

**TEACHING LISTENING COMPREHENSION BY USING INTERACTIVE  
LISTENING CLASSROOM PERFORMANCE**

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**Abstarct:** The problem of the research discussed in this study “Is it effective to teach listening comprehension by using interactive listening classroom to the first semester students of I.b class of English Education Study Program-PGRI University Palembang?” Based on the problem, the writer’s objective of the study was to find out whether or not it is effective to teach listening by using interactive listening classroom performance to the first semester students of I.b class of English Education Study Program-PGRI University Palembang. In this study, the method was used the pre experimental design with the one group pre-test and post-test. The population of this study was the first semester students of English Education Study Program-PGRI University Palembang. The sample of this study was Ib consisted of 34 students the sample was taken by using purposive non random sampling the data were collected and analyzed by means of two statistical analyses, Matched t-test and percentage analysis. The finding of this study showed that the average score in pre-test was 51.91 and the average score in post-test was 84.11, the result of matched t- test was 14.70, which exceeded the critical value ( 1.697 ). It means that null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted. So teaching listening comprehension by using interactive listening classroom performance was effective.

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**Keywords :** Teaching, listening, and interactive listening.

## **INTRODUCTION**

English is first foreign language in Indonesia which is taught as a school subject and one of the compulsory subjects starting from first year of Junior High School until first year of University level. Besides that English also has function as communication means with the order countries in the world. Learning English involves the four language skills, such as listening, speaking, reading, and writing. Saleh (1989:270) states "Learning a language means trying to get a good mastery of the language for the purpose of communication". Besides that, the students should have mastered the language components, such as pronunciation, grammar, vocabulary, idiom, and spelling.

Jaya (2017) Listening means understanding the spoken language, speaking means using the language orally, reading refers to understanding the meaning and supporting ideas of the written language, and writing refers to express one self in writing in order to make people understand. Listening is a basic in learning English because in teaching learning process the first step is the students listen what the teacher

said. Listening is the language modality that is used most frequently. Listening is a process of understanding and remembering what they heard, So they get the information. Beside that, listening can provide benefits to students, they can get a lot of information. Listening also can measure students' ability and understanding of the information they receive.

According to Orwig (1999:12) cited by Loki Hermina (2011:2) Listening is the first language skill. It is perhaps the most important skill of all, the basis for the others. By developing the ability to listen well, the students can develop and become more independent learners. Dalton (2007:4) states that listening is not only hearing but also understanding what is being said. In general there are two kinds of listening: active, such as in a face to face conversation or on the phone, etc; and passive when one watches the television or listen to the radio. Dalton (2007:4) adds that listening sub-skills which need to be learnt are: discriminate among the distinctive sounds in new language, recognize stress and rhythm patterns, tone and intonation, recognize reduced forms of

words and distinguish word boundaries, recognize typical word-order patterns, recognize vocabulary, detect key words, such as those identifying topics and ideas, guess meaning from context, recognize grammatical word classes, recognize basic syntactic patterns, etc. The result of listening is comprehension.

The problem of this study in teaching learning process, listening considered the most difficult subject because students cannot understand and comprehend what they heard. So, the students are bored and they are lazy to follow the lesson. Beside that the students often find some problems. Many students find difficult in learning listening because the students get difficulties in listening since vocabulary in English has many meaning, the students get difficulty to understand what the native speaker said, the material of listening is limited for learning, the teacher's way of teaching is not interesting, and the media is not support in learning listening.

Considering the importance of listening in language learning and teaching, the teacher should help the students to become an effective listener.

There are many ways to teach listening. Students will be interested first to follow lessons listen. Not only by listening to a song, watching a movie or listening to English conversation because then students will feel bored. So, teacher should make learning by discussion, debate, conversation, role play, and games. The type of this class is called with an interactive classroom technique. Interactive listening is in teaching listening, an emphasis on listening as involving an active interplay between a listener and a text or between a listener and a speaker (Richards, 2002:265).

The objective of this study is to find out whether or not interactive listening classroom performance is effective for teaching listening comprehension

Teaching listening using an interactive classroom performance is one of the technique that can include all five of the types of learners actively participate in discussion, debates, conversations, role plays and other pair and group work (Brown:2001).

Based on the reasons above, the writer is interested in this topic for interactive listening classroom

performance with the group work that will help the students to be enjoyable to learning listening, to get more information. So, the writer choose title “Teaching Listening Comprehension by Using Interactive Listening Classroom” to be investigated.

## **LITERATURE REVIEW**

### **Concept of Teaching**

According to Harmer (2007:107) Teaching as transmission of knowledge from teacher to student or creating conditions in which, somehow, students learn for themselves. In addition to Brown (2007:18) Teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. Teaching is guiding and facilitating, learning, enabling the students to learn, setting condition for learning. These statements show that there are interaction between teacher and the students in teaching learning process. Furthermore, Gage (2009:1), Teaching is also important in terms of a kind of ethical imperative. This

statement told us that as a teacher we are compulsory to educate the students well and decently.

Based on the definition above, the writer can conclude that teaching is a process of transferring knowledge from the teacher to the students to get knowledge and the students can learn how to do something from what they learn. So they can be better than before.

### **Concept of Listening Comprehension**

According to Clark and Richard in Brown, (2007:234), Listening comprehension is not a one way street. One face – the first – of listening comprehension is the psychomotor process of receiving sound waves through the ears and transmitting never impulses to the brain.

According to Brown (2000:249), The following eight processes are all involved in comprehension:

- 1) The hearer processes what we’ll call “raw speech” and holds an image” of in short term memory. This image consists of the constituents (phrases, clauses, cohesive markers, intonation and stress patters) of a stream speech.

- 2) The hearer determines the type of speech event that is being processed. The hearer must, for example, ascertain whether this is a conversation. A speech, a radio broadcast, etc., and then appropriately “color” the interpretation of the perceived message.
  - 3) The hearer infers objective of the speaker through consideration of the type of speech event, the context, and content. So for example, one determines whether the speaker wishes to persuade, to request, to exchange pleasantries, to affirm, to deny, to inform, and so forth. Thus the function of the message inferred.
  - 4) The hearer recalls background information relevant to the particular context and subject matter. A lifetime of experiences and knowledge are used to perform cognitive associations in order to bring a plausible interpretation to the message.
  - 5) The hearer assigns a literal meaning to the utterance. This process involves a set of semantic interpretations of the surface strings that the ear has perceived.
  - 6) The hearer assigns an intended meaning to the utterance. The person of the bus intended to find out what time of day it was, even though literal meaning didn’t directly convey that message.
  - 7) The hearer determines whether information should be retained in short-term or long term memory. Short-term memory – a matter of a few seconds – is appropriate, for example, in contexts that simply call for a quick oral response from the hearer.
  - 8) The hearer deletes the form in which the message was original received. The words phrases and sentences themselves are quickly forgotten – “pruned” in 99 percent of speech acts.
- According to Richards and Schmidt (2002:313) Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension processes in second

language learning focuses on the role of individual linguistic units (e.g. PHONEMES, WORDS, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic.

Listening comprehension process of receiving sound waves through the ear and transmitting nerve impulses to the brain that focuses on the role of individual linguistic units as well as the role of the listener's expectation, the situation, and context, background knowledge and the topic that can be used to improve individual's pronunciation.

### **The Importance of Listening**

Listening has often played second fiddle to its counterpart, speaking. Jaya et al (2018) In the standardized testing industry, a number of separate oral production tests are available but it is rare to find just a listening test. One reason for this emphasis is that listening is often implied as a component of speaking. How could you speak a language without also listening? In addition, the overtly observable nature of speaking renders it more empirically measurable

then listening. But perhaps a deeper cause lies in universal biases toward speaking. A good speaker is often (unwisely) valued more highly than a good listener. Every teacher of language knows that one's oral production ability – other than monologues, speeches, reading aloud, and the like – is only as good as one's listening comprehension ability (Brown, 2004:119).

### **Types of Listening**

According to Brown (2004:120), there are four types of listening, they are intensive, responsive, selective, and extensive.

1. **Intensive** refers to Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of a larger stretch of language.
2. **Responsive.** Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make an equally short response.
3. **Selective.** Processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information. The purpose such performance is not necessarily to look for global or general

meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language (such as classroom directions from a teacher, TV or radio news items, or stories). Assessment task in selective listening could ask students, for example, to listen for names, numbers, a grammatical category, directions (in a map exercise) or certain facts and events.

4. **Extensive.** Listening to develop a town-down, global of understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

### **The Concept of Interactive**

Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet - the first step - of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. The process

of the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms (Brown, 2000:249). Further more, interactive listening is in teaching listening, an emphasis on listening as involving an active interplay between a listener and a text or between a listener and a speaker (Richards et al, 2002:265).

The stages in conducting interactive listening, According to Nunan (1991:28), there are four stages in the interactive listening:

1. Preparation. At this stage, teachers prepare students for the text they will be hearing by asking questions and discussing a stimulus picture, by discussing vocabulary, by ensuring that students know what they are supposed to do, and by ensuring that the students are in the appropriate groups.
2. Dictation. Learners hear the dictation twice. The first time, they listen only and get a general feeling for the text. The second time they take down notes, being encouraged to listen for content words which will

assist them in reconstructing the text. For reasons of consistency, it is preferable that students listen to a cassette recording rather than teacher-read text.

3. Reconstruction. At the conclusion of the dictation, learners pool notes and produce their version of the text. During this stage it is important that the teacher does not provide any language input.
4. Analysis and correction. There are various ways of dealing with this stage. The small group versions can be reproduced on the board or overhead projector, the texts can be photocopied and distributed, or the students can compare their version with the original, sentence by sentence.

### **The Advantages of Interactive Listening**

1. Engaged learners who actively participate in their own education are more apt to remember more from a lesson and then transfer newly acquired skills to different situations.
2. Interactive learning in a classroom is to maintain a

teaching style, like the Socratic Method, that encourages healthy debate between students and the teacher.

3. Discussion in class is one of the interactive learning when the teacher ask the students to discuss about specific topic in the class. it will helps to motivate students toward further learning, to allow students to apply information in new settings, or to develop students' thinking skills, then discussion is preferable to lecture.
4. Students are able to express out their own opinions during the class. They will have chance to talk in front of their friends and lecturer. So it will help them to gain self confidence to talk.

### **METHOD**

In this study, the writer used pre-experimental design with one grup pre-test and post-test design. According to Fraenkel and Wallen 2012, p.269), the pre-experimental with one group pretest-posttest design is a single group is measured or observed not only after being exposed to a treatment of some



sort, but also before. It means that the writer only used one group to do her research with any control group. The single group was given pretest, treatment, and post-test. In doing this research, the writer did some steps, they were as follows:

- a. Surveying the literature relating to the problem;
- b. Identifying and defined the problem;
- c. Formulating the hypothesis;
- d. Constructing an experimental plan by;
  - Selection a research design
  - Selection sample of subject
- e. Collecting the data through a pre-test;
- f. Conducting the experiment;
- g. Collecting the data through a post-test;
- h. Analyzing the data;
- i. Drawing the conclusion;
- j. Proposing the suggestions;
- k. Reporting the result as the thesis;

## **Population and Sample**

### **Population**

Population refers to all the members of particular groups. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of a study (Fraenkel & Wallen, 2009, p.105). The population may be all the individuals of a particular type or a more restricted part of that group. In this research, the population was taken from all of the first semester students of the English Education Study Program – PGRI University Palembang, in the academic year of 2018/2019. It was consisted 76 students from the two classes. As shown in Table 1.

Table 1. The Population of the Research

No	Class	Total
1.	la	42
2.	lb	34
Total		76

(source : the first semester students of the English Education Study Program – PGRI University Palembang, in the academic year of 2018/2019)

### **Sample**

Sample is a group of subject on which information is obtained. It is selected in such a way that it represents, the larger group (population) from

which it is obtained (Frankel and Wallen, 2009, p.90). The writer used the purposive sampling method to select the class. According to Fraenkel And Wallen (2009, p.99), "Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need". In this research, the writer took one class which was consisted of 34 students as the sample from class I.b. as shown in Table 2.

Table 2. The Sample of the Research

No	Class	Total
1.	Ib	34
Total		34

## **FINDINGS AND**

## **INTERPRETATION**

### **Findings**

There are three findings of the study were : (1) the students' score in the pre- test, (2) the students' score in the post-test, (3) the result of the match t-test calculation between the students' score in the pre-test and post-test.

#### **1) The Students' Pre-test Score**

The sample of this study was taken from class Ib was considered 34 students. The writer gave the pre-test to them. The test was given before the treatment. The number of test items was 20 missing lyrics of the song. To get the

students score in pre-test the writer counted by the number of correct answer was missing lyrics of the song and then it was divided the number of test items, for example, the highest score of the pre-test in this study was 85. It means that the students got 17 correct answer. So, the correct answer was missing lyrics of the song and then it was divided the number of test items. The score was 85.

After the score had been calculated, the writer found that the average of the students' score in the pre-test was 51.91 the highest score was 85 reached by one student and the lowest score was 30 reached three students. The total score was 1765.

#### **2) The Students' Post-test Score**

The students' score in the post-test were taken after the students got the treatments. The writer taught listening comprehension by using interactive listening classroom performance to the class Ib. The number test of items were 20 missing lyrics. To get the students' score in post-test, the writer counted by the number of correct answer was missing lyrics of the song and then it was divided the number of test items,

for example, the highest score of the post test in this study was 100. It means that the students got 20 correct answer. So, the correct answer was missing lyrics and then it was divided the number of test items. The score was 100 reached by three students. The lowest score were 70 reached by five students. The average score of the students' score 84.11. The total score was 2860.

### 3) The Result of the Matched t-test Calculation

After the result of pre-test and post-test were obtained, the writer calculated matched t-test to know whether the use of interactive listening classroom performance was effective or not.

$$\begin{aligned}
 SD &= \sqrt{\frac{\sum D^2 - \left(\frac{1}{n}\right) (\sum D)^2}{n-1}} \\
 &= \sqrt{\frac{40175 - \left(\frac{1}{34}\right)(1095)^2}{34-1}} \\
 &= \sqrt{\frac{40175 - (0.029)(1199025)}{33}} \\
 &= \sqrt{\frac{40175 - 34771.725}{33}}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{\frac{5403.275}{33}} \\
 &= \sqrt{163.73} \\
 &= 12.79
 \end{aligned}$$

$$\begin{aligned}
 \overline{SD} &= \frac{SD}{\sqrt{n}} \\
 &= \frac{12.79}{\sqrt{34}} \\
 &= \frac{12.79}{5.83} \\
 &= 2.19
 \end{aligned}$$

$$\begin{aligned}
 t_{obt} &= \frac{\bar{X}_1 - \bar{X}_2}{\overline{SD}} \\
 &= \frac{84.11 - 51.91}{2.19} \\
 &= \frac{32.2}{2.19} \\
 &= 14.70
 \end{aligned}$$

Level Significance 5%

$$\begin{aligned}
 t_{tab} &= df (n-1) \\
 &= df (34-1) \\
 &= df (33) \\
 &= 1.697
 \end{aligned}$$

$$t_{obt} (14.70) \quad t_{tab} (1.697)$$

Based on the calculation above, the matched t-test calculation was 14.70 and critical value of t-table was 1.697. It means that t-obtained was higher than t-

table, and the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted, it means that teaching listening comprehension by using interactive listening classroom performance to the first semester students of I.b class of English Education Study Program-PGRI University Palembang was effective.

### **Interpretation of the Study**

Based from the findings, the writer found that teaching listening comprehension by using interactive listening classroom performance was effective in increasing the students' listening comprehension. In Interactive listening, the students could be more active and participate to each others to identify the song lyrics and then the students were able to debate their opinions with the teacher, beside that the students could make discussion with the others to complete the missing words of the song lyrics. The students could be more comprehended and interested in listening comprehension, since in the teaching and learning process, the writer apply the easy technique and the interesting material to learn.

Based on the findings of this study, the students' score in the post-test was higher than the students' score in the pre-test. The students' average score of the pre-test 51.91 and the students' average score of the post-test 84.11. The result of this study showed the significance different of the students' scores in the pre-test and the post-test. The writer could assume, the treatment was needed in teaching listening comprehension by using interactive listening classroom performance. During the treatment, the writer did the approach to the students. Since the writer had taught the students by using interactive listening classroom performance, the students could be more active in teaching learning process and easy to comprehend to the lyrics of the song.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

From this research, the writer concluded that teaching listening comprehension by using interactive listening classroom performance was effective because of interactive

listening, the students could be more active and participate to each others to identify the song lyrics and then the students were able to debate their opinions with the teacher, beside that the students could make discussion with the others to complete the missing words of the song lyrics. In addition to, the average score in post-test was higher than the average score in pre-test. The average score in pre-test was 51.91 while in post-test was 84.11. Beside that the result of t-obtained was 14.70 exceeding the value of t-table. Therefore, null hypothesis (Ho) was rejected alternative hypothesis (Ha) was accepted. It could be concluded that teaching listening comprehension by using interactive listening classroom performance to the first semester students of I.b class of English Education Study Program-PGRI University Palembang was effective.

### **Suggestion**

Considering to the conclusions stated above, the writer would like to suggest lecturer and students.

#### 1) For the English Lecturer

In order to improve students' to be more active in learning process. So,

teaching and learning activities should be more interesting. Moreover the lecturer should used interactive listening in teaching listening comprehension because that technique can make students more active in learning listening comprehension.

#### 2) for the Students

In order to improve students' the students should study English not only at school but also at English course, home, and they should do more exercise in listening. Improve their ability in listening comprehension because it will build comprehend in learning English. And the students should pay attention to the teacher, participate actively in learning activities, review the lesson and practice a lot of at home.

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