

IMPROVING LISTENING SKILLS OF GRADE XI STUDENTS OF MADRASAH ALIYAH NEGERI 2 MODEL PALU THROUGH MONOLOGUE

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Abstrak

Tujuan dari penelitian ini adalah untuk mengukur peningkatan kemampuan mendengar siswa kelas XI Agama 2 Madrasah Aliyah Negeri 2 Model Palu melalui monolog. Teknik penelitian yang digunakan dalam mengatasi masalah tersebut adalah monolog. Sampel penelitian dipilih dengan menggunakan teknik purposive sampling, Dimana peneliti sengaja memilih kelas XI Agama 2 siswa Madrasah Aliyah negeri 2 Model Palu. Teknik pengumpulan data dilakukan melalui tes. Tes dibagi menjadi 2; pre-test dan post-test, Berdasarkan hasilpre-test dan post-test peneliti menemukan bahwa t-hitung adalah 7,98. Dengan menerapkan 0,05 signifikansi dan 28 derajat kebebasan (df), peneliti menemukan bahwa t-table adalah 1.701. ini menunjukkan bahwa nilai t-hitung lebih tinggi dari t-table. Ini berarti bahwa hipotesis penelitian diterima. Dengan kata lain, Keterampilan mendengarkan siswa kelas XI Agama 2 Madrasah Aliyah Negeri 2 Model Palu dapat ditingkatkan melalui monolog.

Kata Kunci:*Meningkatkan, Kemampuan Mendengar, dan Monolog*

As the most important foreign language in Indonesia, English become one of the compulsory subjects taught in elementary school, junior high school, senior high school and in university. As a result, the government always makes efforts to improve the quality of English language teaching Indonesia improved from time to time.

English language teaching involves four language skills, they are listening, reading, speaking, and writing and four aspects that support four language skills such as: grammar, vocabulary, spelling, and pronunciation. Speaking and writing is called productive skills because people use their ability to produce something in writing or oral language. Listening and reading, on the other hand, are called receptive skills on which people could receive some information through speech and text.

Based on this assumption, every learner of English should master the receptive skills first in order to master the productive skills. In the research conducted the researcher want to emphasize the teaching on one of the

receptive skills that is listening since listening can help the students to build up their vocabulary, language proficiency, and improve language usage.

Listening is out of the important skills early language teaching. Through this skill, language can be applied in daily life. However, listening skills is difficult to teach to students. It needs special attention and more time in its teaching.

Listening must be learnt by students in high school, for school exams or national exams. The students will be given 25 percent in English listening test. Therefore, teaching listening is necessary taught in schools. Unfortunately, listening is not introduced well in Senior High School. It is much less taught in the classroom compared to other skills such as speaking, reading and writing.

There are some constraints experienced by English teacher in teaching listening. Firstly, listener lack of native speaker. Secondly, students are unfriendly with a good pronunciation. Thirdly, Indonesian people are have a different culture to the

West people and Indonesian people almost adapted Arabic culture. The students have some problems on identifying specific information from the listening text or monologue, as well as identifying main idea from listening text or monologue.

This is the case in Madrasah Aliyah Negeri (MAN) 2 Model Palu. The students experience similar problem. Therefore as researcher I try to do experimental research for them, perhaps the students can develop their listening skills after researcher give the treatments. The researcher is interested in conducting this research to grade XI students of MAN 2 Model Palu by using monologue. In hope the students are attracted in learning listening skills.

Teaching of Listening Skill

Listening skill is one of the language skills in which English curriculum for senior high school requires the teacher of English to teach. But in fact, it seems that for many years listening skill gets less priority compared to other skills. The teacher of English rarely teaches listening both integratedly with other skill and separately. According to the researcher experiences during was English teacher; i never found the teacher of English of particular school teach listening skill integratedly or separately. It means that the portion the teacher provides to teach listening is less than ideal.

The following are some features of listening:

- a. The material should be based on a wide range of authentic text, including both monolog and dialogue.
- b. Schema-building tasks should precede the listening
- c. Strategies for effective listening should be incorporated into the materials.
- d. Learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging listening task.

- e. Learners should know what they are listening for and why.
- f. Tasks should include opportunities for learners to play an active role in their own learning.
- g. Content should be personalized.

Recount Text

According to Mark and Kathy (2002:4), a recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. A recount text usually has three main sections. The first paragraph gives background information about who, what, where, and when (called an orientation).

The characteristics of recount texts are listed below:

1. Recount has a social function of retelling events for informing or entertaining.
2. It is organized chronologically and is built of three elements.
3. The language features of recounts:
 - a. The use of nouns and pronouns
 - b. The use of action verbs
 - c. The use of past tenses
 - d. The use of time conjunctions
 - e. The use of adverbs and adverbs of phrases
 - f. Adjectives (kind, charm)

Report Text

Report is a text which presents information, as it is. It is as a result of systematic observation and analysis. Deriwanka (1990:151) states that, Information Reports classify and describe the phenomena of our world. We use them when we talk about a whole class of things, e.g. "Bikes". By contrast, a Description only talks about one specific thing, e.g. "My Bike".

Derewianka, (1990:25) sates that, the purpose of this text to document, organize and store factual information on a topic classify and describe the phenomena of our

world about a whole class of things [not about] one specific thing about living things like plants and animals, and non-living things like phones, bikes, or oceans. Besides, Callaghan & Rothery (1988:123) state that, to describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment. Moreover, I can conclude that the purpose of the report text; to provide factual information, natural and non-natural phenomena, whole class of things, to classify, and to describe.

Song

According to Hornby (1990: 1133), song is a piece of music with words that is sung. Song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson on a hot boring day. They can also form the basis for many lessons (Futonge, 2005).

Listen to English song is felt more interesting from the other activities. English songs are a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. It can also form the basis for many lessons. It can be used for a wide variety of English for foreign language learning and teaching activities. It can start discussions on a topic or even become the centre of debate (Futonge, 2005). Using songs in the classroom is a great way to live up listening activities. It can be added a couple of steps that have been used with success to the process though to make the listening activities more effective.

Purpose of Monologue

Monologue can serve multiple functions in the classroom, including sparking student interest, making material memorable, overcoming student resistance or anxiety, and building rapport between the

teacher and the students, or among students themselves. Teacher can capitalize on the inherent narrative structure of teaching as the quest for knowledge. Telling the monologue of how teachers became interested in a particular issue.

The characters are an important element of any tale, and indeed, monologue can also make material concrete and memorable by putting a human (or animal) face on theories and issues. Furthermore, listener may identify with the protagonists of stories in monologue, and thus might be better able to relate course material to their own lives. Making the material personally relevant can lead to increased thinking about the material and greater ability to apply the new knowledge.

Assessing Monologue in the Teaching of Listening

Listening test can be in form of finding out specific information, main idea, and the meaning of the story. This kind of listening test is useful for assessing students' listening skill in finding the specific information from the story; main idea of the story the teacher read for students to read, and the meaning of the particular words employed in the story. In other words, the test for listening should be suited to the aspect of listening tested.

Because the teaching of listening is done through presenting short story, the test should be in the listening material the teacher has taught to students previously. In short the performance of listening test should be aimed at what aspect students listening to be tested. It is in line with Heaton (1991: 78-79), who states that it is also useful to build up an interesting story instead of limiting the comprehension test to instructions in single sentences. The test, constructed by a teacher some time ago, could have been much more interesting had it been put in the form of a simple story or sequences of events.

Advantage and Disadvantages of Report, Recount, and Song in Listening

Every text has advantages and disadvantages in listening. These texts are easily helped the students in recognizing because of their each features. The students should have a knowledge about kinds of texts. Song is one of interesting media. By listening song, the students should have a motivation in listening. Moreover, song is consisted of some words understanding easily for the students.

The disadvantages are consuming time. It happens when the teacher as the designer cannot make a well preparation. For example, if the teacher creates a full text of report or recount. It should make the students feel exhausted and decrease the students' motivation to have listening.

Hypothesis

A hypothesis is tentative statement about the relationship between two or more variables. It is specific, testable prediction about what is expected to happen in a study. This study aims at measuring whether monologue technique is effective to improving students' listening skills. Therefore, the results or the findings can be effective or not effective. Based on previous studies done by some researchers and review of related literature, can be predicted that the result of the study is effective. Based on this assumption, the hypothesis of this study is "The group which is taught by monologue technique has better ability in listening skills than the group taught by conventional technique."

METHOD OF RESEARCH

Research Design

In conducting the research, the researcher will use quasi experimental design-t he non-equivalent control group design. The sample consists of two groups; experimental and control group. The

researcher gives pre-test and post-test to both groups, but treatment is given only to the experimental group. Then control group is taught by using the conventional teaching. The formula that is used in this research as follows (McMillan and Schumacher, 2006):

Pre-Test	Treatment	Post-Test
O1	X	O2
O3		O4

Where: O1, O3 = Pre-test
 X = Treatment
 O2, O4 = Post-test

Population

A population is "a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which we intend to generalize the results of the research" (McMillan and Schumacher, 2006:119). The population of this research is grade XI students of MAN 2 Model Palu which consists of ten parallel classes. They are XI Science 1, XI Science 2, XI Science 3, XI Science 4, XI Social 1, XI Social 2, XI Social 3. XI Religion 1, XI Religion 2. The number of the population can be seen clearly in the following table.

Sample

According to McMillan and Schumacher (2006), sample is defined as the group of subject participants from whom the data were collected. The sample can be selected from a larger group of persons, identified as the population, or simply refer to the group of subjects in which data are gathered. The sample of the research was selected from the same program they are from class XI Religion 1 and XI Religion 2. The population were homogeneous or having same ability in grammar.

Research Variables

Variable is known as the conditions or characteristics that are going to be manipulated, controlled, or observed. It consists of two types; independent and dependent variables. The independent variable of this research is monologue, while the dependent variables is listening.

Research Instruments

The research instruments used in this research is notebook, speaker, and test. The tests consist of pre-test and post-test.

Techniques of Data Collection

To collect the accurate data, the researcher uses four techniques of data collection. They are observation, questionnaire, test, and field notes.

Observation

The first step in collecting data was observation. It aimed at getting information about how the teaching-learning process was taking place in the classroom. This process include students' activities in learning English and teacher's technique in giving English lesson about listening comprehension to them. The writer provided observation checklist as guide in observing the teaching-learning process in the classroom. The observation checklist was presented below.

Questionnaire

This technique will be employed to collect data about students' motivation towards English learning by using Likert Scale. The questionnaire will distributed to the students in order to obtain the effective aspects that can not be observed in learning process. The application of this instrument could obtain more information about the students' interest. The questionnaire consist of ten structured (closed-ended) items. It formulated in Indonesian in order that the students can understand the question easily.

Test

In conducting this research the researcher will use test. The purpose of this test is to find out listening skill of the students after the researcher give them monologue in ction.

Pre-Test

Before giving the treatment, the researcher administer pre-test to know students' ability in listening comprehension. The pre-test consists of twenty questions.

Treatment

After giving pre-test, the researcher applied treatment for 6 meetings. In applying the treatment to the experimental class, the researcher will do some activities as stated in the following teaching outline:

Post-test

After the treatment is done, the researcher gives them a post-test. To know whether the teaching activity through monologue can develop the students' skill in using listening comprehension. The test in post-test is the same as the test in the pre test. The researcher conducts the post-test to the experimental group.

Field notes

Field notes is an instrument used to record or note the data which are beyond the observation sheet. The aim of these activities is to anticipate the possibility of losing the necessary data during the teaching and learning process of listening or action process.

Technique of the Data Analysis

The researcher emphasize the teaching and learning process and the result of students' ability in listening comprehension of test as the criteria of success. After collecting data through the test, the researcher will counte the individual score by using simple statistic formula proposed by

Arikunto (2006:240). The formula was as follows :

$$\sum = \frac{x}{n} \times 100$$

Where,

\sum = standard score

x = students' score

n= maximum score

The data of the research will analyze by using the simple formula to find out the mean score. Before analyzing the data from the tests, the researcher computes firstly the score of individuals then computes the mean score by applying the formula proposed by Best (1981:225)

$$M = \frac{\sum X}{N}$$

Where:

M = Mean

Σ = Sum of

X= Score in a distribution

N= Number of scores

Testing Hypothesis

T-test is used to test the different between the two averages of data, in this case the data between experimental and control group. In testing the hypothesis, I used hypothesis formulation as follows:

H_a: There is different ability of constructing conditional sentences between experimental and control group after applying problem solving method.

H₀: There is no different ability of constructing conditional sentences between experimental and control group after applying problem solving method.

Rule-making: If t-counted \geq t-table: H_a is accepted and H₀ is rejected,

If t-counted \leq t-table: H₀ is accepted and H_a is rejected.

To measure the effectiveness of monologue toward students' ability in improving their listening skills, I tested the hypothesis whether it is rejected or accepted. The alternative hypothesis (H_a) is accepted if

the t-counted is higher than t-table. In other words, the application of monologue is effective for improving students' listening skills ability. On the contrary, if the t-counted is smaller than t-table, the null hypothesis is accepted and the application of monologue is not effective for improving students' listening skills to the grade XI Religion students' at MAN 2 Model Palu.

FINDINGS AND DISCUSSION

Finding

Result of Test

In order to determine whether the students' listening skills improved or not, the researcher tested the students. Pre-test was used to find out the students prior ability in listening skills before receiving treatment while post-test was used to find out the students' improvement in listening skills after the treatment given.

The Result of Pre-Test

The researcher administered the pre-test to class XI Agama 2 as the experimental group on Wednesday, April 6th 2015 and to class XI Agama 1 as the control group on Monday, April 8th 2015. The result of the test was shown in Table 4.1 and 4.2 as follows:

The data presented in the table 4.1 above shows that the highest score of the experimental class on the pre-test was 72 and the control class was 72. While the lowest score of the experimental class was 48 and the control class was 40. The researcher analyzed the students' mean score using formula proposed at the previous chapter as follows

Experimental Clas M = $1.148/19 = 60.4$
Control Class M = $992/17 = 58,3$

The result above indicates the students' mean score of the experimental class on the pre-test was 60,4 and the control class was 58,3. It means the students listening skills both in experimental class and control class before the treatment were low.

Result of Post-test

After applying the treatment using monologue to teach listening skills the researcher administered the post-test to find out whether the technique was effective or not. This post-test was held on Thursday 30th April 2015 in Experimental class and on Wednesday 6th Mei 2015 in Control class. The result of the test is shown in Table. 4.3 and 4.4

The data presented in the Table 4.3 above shows that the highest score of the experimental class on the post-test was 100 and the lowest was 76. Meanwhile the highest score of the control class on the post-test was 84 and the lowest was 64. To determine the students score on the post-test, the researcher applied the same formula as she used to count the students' mean score on the pre-test.

Experimental class $M = 1.656/19 = 87,1$

Control class $M = 1.272/17 = 74,8$

The result of analysis in the score of pre-test and post-test above showed that there was a difference between the mean score of these two tests. The mean score in pre-test was lower than in post-test. It indicated that the students' achievement in post-test or after the application of monologue as a treatment was improved.

After finding out the mean score of pre-test and post-test, the researcher computed the deviation and the square deviation of the students' scores in pre-test and post-test.

Questionnaire

Questionnaire was distributed to the students of grade XI Agama 2 on Tuesday 28th April 2015. This instrument was done in order to gain the information about how the students of grade XI Agama 2 perceived and felt about their improvement in listening skills. The questionnaire consisted of ten questions that showed the students' self-reflection, feeling and their opinion about listening skills.

After calculating the students responses toward the questionnaire, the researcher

found that all of students (100%) agreed that their listening skills improved through monologue (Q2). However, there was a different response in the students' answers about how much effect of monologue on their listening skill. There was only one student (5,26%) who answered that monologue affected very much. More than half number of students (63,15%) expressed that monologue gave much effect on developing their listening skill, while some students (31,57%) felt that group work just gave a little effect on their ability in listening skills.

When the students were asked about listening activity in their class, all of them (100%) agreed that they had more problem in listening English than other skills (Q3, Q4, Q5, and Q10). Whatever their English teacher of Grade XI Agama 2 often gives the home task to improve the students' listening skills (100%) (Q6).

As the researcher mentioned before, some of the students felt difficult to do the task of listening skills, but most of them (94,73%) like to do listening using monologue, considering that monologue have a great number of advantages in improving listening skill (Q2 and Q9).

Testing Hypothesis

The researcher tested the hypothesis to prove whether monologue can be significant and be effective to be used in teaching listening skills to the students or not. In addition, the test was done to find out whether the hypothesis of the research is accepted or rejected. In this case, the researcher would like to prove that students' listening skills of grade XI Madrasah Aliyah Negeri 2 Model Palu improved through monologue. The researcher stated the criteria of testing hypothesis is if the t-counted is higher than t-table ($t\text{-counted} > t\text{-table}$) then, the hypothesis is accepted. It means there is a significant difference between the pre-test and post-test result. On the other hand, if the t-counted is lower than t-table ($t\text{-counted} < t\text{-table}$)

table), the hypothesis is rejected. It means that there is no significant difference between the pre-test and post-test result.

Discussion

Based on the data analysis discussed before, it is proved that there was a significant difference between the result of the pre-test and post-test. This data collection of the students' improvement in their listening skills showed that students' listening skills can improved through monologue.

To give clearer explanation, the researcher would like to show a brief description of the improvement of the students' listening skills begun from the pre-test (before the treatment), treatment, up to the post-test (after the treatment).

Firstly, the researcher administered pre-test to the students to find out the condition of their ability in listening skills. The content of the test was material for class XI. The consisted of test multiple choices and complexion. The multiple choices consisted of 5 questions about song, and 10 questions for complexion about report and recount.

After getting the result of pre-test, the treatment was applied to improve students' listening skills. The treatment was through listening to song, report and recount. In addition to that, the application of monologue as a technique was also applied to improve the students' ability in listening skills.

First, here is how the treatment was conducted. The researcher as a teacher explained about the material about song, the report and the recount. After that the teacher distributed the task so they could read before the teacher played the song, the report and the recount. Teacher gave some instruction how to do the task. After so many cycles of treatment were given. The students became more skillful to do the task. Finally they did much better than they did before the treatments.

After applying the treatment, the researcher gave the post-test to the students. The content of the post-test is the same as what was tested in the pre-test. The purpose in giving the post-test was to find out whether there was any improvement of students' listening skills after the treatment. After analyzing the students' result in both the pre-test and the post-test, the researcher came to prove the hypothesis whether the use of monologue as a technique is effective or to improve the students' listening skills or not.

The researcher gained the fact based on the result of the analysis that the t-counted (7.98) was higher than t-table (1.701). The data is supported by analyzing and comparing the results of mean score of pre-test and post-test. The mean score of pre-test in experimental class was 60.4 and the main score of post-test raised to 87.1 after applying the treatment. On the other hand, monologue (song, report and recount) was an effective method in improving the students' listening skills.

Testing Normality

The assumption of normality is a prerequisite and is mostly inferential statistical procedures as well. In this study, the assumption of normality was explored by using One Sample Shapiro-Wilk Test through SPSS with a significance level = 0,05. The hypothesis for normality is as follows:

H₀: The residuals data are normally distributed

H_a: The residuals data are not normally distributed

If the value of the Shapiro-Wilk test (Z) is greater than 0,05 ($Z > 0,05$), the data are normally distributed, which means H₀ is accepted or the data pass the test for normality. On the other hand if the value of the Shapiro-wilk test is smaller than 0,05 ($Z < 0,05$), the data distribution is normal.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the result of the data presentation and discussion in the previous chapter, the researcher drew the conclusion of this research. The researcher concluded that the listening skills of the students of grade XI Agama 2 Madrasah Aliyah Negeri 2 Model Palu can be improved through monologue. It can be seen based on the data that there is a significant difference between the results of the pre-test and the results of the post-test. Moreover, the result of t-counted (7.98) was higher than t-table (1.701), which means that through monologue the students' listening skills could be improved effectively. The researcher states the criteria of testing hypothesis that if t-counted equal is higher than t-table, it means the hypothesis is accepted.

Suggestion

After evaluating the students' result in this research, the researcher would like to give suggestion to the learners, teacher of English, and other researcher. First, for the students, the researcher suggests them that learning English through monologue technique can improve their listening skills. Second, the researcher suggests the teachers of English to use of this kind of research study as a valuable alternative in creating different way of teaching listening to the students. Finally, to the other researchers, especially who are interested in investigating the area of this study, the researcher suggests and expects that the result of this academic research can be an important scientific material of education for them.

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