doyle, 2007)

In this research, researchers was conducted 2 cycles. In every cycle, conclude 4 steps. Namely planning, implementating, observing, and reflecting.

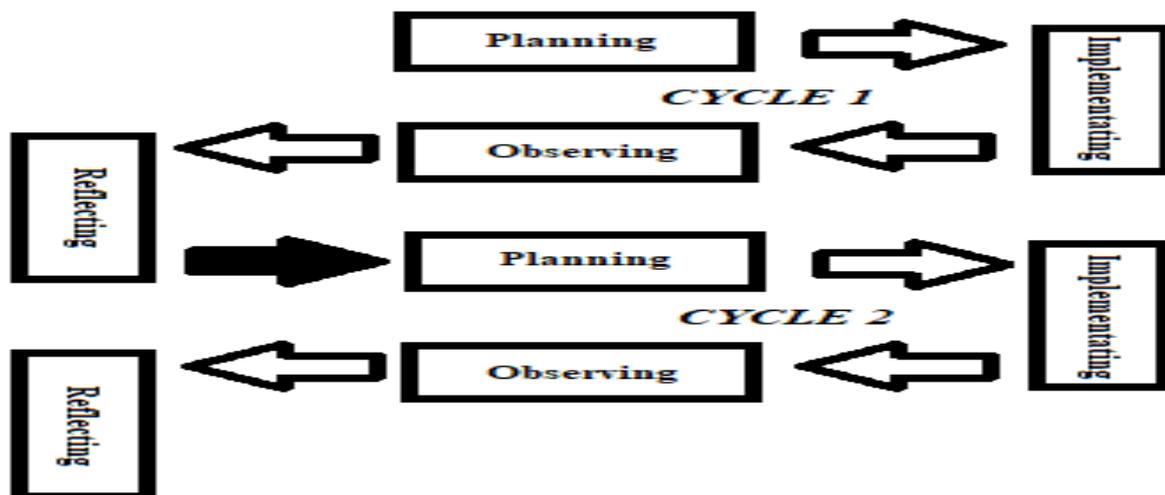


Figure 1. Cycles of Classroom Action Research

This research also used several instruments, namely test and observation. Observation use during the treatment in the class. While the test is used for pre-test and post test for student and the test used to assess the outcome of the treatment and teaching process during the research. So, the researchers can evaluating the learning process used application method use Learning English by Listening application is success or fail. To the compare outcome of learning method, the researcher was taking a sample of student class X Senior High School from SMK Kesehatan Fajar Kencana. Students class X Pharmacy, that is comprised of 39 students with a different skill. The research conducted for 4 weeks. Starting from September 24, 2018 until October 19, 2018.

RESULTS AND DISCUSSION

Results

Table 1. The Activities of Research

No	Topic	Activity
1	Pretest	The student give question pretest level 1 article first snow fall
2	Treatment 1	This follow is step of listening using application : <ol style="list-style-type: none"> 1. The student are given question 2. The teacher plays audio from learn English by listening application. 3. The student give treatment using audio in learn English by listening application level 1 article jessica’s first day of school 4. Student listento the audio and answer the question on the question paper. 5. And then, the researchers give assessment during learning, assessing research for each student. And discuss.
3	Treatment 2	This follow is step of listening using application :

		<ol style="list-style-type: none"> 1. The student are given question 2. The teacher plays audio from learn English by listening application. 3. The student give treatment using audio in learn English by listening application level 1 article my fower garden. 4. Student listento the audio and answer the question on the question paper. <p>And then, the researchers give assessment during learning, assessing research for each student. And discuss.</p>
4	Posttest	The student give question pretest level 1 article going camping
5	Treatment 1	<p>This follow is step of listening using application :</p> <ol style="list-style-type: none"> 1. The student are given question 2. The teacher plays audio from learn English by listening application. 3. The student give treatment using audio in learn English by listening application level 2 article why do people dislike other people? 4. Student listento the audio and answer the question on the question paper. <p>And then, the researchers give assessment during learning, assessing research for each student. And discuss.</p>
6	Trameant 2	<p>This follow is step of listening using application :</p> <ol style="list-style-type: none"> 1. The student are given question 2. The teacher plays audio from learn English by listening application. 3. The student give treatment using audio in learn English by listening application level 2 article the birthday gift 4. Student listento the audio and answer the question on the question paper. <p>And then, the researchers give assessment during learning, assessing research for each student. And discuss.</p>
7	Posttest	The student give question pretest level 2 article new year's day.

From the results of student pretest and post test assessment, we can see the increase in the ability of students. Learning with this application can increase the ability of students in listening and the students were interested in learning because they are learning using modern media namely smartphone mobile as a media of learning activities.

Students score in listening skill also increase, they showed improved results. The means score in pretest is 6.34, and in the post test the mean score of students are 6.97. in the mean score of post test II is 8.18

Discussion

In this research the researchers using application of smartphone to improve student listening skill. In first meeting, the student get pre test to measure their ability in listening skill. The researchers give them treatment in next meeting, in meeting two and three. And in meeting four, students get post test to measure their score after get the treatment in meeting two and three.

After that, in meeting five and six, the students get the treatment again to adding their skill and knowledge about material. And in the last meeting, the researchers give them the post test to measure their final score. The researchers was conducted 2 cycles that include 4 activity in each cycle.

CONCLUSION

The conclusion from this research is that learning English, especially learning listening skill, using application in smarphone mobile is quite fun for students. In a modern era nowadays, technology is very important. From the results of student assessment we can see the increase in the ability of students. It turns out that the telephone is not only used in negative terms but can be used in positive terms such as learning media.

ACKNOWLEDGMENTS

This journal supported by IKIP Siliwangi. Special thanks to Allah SWT, our parents, our family, and all our lecturers who give supported, knowledge, and motivation for us to finished this journal. And also thanks to SMK Kesehatan Fajar Kencana, students class X Pharmacy and all of teachers where in this school we can conduct our research.

REFERENCES

- Aryana, S., & Apsari, Y. (2018). Analysing Teacher's Difficulties In Teaching Listening. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 6(2), 100-106.
- BinDhim, N. F., & Trevena, L. (2015). There's an App for That: A Guide for Healthcare Practitioners and Researchers on Smartphone Technology. *Online Journal of Public Health Informatics*, 7(2), 1–12. <https://doi.org/10.5210/ojphi.v7i2.5522>
- Nurpahmi, S. (2015). *Sitti Nurpahmi , Improving Listening Skill By Activating Students' Prior Knowledge*.
- Orilina, N., & Suryani, L. (2017). Developing Listening for General Communication Coursebook for the First Semester Students Of STKIP Siliwangi Bandung. *Journal of Education and Learning*, 5(1).
- Parmawati, A. (2018). The Study Correlation Between Reading Habit And Pronunciation Ability At The Second Grade Students Of Ikip Siliwangi. *Eltin Journal, Journal Of English Language Teaching In Indonesia*, 6(1), 46-52.

- Santoso, I., Tuckyta, E., Sujatna, S., & Mahdi, S. (2014). Speech Act On Short Stories ; A Pragmatic Study. *The International Journal of Social Sciences*, 19(1), 108–118.
- Smith, M., & Doyle, M. (2007). *Perspectives*. 24–26.