The Effect of Listen and do Activity on Students Listening Ability at The Eighth Grade of SMP Negeri 5 Idanogawo in 2022/2023

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Abstract

Listening is an important skill that should be mastered by the students in the classrooms since the skill involves a process of understanding spoken message. The syllabus of Junior High School expects the students to have a good ability to understand the meaning they listen from the monologue text but reality shows the reverse. The Eight Grade of SMP Negeri 5 Idanogawo are not able to fulfill the expectation in the syllabus. After finding out the problem, the researcher want to find the effect of Listen on the students' ability in listening skill. This research will be conducted through a quasi-experimental design. The population of this study was class VIII students of SMP Negeri 5 Idanogawo for the 2022/2023 academic year, totaling 60 students of class VIII A- of SMP Negeri 5 idanogawo as the informant. the research chooses class VIII B - as the sample of the research because based on the information from the english teacher that the class was in middle score lowest. After validating the test, the researcher will give the pre-test to both classes to examine the normality of the data and homogeneity of the sample. Moreover, after giving treatment, the researcher administers the post test in both of the classes to get the result of the treatment and to examine the result of the normality of the data and homogeneity. Furthermore, the purpose of the research is to find whether there is a significant Effect of Listen and Do Activity on Students Listening Ability at the eight Grade of SMP Negeri 5 Idanogawo in 2022/2023.

Keywords: Students' Listening Skill

Abstrak

Mendengarkan merupakan keterampilan penting yang harus dikuasai oleh siswa di kelas karena keterampilan tersebut melibatkan proses memahami pesan lisan. Silabus SMP mengharapkan siswa memiliki kemampuan yang baik dalam memahami makna yang didengarnya dari teks monolog namun kenyataan menunjukkan sebaliknya. Siswa kelas VIII SMP Negeri 5 Idanogawo belum mampu memenuhi harapan dalam silabus. Setelah mengetahui permasalahannya, peneliti ingin mengetahui pengaruh Listen terhadap kemampuan siswa dalam keterampilan mendengarkan. Penelitian ini akan dilakukan melalui desain eksperimen semu. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 5 Idanogawo tahun ajaran 2022/2023 yang berjumlah 60 siswa kelas VIII A- SMP Negeri 5 Idanogawo sebagai informan. Penelitian ini memilih kelas VIII B - sebagai sampel penelitian karena berdasarkan informasi dari guru bahasa Inggris bahwa kelas tersebut berada pada nilai tengah paling rendah. Setelah tes divalidasi, peneliti akan memberikan pre-test kepada kedua kelas untuk menguji normalitas data dan homogenitas sampel. Selain itu, setelah memberikan perlakuan, peneliti melakukan post test di kedua kelas untuk mengetahui hasil perlakuan dan untuk menguji hasil normalitas dan homogenitas data. Lebih lanjut, tujuan penelitian ini adalah untuk mengetahui apakah terdapat Pengaruh Aktivitas Listen and Do yang signifikan terhadap Kemampuan Mendengar Siswa Kelas VIII SMP Negeri 5 Idanogawo Tahun 2022/2023.

Kata Kunci: Keterampilan Mendengarkan Siswa

INTRODUCTION

As an international language, English is very important to learn. Learning English means learning all four language skills; listening, speaking, reading and writing. With a focus on listening, many school curricula often neglect to properly teach this skill. Many teachers focus only on students

learning to speak and write (such as productive skills) because they believe these skills are more important for students to be considered good at English. According to Rost (2014, p. 16) in the psycholinguistic model for learning to listen, learners must convert input (what is said) into contribution (what is understood) because listening is very important in the language classroom and it provides entry level for learners.

Without understanding the inputs at the right level, any learning process cannot begin. Neglecting teaching listening in teaching program is found to be not right. In the recent decades, there are many linguists that have encountered that listening ability had been Listening ability is important as the first language skill in mastering a language, just like what is explained in the theory of language acquisition. From listening, a student learns to speak and it supports the rest skills. Therefore, it is quite important to put teaching listening to the language learners as a priority rather than a secondary position.

Another reason why listening is important is related to its process. About this matter, Lynch in Flor and Juan (2016:29) states, It involves a complex process that allows us to understand and interpret spoken messages in real time by making use of a variety of sources such as phonetic, phonological, prosodic, lexical, syntactic, semantic and pragmatic.

Through listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation; the language components that are necessary to be mastered by the students who want to gain good language proficiency. After mastering a language, it is also still important as a receptive skill to get the spoken information or "to understand the spoken discourse", as said by Matthew (2018:3). Thus, listening ability is quite crucial to be taught to the students.

The competence standard of listening ability in the syllabus in the form of a learning process design (RPP) at the eighth grade of SMP Negeri 5 Idanogawo expects the students to understand the meaning of the short conversation and short text. Specifically, it is elaborated in the basic competence that students are expected to give response on the meaning of the simple short. monologue text (recount and narrative texts) and the indicator in goal requires the students to be able to identify the information in the texts. Moreover, the MCC achievement by the students is 75. When the students pass on the MCC, it shows that they have achieved the listening competences to fulfill the syllabus expectation at particular level.

Related to the expectation of the syllabus, there was a gap had found by the researcher in the process of his observation, that most of the students could not reach the MCC. In his observation, the researcher had found that the students could not give appropriate responses to the orally conveyed short text and they could not identify the information through simple questions asked by the teacher. The English teacher also admitted that the students' ability in listening ability was low since this skill is the most difficult skill to be learnt as confirmed by Etman   and Zaida (2015:1). This can be seen from the average of the students' score in listening shown by the English teacher, 57, while the target is 75. It was such undesired condition of students' achievement, since most of the students could not

pass on the target and fulfill the expectation of the syllabus and the implication was the students have a very bad listening ability.

Those problems were caused by some factors. The students did not get enough listening experience in the classroom that they ought to get based on the syllabus. This could happen because the teacher did not run the English teaching as programmed in the English syllabus. The English teacher admitted this condition by excusing that the school does not equip the English teacher to obey the program because of lack of facilities, such as language laboratory, listening material (script with the recorded material), listening tape or tape recorder or at least audio player with sufficient speaker to be used in the large classroom. The English teacher claimed that without these instruments, it is almost hard to implement the syllabus program especially in listening, but still, not impossible. The English teacher also did the listening activity (although rarely), but by using a very traditional teaching way. The English teacher only read the script/text/conversation and the students listened. Then, he let the students have some test after listening through answering questions without noticing the students' problem. While, most of the students found themselves difficult to understand most part of the listening script, because of their lack of vocabulary (never heard some certain words before) or because they did not know how the words sound in English although they knew the meaning in written discourse. The uninteresting listening material also affects the students feeling in studying. They easily got tired and bored on listening to the repetitive and unattractive listening script which was read by the teacher in uninteresting teaching ways. Thus, those were the roots of the problems behind the   condition of students' bad listening ability.

Realizing the condition, the researcher wanted to find a way how to solve the problem. The researcher tried to find a listening teaching tool or media that did   not require using facilities such as language laboratory. And also, since it was difficult to get the appropriate recorded listening material, the researcher wanted to use an easy –to get and to use- audio teaching media to be used in the language classroom. The researcher also would like to pump up the students' feeling in studying by using an attractive listening material for the students even though it was played repetitively. And by using the teaching tool, the researcher expects the problems of vocabulary and sounds recognition can be solved through appropriate activities.

The researcher found Listen as a tool in teaching listening. The researcher had tried to find out the effect of Listen on students' ability in listening ability. Suyanto (2016:13) defines, Listen is a sequence of words that is sung by using a specific melody and rhyme. As a tool for teaching, Andrew (2017:85) says that Listen is most successful teaching tool. The teaching material for listening based on the syllabus will be more interested by not using a boring text anymore but replaced by Listen. Listen also can help the students to enjoy the language classroom. Listen, as teaching tools, is also quite flexible. It can be combined with other listening activities that can affect the students' intention in studying.

Based on the explanation above, to find out whether Listen has effect on the students' ability in listening ability the researcher conducted Quantitative Research to collect the data. In conclusion, the researcher has done a research entitled, "The Effect of Listen and Do Activity on Students' Listening Ability at the Eighth Grade of SMP Negeri 5 Idanogawo In 2022/2023".

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METHOD

This research will be conducted through a quasi-experimental design. The population of this study was class VIII students of SMP Negeri 5 Idanogawo for the 2022/2023 academic year, totaling 60 students of class VIII A- of SMP Negeri 5 idanogawo as the informant. the research chooses class VIII B - as the sample of the research because based on the information from the english teacher that the class was in middle score lowest.

After validating the test, the researcher will give the pre-test to both classes to examine the normality of the data and homogeneity of the sample. Moreover, after giving treatment, the researcher administers the post test in both of the classes to get the result of the treatment and to examine the result of the normality of the data and homogeneity.

RESULT AND DISCUSSION

In this section, the researcher described the results of the data before and after the experiment. The pre-test was administered to the students of the experimental class before the treatment started and the latter was performed after the treatment ended. In addition, pre- and post-test tests were administered to students in the control class. For the results of the before and after test, the results are used to gather empirical evidenceon the impact of using Listening and Doing activities on the listening skills of 8th gradestudents SMP Negeri 5 Idanogawo in 2022/2023. The researcher compiles the transcripts of the Experimental class students below;

Table 1. The Pre-test and Post-test of the Experimental Class

Number	Students	Pre Test	Post Test	Gained
		X1	X2	X
1	S1	55	85	30
2	S2	70	70	0
3	S3	65	90	25
4	S4	60	80	20
5	S5	70	90	20
6	S6	70	65	-5
7	S7	75	90	15
8	S8	70	75	5
9	S9	70	80	10
10	S10	70	75	5
11	S11	60	75	5
12	S12	65	85	20
13	S13	80	70	-10
14	S14	75	75	0
15	S15	65	75	15

16	S16	75	80	5
17	S17	65	85	20
18	S18	70	80	10
19	S19	65	90	25
20	S20	60	85	25
21	S21	60	95	35
22	S22	60	85	25
23	S23	80	80	0
24	S24	65	75	10
25	S25	55	70	15
26	S26	70	90	20
27	S27	50	60	10
28	S28	75	80	5
29	S29	65	85	20
30	S30	75	85	10
Amount	30 Students	ΣX_1=2010	ΣX_2= 2405	ΣX = 390
Mean		67,00	80,16	13

In this section, the researcher described the results of the data before and after the experiment. The pre-test was administered to the students of the experimental class before the treatment started and the latter was performed after the treatment ended. In addition, pre- and post-test tests were administered to students in the control class. For the results of the before and after test, the results are used to gather empirical evidence on the impact of using Listening and Doing activities on the listening skills of 8th grade students SMP Negeri 5 Idanogawo in 2022/2023. The researcher compiles the transcripts of the Experimental class students below;

Table 2. The Pre-tes and Post-test of the Controlled Class

Number	Students	Pre Test	Post Test	Gained
		X1	X2	X
1	S1	65	65	0
2	S2	80	90	10
3	S3	55	65	10
4	S4	55	70	15
5	S5	70	75	5
6	S6	75	80	5
7	S7	80	85	5
8	S8	70	85	15
9	S9	55	80	25
10	S10	65	75	10
11	S11	70	80	10
12	S12	60	80	20
13	S13	70	70	0
14	S14	70	70	0
15	S15	70	60	10
16	S16	70	75	5
17	S17	65	70	5
18	S18	60	80	20
19	S19	60	75	15
20	S20	60	60	0
21	S21	85	65	-20
22	S22	80	85	5

23	S23	80	40	-40
24	S24	75	50	-25
25	S25	95	75	-20
26	S26	45	80	35
27	S27	85	55	-30
28	S28	70	60	-10
29	S29	80	95	15
30	S30	65	65	0
Amount	30 Students	$\Sigma X_1 = 2085$	$\Sigma X_2 = 2160$	$\Sigma X = 95$
Mean		69,50	72,00	3,16

As described in the table above, it is shown that the results of Pre- test and Post-test are different. The result for the mean of Pre-Test is 69,50 with 45 as the lowest score and 95 as the highest score and there are no students who got above 45. While, the result for the mean of Post-Test is 72,00; with 40 as the lowest score and 95 as the highest score, there is 1 student who got the highest score in the controlled class. The total score of the Pre-Test of controlled class is 2.085 and for the Post-Test is 2.160. Even though the controlled class was not taught by Listen and do activity but they still showed slight improvement.

Table 4.1 and 4.2 above showed the Pre-Test score of experimental and control class in which experimental class got a lower mean score than the controlled class. The experimental class got mean score of 67,00, while the controlled class got a higher mean score which is 69,50. It means that there was different result between both classes in the Pre-Test. Moreover, the highest score of Pre-Test in the experimental class was 80 and the lowest score was 50. Meanwhile, the highest score of Pre-Test in controlled class was 95 and the lowest score was 45.

As a result, the Post-Test score of the experimental and control class in which experimental class showed an improvement and got a higher mean score than control class. The experimental class got mean score of 80,16, while controlled class got a lower mean score which is 72,00. It means that there was a significant effect of the use of Listen and do activity towards students listening ability on narrative. Furthermore, the highest score of post- test in the experimental class was 95 and the lowest score was 60. Meanwhile, the highest score of post-test in a controlled class was 95 and the lowest score was 40. As it is shown from those two tables above; both of the classes are showing an improvement based on the combined score of post-test. Nevertheless, the experimental class score is slightly increasing rather than the controlled class because there is an intervention of treatment. The researcher makes a chart in order to make it easier to see the difference between the final score of experimental and controlled class.

Data Analysis

The Normality Test

After gaining the data description (table 4.1 and table 4.2) then the next step would be calculating it using t-test. Before applying t-test, it is important to know whether the data is fairy distributed and homogeneous. The researcher initiated to calculate the data by normality testing and

homogeneity testing. The result as follows:

Table 3. The Result of Normality Test Tests of Normality

Kolmogorov-Smirnova					Shapiro-Wilk
	Kelas	Statistic	df	Sig.	Statistic
Hasil Belajar Siswa	Pre-Test Experiment (AVA)	,158	30	,055	,956
	Post-test Experiment (AVA)	,150	30	,081	,952
	Pre-Test Controlled (non AVA)	,148	30	,091	,974
	Post-Test Controlled (non AVA)	,131	30	,197	,968

Based on the table above in the Kolmogorov-Smirnov''s table, the result shows that $p \geq \alpha$ in which the significance of Pre-Test in experimental class was ($0.158 \geq 0.05$) and the significance of Post-Test in experimental class was ($0.150 \geq 0.05$). Meantime, the significance of Pre-Test in the control class was ($0.148 \geq 0.05$), and the significance of post-test in the control class was ($0.131 \geq 0.05$). The result shows that the significances of the two classes were above 0.05. It means that both the Pre-Test and Post- Test in this study are normally distributed.

The Homogeneity Test

After doing the normality test, further action would be calculating the homogeneity test. The aim of doing this test is to make invulnerable the similarity (homogenous) of the sample. Below are the results.

Table 4. The Result of Homogeneity Test

The Result of Homogeneity Test of Pre-Test

Test of Homogeneity of Variance				
Levene Statistic		df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	2,394	1	58	,127
	Based on Median	2,114	1	58	,151
	Based on Median and with adjusted df	2,114	1	47,339	,153
	Based on trimmed mean	2,424	1	58	,125

Test of Homogeneity of Variance

Levene Statistic		df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	3,885	1	58	,053
	Based on Median	2,973	1	58	,090
	Based on Median and with adjusted df	2,973	1	48,846	,091
	Based on trimmed Mean	3,704	1	58	,059

The data are homogeneous, it proved by the results from table 4.4 above showed that the significance of Pre-Test was 0.127, which was higher than the significance level $\alpha = 0,05$. Meanwhile, the homogeneity of post-test showed 0,053 as the significance value of the data. Both

results of the pre-test and post-test data were higher than the significance level α = 0,05, which means the data are homogeneous.

The Hypothesis Test

T-test

After finishing the normality and homogeneity test and the results showed that the normality and homogenous data are acceptable because the data is normal and similar. the researcher conducted a test of hypothesis to check whether there was a significant difference in the result of pre-test and post-test after treatments were implemented.

Table 5. The Result of T-Test

Group Statistics

	Nilai	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Pretest Experiment class (AVA)	30	67,00	7,381	1,348
	Pretest Controlled Class (non AVA)	30	69,50	10,856	1,982

Group Statistics

	Nilai	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Experiment (AVA)	30	80,33	8,193	1,496
	Post-Teas (non AVA)	30	72,00	12,077	2,205

Table 6. The Result of Independent Sample Test Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
Hasil Belajar Siswa	Equal variances assumed	3,885	,053	3,128	58	,003	8,333	2,665	3,000	13,667
	Equal variances not assumed			3,128	51,027	,003	8,333	2,665	2,984	13,682

Based on the independent test table above, it resulted in p-value or sig (2-tailed)= 0,003. It proved from the result, that the null hypothesis was rejected whether the alternative hypothesis was accepted because the p- value has a lower score than sig = α = 0,05 (5%). Furthermore, the data of independent test showed that there was a significant difference statistically between the experimental and control class in the result of Post-Test. Otherwise stated, there was a significant effect of using Listen and do activity towards students listening ability.

The size effect test

The researcher adopted Cohen's formulation to measure whether the effect size of the media was strong. Cohen's formula as follows:

$$d = \frac{(\text{mean of group A} - \text{mean of group B}}{\text{pooled Standard Deviation}}$$

Pooled Standard Deviation:

$$\frac{(\text{Standard deviation of group 1} + \text{standard deviation of group 2}}{2}$$

In which:

Mean of group A (experimental class) = 80,16

Mean of group B (control class) = 72,00

Standard deviation of group 1 (experimental class) = 8,193

Standard deviation of group 2 (control class) = 12,077

$$d = \frac{((80,16 + \quad ,00)}{10,135}$$

Pooled Standard Deviation:

$$= \frac{(8,193 + 12,077}{10,135}$$

$$\frac{(20.270)}{2} = 10.135$$

$$= d\frac{(80.16 - 72,00)}{10,135}$$

$$= 0,8051$$

According to the criteria at table 3.4, it can be measured from the calculation result that the effect size level of this study is in moderate effect, and the effect of using listen and do activity towards students listening ability has a quite significant.

Discussion

In the research, the purpose is to find out the effect of using listen and do activity on students listening ability. Several information that supports the research was attained by the researcher using SPSS program to analyze the data of the study that has been collected. From the data in table 4. The total score of the Pre-Test of Experimental Class is 2.010 and for the Post-Test is 2.405. the results of Pretest and Post-test is different. The result for the mean of pretest is 67,00 with 50 as the lowest score and 80 as the highest score and there are no students who got above 50. While, the result for the mean of posttest is 80,16; this posttest is given after they received the treatment; with 60 as the lowest score and 95 as the highest score, there is 1 student who got the highest score in the experimental class. Meanwhile in table 4.2 the result of the controlled class has mean of Pre-Test is 69,50 with 45 as the lowest score and 95 as the highest score and there are no students who got above 45. While, the result for the mean of Post-Test is 72,00; with 40 as the lowest score and 95 as the highest score, there is 1

student who got the highest score in the controlled class. The total score of the Pre-Test of controlled class is 2.085 and for the Post-Test is 2.160. The experimental class got 67,00 in pretest while the controlled class got 69,50. It shown that both of classes experimental and controlled class had almost similar ability in listening ability. Moreover, experimental class got 80,16 and controlled class got 72, 00 in posttest. The result proved that listen and do activity can improve students listening ability. This result in line with study was conducted by Wulandari, Septy, & Husna by the title The Effectiveness of Using Audio Visual Aids in Improving Vocabulary Mastery in Teaching Listening at MTsN Tiku" This can be seen from the results of test score. This can be seen from the results of test score showing that the experimental class that were given treatment using audio to teach Listening got higher score that was 74,23 compared with the control class who did not get treatment using audio to teach Listening was 70,4. Based on the t-test with standard of significant 5% it is found t count =2,025with t table =1,990. Because t count >t table, so there is real difference between result of the effectiveness of teaching Listening by using audio with not using audio.

Morover, the study was conducted by Mufidah Yusro by the title The Use of Audio-Visual Aids in ELF Students Listening Comprehension also shown the similar result. According to the diagram that made by Mufidah Yusro shown that almost the students felt very interested toward the use of audio-visual aids in listening comprehension in this research. This diagram was made by giving the students he questions when she did the interview. The researcher also gave the students the listening tests by using listen and do activity and there were variety answers from them. According to the findings, there were 70% of students answered correctly, 20 % of students answered incorrectly, and 10% of students gave no answer on the listening comprehension test.[2] Morover, human being learns more easily and faster by audio process than by verbal explanation only. Using listen and do activity in the classroom can help teacher to overcome physical difficulties of presenting subject matter. Using listen and do activity can help teacher to describe and explain the materials. Using listen and do activity also can encourage students participation in learning process.

Based on the table Kolmogorov-Smirnov"s in table 4.3, the result showed that the Pre-Test and Post-Test in this research are normally distributed. p ≥ α in which the significance of Pre-Test in experimental class was (0.158 ≥ 0.05) and the significance of Post-Test in experimental class was (0.150 ≥ 0.05). Meantime, the significance of Pre-Test in the control class was (0.148 ≥ 0.05), and the significance of post-test in the control class was (0.131 ≥ 0.05). The result shows that the significances of the two classes were above 0.05.

According to table 4.4 the data are homogeneous, it proved by the results showed that the significance of Pre-Test was 0.127, which was higher than the significance level α = 0,05. Meanwhile, the homogeneity of post-test showed 0,053 as the significance value of the data. Both results of the pre-test and post-test data were higher than the significance level α = 0,05, which means the data are homogeneous.

Moreover, based on the independent test table 4.6 it resulted in p- value or sig (2-tailed)=

0,003. It proved from the result, that the null hypothesis was rejected whether the alternative hypothesis was accepted because the p-value has a lower score than sig = α = 0,05 (5%). Furthermore, the data of independent test showed that there was a significant difference statistically between the experimental and control class in the result of Post-Test. Otherwise stated, there was a significant effect of using Listen and do activity towards students listening ability. Additional, the effect size of the listen and do activity was 0.80. Therefore, the effect size level of this research was moderate.

In the final analysis, it is already proved that there was a significant effect of using listen and do activity on students listening ability. in short, this result answers the question of *"Is there any effect of listen and do activity on students listening ability?"* This question is developed from the title of this research "The Effect of Listen and Do Activity on Students' Listening Ability at the Eighth Grade of SMP Negeri 5 Idanogawo In 2022/2023".

CONCLUSION

The research findings is an effect on students' listening ability of the eighth grade of SMP Negeri 5 Idanogawo in 2022/2023 through the use of listen and do activity. The aim of this study was to collect empirical evidence on the effect of using Listening and Doing activities on listening skills of 8th grade students of SMP Negeri 5 Idanogawo in 2022/2023. The importance of carrying out this study is to prove whether the combination of the theories of Chapter II is suitable for the topic or not. The results showed that the experimental class had lower pre-test scores than the control class. The mean score before the test of the experimental class was 67.00 while that of the control class was 69.50. This means that there is a difference in scores between the experimental class and the control class. Furthermore, the mean post-test score of the experimental class is 80.16 and the mean post-test score of the control class is 72.00. This means that there is a difference between the test scores of the experimental class and the control class.

Furthermore, it was concluded that listening and performing activities had a moderate effect on the listening ability of 8th grade students of SMP Negeri 5 Idanogawo in 2022/2023. This can be seen through the data with the statistical hypothesis at the significance level of 5%, showing that the average score of the experimental class after being taught by listening and doing activities is 80.16, which is higher than the average score before. when taught by listening and doing activities. work; it is 67.00. Data analysis also shows sig. bilateral (ρ) $\leq$ α; 0.003 $\leq$ 0.05. This means that (Ho) is the null hypothesis and (Ha) is the accepted alternative. Therefore, listening and doing activities have a moderate effect on students' listening skills. Moreover, calculation of size effect by Cohen showed the result was 0.25. This meant that the result was a modest effect.

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