

IMPROVING X IIS 3 OF SMAN 7 MALANG STUDENTS' ABILITY IN LISTENING COMPREHENSION THROUGH FUN ACTIVITIES: *All Ears; Listen and Stand Up*

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Abstract: Listening comprehension is one of the four skills in learning English foreign language. It is categorized as a difficult skill for the first grade of the senior high school. Therefore, it needs a deep consideration to hold the listening lesson in class. The students of this age are fond of seeing film, hearing any kind of song that is why; do not be lost with this great moment to fill with the listening practice. In this opportunity, in the listening class, the students of X SOCIAL 3 at SMAN7 Malang are given authentic materials through fun activities such as all ears as well as listen and stand up. In all ears, the students are hearing a narrative story which is spoken by native and given some questions to answer in order to know how well they understand the materials. In stand up, the students will stand when they heard the words in their worksheet are read. This listening activity is really more effective rather than hearing the teachers' voice and the result increase because they listen the materials more focus. In my conclusion, this kind of the learning listening comprehension is sufficient enough to be applied in the first social 3 grade of senior high school 7 of Malang.

Key words: *listening comprehension, All Ears, Stand Up.*

Introduction

Listening comprehension is one of the four skills in learning English foreign language. It is categorized as a difficult skill for the first grade of the senior high school. Therefore, it needs a deep consideration to hold the listening lesson in class. This skill will help students to be better listener. The main reason why the students are trained to listen to spoken English is to have them hear different varieties and accents rather than just hear their teacher's voice with their own style. The students need to hear British, American, or Australian English. There are many different dialects and accents, not only in pronunciation of sounds but also in grammar. Wishing that, when they go to the University where they might meet to any people of different nationalities speak to each other, they might understand and catch their communication well.

Being able to listen well is an important part of communication for everyone. Especially for the intermediate students guided practice is one of the best ways to improve their listening skill. Student with good listening comprehension skills can be able to participate more effectively in communication (Brown: 2001). Training listening skill is not enough by practicing any communication in the classroom but teacher should explore the useful areas to enhance the students' skill. That is why, as a language teacher we should find useful activities in the classroom to prepare listening class – materials and strategies.

Effective approach to teach listening is more easily by having daily classroom language experiences. For example, in the beginning of the class teachers can read literature aloud while students are listening. Teacher can also suggest students to give spoken responses during and after listening experiences and focus on meaning in listening. Teachers can teach listening systematically by planning student- led discussions, offering instruction in conversation skills, and providing regular time for sharing.

Listening using appropriate tapes give the students good information not only about grammar but also about pronunciation, rhythm, intonation, pitch and stress. These kind of listening materials are realistic which are related to the daily life. But, listening turns become valueless and will be demotivating if the tapes play about a political speech. Though, it is authentic it is too difficult and not interested for the intermediate students. It can be concluded that the materials that go with a tape for the listening class should be considered on the level of the students. It is suggested that some authentic materials which are usable in their daily life are better for intermediate or SMA level.

Methodology

The function of national education is to increase the students' abilities. One of them is how to listen some words so that they would be able to express in their own idea by their own words to others. In the 2013 curriculum, teacher should be more creative to use any kind of methods in teaching. Here, in the teaching of listening to the students of social X grade of SMAN 7 Malang I use two ways as what Rohmah suggested in her book entitled "Fun Activities cara Asik Belajar Bahasa Asing. They are: "All Ears" (pasang telinga) and the other one is "Listen and Stand Up" (dengar dan berdiri).

Teacher prepare with the materials Narrative text and Procedure text which are equal with the students' ability. The narrative text is used for All Ears where the students should have high concentrate to listen. The text will be spoken two times while the students answer the question given. Each student gets a card to answer, one card contains of one question. To make sure with their answers the text is spoken again once more and the students are asked to check their answers. In the end, before ending they are asked to make a discussion to create a new paragraph with their own words and one of them retells the story in front of class.

Whereas the procedure text is used for Listen and Stand Up model. In this model the students are divided base on the necessity to make a group. Each student gets one card which is stated one word as the beginning of the sentence that they should remember when it is spoken twice. Finally, before the game is over the text is spoken once more to check whether their sentence has already completed or not. Finally to make the game more challenging, they are given a chance to discuss to create a new similar text in the same topic based on their own version. One by one the group demonstrates their procedure text in front of class.

Finding and Discussion

The analysis of the data in a preliminary study derived from the result of students' ability in a pre-test. The score of their listening test is not satisfied enough. The score cannot reach a target of the curriculum. The target is about 67 while the average of the score is about 65. In the preliminary study, the listening test is held conventionally as usual. The students have just given a listening test without any special treatment. The student listen the texts and the questions through a room speaker in their classroom. Some students look disobey with the test, they couldn't show their responsibility with their test. They couldn't aware that their listening is being tested. It seems that they cannot concentrate; they look like getting bored with the model of the listening.

After treatment their score seem to have any improvement. Through the kind of models-“All Ears” in a narrative text about “Three Foolish Sons”, they are given a question typed on a card. Each student gets one question to answer. The other model is “Listen and stand up” in a Procedure text about “How to make chicken curry”. Each of them gets one card where the first word of the sentence is typed on it and they are asked to complete. The average score in a pre-test is 65.19. The students who can reach the target curriculum are 8 person or 30.77% while the rest students who cannot reach the target are 18 person or 69.23%. The average score of the test in a post-test is 72, 69. The students who can reach the target of the curriculum in a post-test are 28 person or 88.46% and the rest students who still cannot reach the target of the curriculum are only 3 person or 11.54%.

So, the improvement of the score is about 7.5. It means that, if the score of 1 point is equal with 5 (derived from a number of the test, it is about 20 numbers), the improvement can reach about one and a half point. While the students who can reach the target of the curriculum are about 23 person, meaning that it improves about 15 persons or 57.69%. The results of the students' test are listed in the following table and the examples of questions stated in appendix.

| No | STUDENTS | PRE-TEST | POST-TEST |
|-----------|-----------------|-----------------|------------------|
| 1 | ARU | 65 | 75 |
| 2 | RDL | 65 | 75 |
| 3 | AA | 65 | 70 |
| 4 | AMM | 50 | 60 |
| 5 | ACC | 65 | 70 |
| 6 | ASA | 65 | 70 |
| 7 | ADZN | 65 | 75 |
| 8 | AH | 65 | 75 |
| 9 | ARZ | 60 | 70 |
| 10 | AKH | 65 | 65 |
| 11 | AN | 70 | 75 |
| 12 | BNR | 60 | 70 |
| 13 | BYH | 70 | 70 |
| 14 | DP | 65 | 75 |
| 15 | DST | 65 | 70 |
| 16 | DSW | 60 | 70 |
| 17 | DS | 75 | 80 |
| 18 | GDF | 70 | 80 |
| 19 | HAA | 65 | 65 |
| 20 | IGP | 60 | 70 |
| 21 | IRM | 60 | 70 |
| 22 | KFA | 70 | 80 |

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|----|-------------------------|-------------|--------------|
| 23 | MSDQ | 70 | 80 |
| 24 | MYF | 75 | 80 |
| 25 | NRD | 70 | 80 |
| 26 | NW | 60 | 70 |
| | Amount | 1695 | 1890 |
| | Average | 65.19 | 72.69 |
| | Score | 1 point | 5.0 |
| | Improvement | 1 ½ point | 7,5 |
| | Reach the Target | 8 (30.77%) | 23 (88.46 %) |
| | Cannot reach the Target | 18 (69.23%) | 3 (11.54 %) |
| | Improvement | 15 person | 57.69% |

Conclusion

Listening comprehension is required skill to maintain interactive and communication activities in learning second language. The students need to be motivated to join the listening class, that is why, in designing the lesson and teaching the materials to improve the students listening comprehension skills should be more attractive and authentically. To maintain a better result, it needs high focus and more concentration; therefore, the students should have awareness with the purpose of joining the lesson.

Based on the finding, there is an improvement in score and students who can reach the target of the curriculum. It is important for teachers in teaching listening comprehension provide the students with sufficient knowledge and models so that they can use the knowledge in other skill like expressing ideas through speaking. In this way teachers need some ways or techniques as models to teach listening that students will get fun activities to make them happy to learn. Here, in this research the activities to teach the listening comprehension using models like “All Ears” and “Listen and Stand Up” are useful enough in this case. Students will not get bored to learn anymore since they feel they are playing such a game and even showing enthusiastic to learn. Therefore, it is suggested to teachers to find anymore models to support the teaching of the listening comprehension to students to improve their ability in English.

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Appendix

A. Three Foolish Sons

There was a rich man who had three sons. They lived in a large house in the town of Keelung in northern Taiwan.

One day, he said to his sons, "You are no longer children. You must do something to earn your own living. When I die, I am not going to leave you very much money. I started with nothing and made a fortune by working hard. You must do the same. Now, here is two hundred dollars for each of you. You can use it to start your own business."

The following are the examples of questions:

How many characters are in the text above? Mention?

How many children that the rich man has?

How much all of the three children earn to start new living?

B. How to Make Chicken Curry?

First the chicken is cut into small pieces.
Then fry the chicken pieces for a few minutes.
Now the onions and vegetables are fried.
Next put the chicken into a pan with the vegetables.
Add the curry powder
And two cups

The following are the examples of the starting words to be completed:

First

Then

Now

Next