THE IMPLEMENTATION OF WORDPRESS IN TEACHING LISTENING ON NARRATIVE TEXT FOR ELEVENTH GRADE STUDENTS

Darma Prasetyanto; Rr. Hasti Robiasih

Universitas Sarjanawiyata Tamansiswa; Universitas Sarjanawiyata Tamansiswa

Darmaprast00@gmail.com; hasti@ustjogja.ac.id

Abstract

The objectives of this research are to describe: (1) the implementation of wordpress to teach listening on narrative text for eleventh grade students and (2) the results of the implementation of wordpress in teaching listening for eleventh grade students. This research was classroom action research which consisted of two cycles. The data analysis used qualitative data analysis. The subject of this research was the eleventh grade students of SMA PIRI 1 Yogyakarta. In the collecting data technique, the researcher used observasiton, interview, and documentation. The result showed that (a) they were motivated and interested in learning process. (b) the students vocabularies increased and they were happier when gained high score. From the results and discussions, it can be concluded that by using wordpress, it could make the students motivated to practice or active in teaching learning process and supported the students to improve their listening skill.

Keywords: *teaching listening, wordpress, narrative text*

Introduction

English is one of the international languages used in country throughout the world, including Indonesia. As the second language, English was taught as a compulsory subject from the junior high school up to senior high school in today's Indonesia educational system. But in fact, in this era where technology can facilitates the students in their learning process, such as provide a powerful learning content using a variety of Web-based tools develop custom learning paths for individual students or groups, facilitate student participation communication and collaboration evaluate, student's work using a rich set of assessment capabilities bring top publisher content into E-learning, (Caladine,2008), English still hard to be learnt by students, especially listening.

By seeing how much technology has developed at this time, it is not impossible and natural to see technology is used in the teaching and learning process. The presence of technology to present material better should have been enough to help the teacher in explaining the subject matter and make the students able to understand the contents of the learning more. But it seems that

the result is not good enough for some teacher. It is better if the teacher try to make the students participate more in teaching process using modern media like PC, Laptop or phone or else. It is believed that the problem is not in the technology which is used as a media in the learning process. The technology does it jobs as a teaching media nicely. The technology usually used to boost the students interest in teaching process, also to make the teaching process easier and wider. A simple example is Laptop. Laptop is one of technologies that usually used by the English teacher to do their teaching process. It helps them to present their materials better, especially in listening and speaking course. The use of video, audio, multimedia, internet, etc., help teacher to attract the students' interest in learning which can have an impact in the learning process.

However, based on the limited observation on SMA PIRI 1 Yogyakarta, there were some common problems faced by students and teachers in learning listening skill there. First, the school only teach listening at 3rd grade. The reason was the sources of study for listening skill before 3rd grade is rare. As students, some of them are unfamiliar with the spoken words. Student seems enjoyed the learning process more if the teacher uses modern media. As for teachers, some of them are lack of source of learning materials and media for teaching, the teacher sometimes used her own pronunciation when teaching listening that maybe the articulion was not as good as native speaker.

Based on the problem above, the wordpress advantages as a teaching media and the problem of teaching listening, it believes that wordpress can solve those problems since wordpress has many benefits to use as media to make an enjoyable and interesting learning. It was chosen and back to the main purpose of the research by making a prototype of Wordpress.com as media to teaching listening. The teacher also has to make the students more active in the learning process.

Theory Review

Teaching Listening for Senior High School

Teaching listening is an obligation of teacher to teach students how to get meaning of what people saying or what they had been listened. Based on SK/KD SMA/MA, teacher should train 3 components: a) the ability to discourse, b) the ability to understand and create a short and functional text monologue, c) supporting competence (linguistic competence).

Listening

Listening can be defined as the interaction between sound unit(s) accompanied by certain situational clues and a listener. Brett (1997) states that listening is a key of second language skill, it is vital for language acquisition, and its development is of prime concern to language teachers. He further adds that "listening assumes increased importance not only because is it a key language and communication skill in its own right, but it also provides a channel through which new language can be received and become intake". Therefore, listening is really important to learn.

Listening is not a simple process. Listeners pass through several stages to

comprehend the meaning of spoken text. Tyagi (2013:2) propose five steps of listening process as follows. Hearing, Understanding, Remembering, Evaluate, and Responding. Based on those process, listening is a complex process which listener takes incoming data, signal, and interpreting which started from hearing the sound until the listener responds to the sound they heard.

In creating a successful listening, it is very important to expose a variety of listening activities to the students. Brown (1994: 242-244) describes listening aactivities as follows: reactive, intensive, responsive, selective, extensive, interactive. It is said that listeners' understanding of a passage depends very much on their purpose of listening. In other words, the students need to select an appropriate role, and purpose to guide them as they listen.

Bottom up and Top down processing is the most popular strategies in listening and speaking. As Richards (4-10) stated there are two different kinds of processes are involved in understanding spoken discourse. the text type, and the listener's purpose in listening. In short, bottom-up processing is about the incoming input as the basis for understanding the message to identifying details, facts, and supporting ideas. The comprehension begins when the data received. As for the top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message.

Interactive Online Media

Nikmah (2014: 12) states that an interactive online media is generally understood to be a form of multimedia in which the presentation is carried in digital form and interaction between the viewer and the presentation is supported. A website environment may contribute to the teaching and learning process if the integration is done within the framework of proper pedagogy. Building customized web learning programs places high demands on design, programming skills, and time. Such a system is called a learning management system (LMS). An LMS uses Web technology to plan, organize, implement, and control all aspects of the learning process. One such system that has been gradually gaining worldwide popularity is Wordpress, an online open source website creation tool that really easy to use to help online learning.

Wordpress

Wordpress is online open source website creation tool written in PHP. It can create pages (stand alone content) and posts (time-driven content) to build out the content of the site. And also easily manage the site's look and feel with themes. It has benefits such as it is free, it easy to use, full control, it has its own search engine, and there is huge support community. Those why wordpress used in this research as the main learning media.

Method

This research was classroom action research. It was done at SMA PIRI 1 Yogyakarta. The researcher involved the eleventh grade students in the academic year 2017/2018. There were 19 students. In the collecting data technique, the researcher used observation, interview, documentation and scoring. It is used Kemmis and Taggart cycle model. According to Kemmis and Taggart in Burns

(2010:7), the classroom action research consisted of 4 cycle process known as: Planning, Action, Observation, and Reflection.

Findings and Discussions

The procedures of the implementation of wordpress in teaching listening on narrative text was done in some stages, it is described in the table below:

Tabel 1 The procedures of the implementation of wordpress in teaching listening on narrative text

Stages	Cycle 1	Cycle 2
Opening and pre-listening	a. Checking the attendance b. Asking about video from wordpress c. Explaining the learning procedure d. Explaining about narrative text	a. Greeting and checking attendance b. Asking the students to make a group of 2 persons c. Explaining the learning procedure d. Showing the scores from last meeting e. Asking the students to open the wordpress and prepare for learning process
While Teaching		
While-Listening	a. Opening the wordpress and showing the students the video for listening course b. Playing the video while explain some words which students may not understand	a. Asking the students to watch the Aladdin and the Magic Lamp video by themselves by earphones At this cycle, computer laboratory was used to do the learning process

Post-Listening	a. Discussing the video content a little and some words students do not understand b. Explaining about the exercise procedure while distribut the work sheet for students c. Playing the video and asking the students to do the exercise with teacher instruction	a. Discussing some words which students may not understand b. Asking the students to open the exercise page which is used HotPotatoes as the platform c. Explaining the exercise procedure d. Playing the audio which were prepared by the teacher. (teacher needs to download the audio first from the "Teacher Area" inside the wordpress.) e. Students do the listening exercise as what the teacher instructed.
Closing	a. Reflecting the listening course and give some feedbacks about the learning process b. Asking the students to watch video on the wordpress about Aladdin for next meeting	a. Discussing the exercise and give feedbacks for students b. Ending the classroom and informed the students the score would be informed later

In the cycle 1 and the cycle 2, there were some different procedures of the implementation of wordpress. While in the cycle 1, the researcher explains about narrative text a little and in the cycle 2, the researcher did not explain about it. It was intended to save time in teaching and learning process to give extra time for exercise process. Another difference is the researcher.The researcher used HotPotatoes as the exercise platform and Computer Laboratory for learning process in the cycle 2, it was intended to make the students motivated and interested in the listening course.

There is a page which student cannot enter but teacher can. The page itself contain the materials and tests for the learning process. It is protected by password. There are also some ways to use the wordpress. Usually, the teacher only need to download materials from google, print it out (if it is not an audio or video materials) and use them for their teaching process directly. But to get a better result for the students, teacher needs to change the way of learning and make the students participate in the learning process. It can be done by asked

them to access the wordpress as part of the scoring process.

By asking the students to access the wordpress, it hopes that students can learn and realize a little that internet is not only for social media and browsing something unecessary/bad, but it is worth for study too. They also can learn how to bloging. Teacher who is not good in using teachnology also can start learning to use it by using the wordpress. It is said that as long you can use MS Word, you can use wordpress, (Ithems Media)

The wordpress is designed to support the students' need in learning English especially listening course. It was designed to provide the material and some explanation about the material. Inside the page, there is a link to jump to the page where the test is.

There is a special page for the SMA PIRI 1 Yogyakarta because it is the school where the study took place. The design is simple, so the teacher can search and download the learning materials s/he wants easly although s/he is a beginer in wordpress. The teacher should prepare and download the audio that already provided inside the Teachers' Area.

There were the results of the implementation of wordpress in teaching listening on narrative text, it can be seen in the description below**:**

1) The students could do the drill and listen for the topic chosen by teacher at home.

The evidences are below:

T: Kemarin siapa yang sudah lihat videonya?
S: (7 orang mengangkat tangan)
T: Kamu, siapa namamu, lupa saya.
S: Aku mas? Doni mas.
T: Kamu lihat berapa kali videonya?
S: Cuman sekali mas, wes tau nonton soal e.
T: Hmm okey. Kamu, Aisyah berapa kali?
S: Sama mas, sekali juga.
T: Kalau kamu? Ayu ya?
S: Iya mas, aku nonton 2 kali
T: Bagus, kalau yang lain?
S: - Sekali tok mas
- 2 kali mas
T: Yasudah, terimakasih sudah mau nonton. Nah maksud saya kenapa saya suruh nonton itu biar kalian mengingat cerita sama beberapa kosa kata yang ada di video. Jadi lebih dari satu kali lebih bagus kalau buat latihan listening.
S: Slow mas, ijeh inget aku.
T: Okay semoga benar masih ingat.

Excerpt 1. Class transcript

From the excerpt above, it is shown that at least some students watch the video at home more than once. It will help the students to remember and understand the story and some words better.

The result of watched the video at home before the day of the study as bellow:

> T: (pause video) coba ini bacanya apa?
> S: dessert / desert
> T: Pfft (senyum) oke oke, tadi siapa yang bilang dessert? Gak ada yang ngaku ya?
> S: Iki mas (menunjuk temannya)
> T: Ndak papa, dulu saya sampai kuliah juga sering salah, jadi gini dessert itu artinya sejenis makanan penutup bbiasanya yang manis, nah kalau desert itu artinya dry barren area of land, atau padang pasir. Coba ulangi setelah saya. Dessert, makanan penutup
> S: *Dessert makanan penutup*
> T: *Desert padang pasir*
> S: *Desert padang pasir*
> T: *Ok nice. Paham ya?*
> S: *-Paham mas*
>   - *Kui rungoke*
> T: Haha udah-udah, saya lanjut ya (memutar video), (pause) nah kalau ini apa?
> S: Marble stone mas.
> T: Heem, artinya batu marmer, diinget ya. (melanjutkan video). (pause) kalau ini apa?
> S: *Palas mas, istana*
> T: *Good, coba ulangi setelah saya. 'Palaes*
> S: *'Palaes*
> T: *Nice well done. (Melanjutkan video)*

Excerpt 2. Class transcript

From the excerpt above, it was shown that the drill and listen technique was basically success. It believes that the students understand the meaning of the words better and faster because they already watched the video beforehand at home, although they still need some explanation about the pronunciation.

2) The students' interest in did the listening exercise increased becaue the media was different (using computer) rather than using paper, they were enjoyed when they gained a high score.

Excerpt 3. Class transcript

From the excerpt above, it was shown that students's interest in did the exercise and listening practice increased although some of the reason were silly.
3) The students' vocabulary and listening skill increased during the implementation of wordpress on teaching listening on narrative. It could be seen from the score they gained from test 1 to 3

Table 2. Students' Score during test 1 to 3

No	Pre-Test	Post-test 1	Post-test 2
1	80	40	77.5
2	68	40	71.5
3	58	40	80.5
4	78	70	71.5
5	58	70	77.5
6	78	50	81.5
7	54	70	73
8	50	70	93
9	78	60	81.5
10	81	30	96
11	82	60	80.5
12	76	60	93
13	78	30	91
14	84	55	80.5
15	68	55	91
16	60	45	73
17	88	60	95.5
18	38	90	96
19	34	30	80.5

From the excerpt above, it was shown that the listening skill of students increased based on the score they gained. Although they got problems in did the test 2, they could increased their scores in the last test.

The explanation above described the result of the implementation of wordpress in listening course. It could be concluded that the use of wordpress as the main media teaching was effective and useful to motivate and support the students in learning English especially listening skill on narrative. The listening practice became easier for the students because they already knew the material and had the image of the story. In other hand, listening was not all about hearing students also need to guess what the meaning of the spoken words/sentences.

However, there were some suggestions to the teachers that use wordpress in the teaching and learning process, the teacher should prepare everything carefully during the teaching and learning process, because implementing

wordpress requires more activities that should be done before learning process, the teacher should make sure that the internet and other media is ready to use. The teacher also need to learn how to operate basic procedure of using laptop or computer to used wordpress in learning process.

Conclusion

Based on the findings and discussions of this research, it could be concluded that the implementation of wordpress in teaching listening on narrative text for eleventh grade students of SMA PIRI 1 Yogyakarta was effective. The technique was useful to support the students' listening skill. It could made the students interested when learning, could made the students more motivated to focus on the learning process. The technique could improved the teaching and learning quality in the classroom. The drill technique where the researcher asked students to watch the video which would use in the learning process in the wordpress before the day of the learning, could helped the students knew the translation and how the words spoked, help them understood the story before did the listening course and test, also improved their vocabularies.

References

Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: Renika Cipta.

Badan Standar Nasional Pendidikan (2006). Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. *Jakarta: BSNP.*

Brett, P. A.(1997). *A comparative study of the effects of the use of multimedia on listening comprehension, System, 25 (1), 39-53.*

Brown, H. D. (2000). *Principles of Language Learning and Teaching.* (Longman, Ed.) (4th ed.). White Plains, NY 10606: Pearson Education.

Brown, H. D. (2000). Teaching by Principles: An Interactive Approach to Language Pedagogy. *Teaching by Principles An Interactive Approach to Language Pedagogy.* Longman, Pearson Education.

Caladine, R. (2008). *Enhancing E-Learning with Media-Rich Content and Interactions. American Journal of Distance Education* (Vol. 23).

Media, I. (2015). *Getting Started with WordPress. Library Technology Reports,* *101.*

Nikmah, M. (2015). A Thesis: *Developing moodle - based interactive online media to teach narrative reading in SMAN 13 Semarang.* UIN Walisongo.

Tyagi, B. (2013). Listening: An Important Skill and Its Various Aspects. *The Criterion: An International Journal in ENglish,* *12*(12), 1–8