

# THE EFFECTIVENESS OF PRE-LISTENING ACTIVITIES IN IMPROVING THE LISTENING COMPREHENSION OF GRADE XI STUDENTS OF SMAN 3 PALU

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## Abstrak

*Tujuan penelitian ini adalah untuk mengetahui apakah penerapan kegiatan sebelum menyimak mempunyai efek dalam memperbaiki pemahaman menyimak siswa kelas XI SMAN 3 Palu. Metode yang digunakan dalam penelitian ini adalah quasi-experimental dengan rancangan non-equivalent kontrol group desain. Teknik pengambilan sampel adalah convenience sampling, dimana peneliti secara sengaja memilih kelas IX IPA 2 sebagai kelas eksperimen dan kelas XI IPA 1 sebagai kelas kontrol. Instrumen pengumpulan data yang digunakan adalah lembar observasi dan test. Data dianalisa menggunakan statistik uji-t dan statistik. Berdasarkan hasil test, nilai rata-rata siswa pada kelas eksperimen adalah 88.37, sedangkan nilai rata-rata siswa pada kelas kontrol adalah 79.42. Hasil perbandingan melalui uji-t menunjukkan bahwa nilai  $t_{hitung}$  (3.43) lebih tinggi dibandingkan  $t_{tabel}$  (1.99). Nilai rata-rata siswa pada kelas eksperimen meningkat dari 54.86 menjadi 88.3. Selanjutnya, hasil dari observasi menunjukkan bahwa sembilan puluh empat persen (94%) siswa berpartisipasi secara aktif selama proses pembelajaran. Berdasarkan hasil test dan observasi, ditemukan bahwa hipotesa alternatif ( $H_a$ ) diterima dan Hipotesa nol ( $H_o$ ) ditolak. Dengan kata lain, penerapan kegiatan sebelum menyimak mempunyai efek dalam memperbaiki pemahaman menyimak siswa kelas XI di SMAN 3 Palu.*

**Kata Kunci:** Keefektifan, Pemahaman Menyimak, dan Kegiatan Sebelum Menyimak

Listening is an activity of receiving information through the ears. The information can be contained from a various field such as listen to the music, cassettes, radio, news and tv programs. Listening is also considered an active action between speakers and the listeners in order to get main purpose of the communication itself. In listening process, the listener does not only hear what the speaker is saying but also understand about it. It means that process of comprehending absolutely works when the listener do the listening activity. In communication, people spend much time in listening, even it is the most frequently used by people in communication. Bulletin in Saricoban (1999) states that listening is a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their

appreciation. That is why listening becomes an important activity in human life.

In the context of education, listening is one of the language skills that have to be mastered by the students. The aim of listening is to enable students to understand and comprehend an English text. The senior high school students are expected to understand the meaning of transactional conversation in daily life context (Depdiknas, 2006). Also, listening has a portion of the National Examination especially in senior high school examination. The facts demonstrate the importance of listening skills in determining students' graduation.

Based on researcher's preliminary research, many students got several problems in listening class. The first problem is limited of vocabulary. The number of unknown words which a text contains were the main problem that the students faced when they listen to a text. If the students did

not know the meaning of the word, how they could comprehend what the speaker talks about. Second, most of the students lack of the activities in listening. They just asked to silently listen to the recorded and answer the question without introducing the listening material or the type of activity they were going to listen. Third, when the students were asked to listen English text, they did not even know whether they had to listen for detailed information or just get a general understanding.

Referring to the problems above, the researcher used pre-listening activities to cope with those problems in achieving the goal of listening. It is a strategy that teaches the students about what they are going to hear and helps reduce the anxiety which comes from listening in a foreign language, by providing a clear context. This strategy prepared students for listening by giving pre-teaching vocabulary, activating the prior knowledge, and helping them organize their learning by thinking about their purpose of listening. Also, teaching listening through pre-listening becomes stimulus-response activities. The teacher gives stimulation to the students and the students give necessary response. In this case, the teacher gives pre-listening activities as the stimulation by giving a picture or asking some question and asks the students to give their opinion or prediction about it as a response, in order to improve their listening comprehension. There are three kinds of activity in this strategy namely, topic preview, warm-up discussion, and vocabulary preview. In topic preview, the students preview the topic by using the picture before they listen to a text. The goals of topic preview is to generate the interest of students and help them make prediction about what they will learn. Next, warm-up discussion, in each meeting, the students will be give a number of guided question. The goal of warm up discussion is to activate their background knowledge about the topic. The last, vocabulary preview will give the

students opportunity to familiarize the words that contains in recorded. The students have to involve in those activity in order to improve their listening comprehension.

In relation to the introduction above, most of the students are lack of listening comprehension. They have to deal with unfamiliar words. This even more difficult if they do not know the topic under discussion or who speaking to whom. Therefore, the researcher formulated the research question as follows:

*Does the use of pre-listening activities have effect on the listening comprehension of grade XI students of SMAN 3 Palu?*

## **Literature Review**

### **Listening**

Listening is a concious activity that is done by focusing on effort to hear, understand and interpret the sound and it is requiring concentration of mind.. Saricoban (1999) states that listening is the ability to identify and understand what others are saying. In addition to point out the definitions, Coakley and Wolvin in Jones and Plass (2002) describes that listening comprehension is the process of receiving, attending to, and assigning meaning to aural stimuli. It involves a listener, who brings prior knowledge of the topic, linguistic knowledge and cognitive process to the listening task and the interaction between two. Likewise, Brown and Yule (1983) defines listening is a demanding process, not only because of the complexity of the process itself, but also due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message. In short, listening is the process which requires effort and attention to capture the meaning from what we listen. The listener required to be able to listen to the text carefully to get point of the message being spoken by the speakers.

## **Pre-Listening Activities**

Pre-listening activities are activities that students are asked to do before main listening material is conducted. Vandergrift (1999) explained that pre-listening activities help students make decision about what to listen for and , subsequently, to focus attention on meaning while listening. In other words this pre-listening serves as a preparation for listeners in order to get the most from the listening text.

During pre-listening activities the teacher prepares and motivates the students by briefly talking about the topic and provide the key words or asking general questions about the text they are going to hear. It is vital that we cover the specific vocabulary and expressions that students will need. The students need to bring to consciousness their knowledge about the topic, their knowledge of how information is organized in different text, and any relevant cultural information. Rost (1990) also adds that pre-listening activity is a kind of introductory work which ought to make content explicit, clarify the purpose, and establish roles, procedures, and goals for listening. To sum up, pre-listening activities play a very important role in helping students to learn how to listen in the foreign language. They help teachers find out about what students already know about the topic, and the prepare for the vocabulary and language structures in the text.

## **Three Kinds of Pre-Listening Activity**

There are three kinds of pre-listening activity that were applied by the researcher in order to improve students listening comprehension. They are:

### **(1) Topic Preview**

In each meeting students will be shown a picture to introduces the topic of the recording. Kisslinger (1994) said that by spending a few minutes talking about the title and theme picture, students will begin to think about the topic and begin

to predict what might be covered in the recording. Besides, by using any type of visual, it can generate the student's interest and grab their attention.

### **(2) Warm-up Discussion**

In this activity, the student will be given a number of guided question. According to Kisslinger (1994) explained that it is designed to introduce the topic, to stimulate interest and to help students think about what they already know about the topic. To sum up, warm-up discussion is important to help the students to guide their way of thinking and can activate their prior knowledge about the topic

### **(3) Vocabulary Preview**

Finally, in vocabulary preview, the teacher will provide some vocabularies related to the material and practice to pronounce the word together to make students familiar to the words. Al-Jawi (2010) points out that one way of helping students is to pre-teach the vocabularies that are in the listening text. Next, Sedita (2005) state that previewing the vocabulary words associated with a given topic enables students to connect their background knowledge to what they are listening to or reading. By looking at the scholar's explanation, the researcher summarize that vocabulary preview is very important for the students in order to familiriazse them with the words that they are going to listen.

Each of these activities help to focus the students' minds on the topic by narrowing down the things that the students expect to hear. It gives the learners an opportunity to gain some knowledge which will help them to follow the listening text. In addition, students will use the words which they will soon hear in the text.

### **The Advantages and Disadvantages of Pre-Listening Activity**

Every teaching strategy has advantages and disadvantages so does pre-listening activities. By applying pre-listening activities, the students can actively think and get more references about the words. On the other hand, this strategy requires the teacher to be always ready before coming to the class. The teacher has to listen the recorded dialogue first and decide the words that appears which difficult for the students.

Besides the advantages, this strategy also has the weaknesses for sure. The disadvantages is time consuming. The application of this strategy requires much times for teacher just to provide the appropriate clue or word definition. Also, this strategy requires students to spend more time in getting used to the teacher's instruction beside extra time for doing the task.

### **RESEARCH METHOD**

The design of this research was quasi-experimental non equivalent control group design. The sample consisted of two classes; experimental and control class. Both classes were given pretest and posttest but experimental class was the only class to be treated through the pre-listening activities while the control one was taught by using the conventional teaching. The population of this research was grade XI students of SMAN 3 Palu. The sample of this research was selected by using convenience sampling technique because there is no random assignment of subjects. The researcher intentionally chose XI IPA 2 as the experimental class and XI IPA 1 as the control class. There are two kinds of variable in this research; independent variable and dependent variable. The independent variable is pre-listening activities, and the dependent variable are students' listening comprehension.

In this research the researcher used test and observation checklist to collect the data. The test consisted of pretest and posttest were given to both classes to measure students' listening comprehension by using pre-listening activities. The observation checklist aims to identifying how pre-listening activities works in the classroom and this instrument was filled by the students of experimental class. Treatment was conducted after giving pretest and it was administered to the experimental class. It was done in six meetings. The data of this research were analyzed statistically and descriptively. To explain the result of the test, the researcher used  $t_{\text{counted}}$  formula as proposed by Sugiyono (2013) as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Then the result of observation was interpreted descriptively to support the result of the test.

The researcher tested the hypothesis to know whether it was accepted or rejected with the criteria if the  $t_{\text{counted}}$  is greater than  $t_{\text{table}}$ , the alternative hypothesis ( $H_a$ ) is accepted or pre-listening activities have effect in improving learners' listening comprehension, while if the  $t_{\text{counted}}$  is lower than the  $t_{\text{table}}$ , the null hypothesis ( $H_o$ ) is rejected or this strategy gave nothing to the students' progress.

### **FINDINGS AND DISCUSSION**

The result of this research bring the distinctions between the experimental class and the control one. There researcher finds that those classes prior knowledge are significantly similar in the pretest. It is reflected to the results of both classes, the experimental class' mean score in pretest is 54.86 while the control class' mean score is 53.71. It depicts that there is no significant

difference between two classes before implementing the strategy. In posttest, the result of those classes are very different significantly. The mean score of experimental class is 88.37 and the control class' mean score is 79.42. After analyzing the results of mean score of both classes, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. The result of the tests shows that  $t_{\text{counted}}$  value (3.34) is greater than  $t_{\text{table}}$  value (1.99). Last the result of observation shows that ninety four percent (94%) of students are actively participating during the teaching-learning process. It means that pre-listening activities works well in solving the listening comprehension problem.

The following discussion based on findings of the research question that aimed to find out whether the use of pre-listening activities have effect in improving students' listening comprehension. Regarding the result of pretest and posttest of experimental and control class, it is found that  $t_{\text{counted}}$  value (3.34) is greater than  $t_{\text{table}}$  value (1.99). The mean score of experimental class is improved from 54.86 to 88.37 after the implementation of treatment. This means that pre-listening activities have effect in improving listening comprehension of grade XI students of SMAN 3 palu.

The treatment was conducted in six meetings. In each meeting, the students were given difference materials to build up their interest in working on the listening texts. There were three kinds of task that had to be done, they were filled in the blank based on the recorded, stating the statement whether it was true or false based on the recorded dialogue and answering question related to the recorded. First, in working on the fill in the blank. The students had to complete or filled the dialogue based on the recorded. The students listened to the dialogue and complete the blank appropriately. Second, true-false item, the student has to decide which statement was true or false . Third, in

working on the answering question, they had to answer five comprehension question related to the recording.

In the process of treatment, the researcher used three kinds of pre-listening activities, which were topic preview, warm-up discussion, and vocabulary preview. The purpose of topic preview is to generate the student interest and improve their motivation in learning English, warm-up discussion is to build up their prior knowledge about the topic, while the vocabulary preview is aimed to familiarize the students to the words which they will listen. Therefore, when applying topic preview the researcher showed the picture to the student and ask some question related to the picture. In warm-up discussion, the researcher provided several questions that can introduce the topic and can activate students' prior knowledge indirectly. Meanwhile, when the researcher applied vocabulary preview, she provided several words and their definition which had to be matched by the students. This type of activity can familiarize the students with the vocabulary.

The results of observation checklist shows that ninety four percent (94%) of students were participating actively during the lesson. The items in observation checklist focused on three listening procedure. In pre-listening activities, the students began by looking at the picture. In this stage, the students were encouraged to preview the topic based on the picture. Ninety four percent (94%) of students answer and active to share their ideas about the question that given by the teacher. Afterthat, the students matched the vocabulary preview with the closest meaning. During the six meetings, the students were given different materials for each meetings. The circumstance presented that background activation stage perform well during the procedure. For that reason, this pre-listening activities gives positive effect on students' listening comprehension.

In while-listening activities, the student do the while-listening exercises during or proximately after the time they are listening. There are ninety percent of students (94%) paid attention with teacher's explanation. They also active to ask the question related to the material and did the task that given by the teacher.

In post-listening activities, ninety four percent (94%) of student discussed the tasks with mates and teacher and also they reflected what they have learned during the lesson. This is because the strategy put the students on task which activating their storage information.

The results of this research indicate that students employed by pre-listening activities effectively in listening class. The findings shows that pre-listening activities raise the students' eagerness of listening task and improve their ability in listening comprehension. It reveals that pre-listening activities also encourages their previous knowledge or schema which connects the new knowledge and the schema with experience. To sum up, recall background knowledge. encouraging the students by asking the question, previewing the vocabulary in order to familiarize the unfamiliar words, and reflecting understanding have effect in improving listening comprehension of the students.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

After analyzing the data in previous chapter, the reseacher concludes that the implementation of pre-listening activities have effect in improving listening comprehension of Grade XI students of SMAN 3 Palu. It is proven by the result of t-counted value (3.34) is greater than t-table (1.99). In addition, the students' mean score of experimental class is improved from 54.86 turning into 88.34 after getting the treatment. Last, the result of observation shows that

ninety four percent (94%) of students are actively participating during teaching-learning process.

### Suggestions

In accordance with the results obtained, the researcher would likely to provide several suggestions which can be worthwhile contribution to those who are actively involved in English teaching and learning process, such as students, teachers, and other researchers. First, the students should increase their listening activity especially to listen native speaker and also apply pre-listening activities in listening not only for kinds of expression but also kinds of text such as, narrative text, procedural text, etc. Second, the teacher should give more listening opportunities to the students in various activities. The last, for the other researchers who are going to do the same type of research should provide a sufficient time in the whole process of research in order to have better result.

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