THE EFFECT OF TEACHING AUDITORY COHESION ACTIVITY ON STUDENTS LISTENING ABILITY

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Abstract
This research is about the use of Auditory Cohesion Activity to raise students listening ability on advance learner of TEFL. The researcher took sample from Eleventh Grade of SMA SANTUN UNTAN Pontianak in Academic Year 2017-2018. The aim of this research was to find out how effective the use of Auditory Cohesion Activity to raise students listening ability is. In conducting this research, the researcher used a Pre-experimental as the method of the research. This research consisted of 3 phases, namely; pre-test, treatment, and post-test. The researcher provided the material and the media that needed in this research. The English teacher of SMA SANTUN led the students did the test and the treatment. The finding of this research shows that there was an improvement on students listening ability through Auditory Cohesion Activity. The effectiveness of Auditory Cohesion Activity on students listening ability could be seen from students’ activity through the whole auditory cohesion activity phase and students’ test score. It has shown by the result of post-test which was higher than pre-test. Before the treatment was given, the mean score of pre-test was 26.40. After they had been given treatment the mean score of students’ post-test is 46.30. From the data analysis, the result of the effect size computation is 3.8. It is higher than 0.5. It means that the use of auditory cohesion activity gave a significant effect, to increase students listening ability.

Key words: listening ability, auditory cohesion activity, effectiveness.

INTRODUCTION
Understanding listening is inevitably important part in learning English skills. However, students often neglect it despite the fact that, when tested in language test, listening section is shorter than other skills. As a result, poor listening test score has a large impact on the overall students' English subject grade. Thus, students learning English as a Foreign Language (EFL) have difficulty to improve their listening scores. For this reason, there must be effective approaches used by EFL teachers to help improve their students' listening skills.

Listening is a multidimensional construct whose processes and effects have been widely studied by multi disciplines. Witkin (as cited in Janusik, 2007) argues that although listening is often perceived behavioral, listening act involves cognitive as its main process. As a matter of fact, many experts study cognition and behavior associated with listening as a separated phenomenon, yet integrative studies in listening are still rare.

Learning from foreign perspectives on what constitutes listening research, it becomes clear that some disciplines are concerned with the process and the outcomes of listening.
Many researches who conducted research on listening issue seem to still merely concentrate in communication although there are other perspectives that are also equally important.

According to School Curriculum 2006 on EFL subject implemented in Senior High School level in Indonesia, at the end of each EFL material given in teaching and learning process, students are required to be able to communicate, to give reasons and to respond to the learning material and their surroundings.

Because listening skills take part in overall graded language skills, having good listening skill helps students to meet the final goals of learning as they will have a good response to learning material as well. That is, students who are trained in listening comprehension can of course have a better listening test score which then contributes to the overall score of English subject at once. According to Holden (2004) listening comprehension is a functioning procedure in which the audience must distinguish between sounds, obtain words and language structure, translate tones and other prosody signs, and store data that has accumulated long enough to describe it in the particular circumstances or arrangements in which the exchange takes place, for this reason, listening is an unexpected action that requires a great deal of mental attempts.

Unfortunately, in Indonesia study on exploration of listening teaching approach to improve students’ listening ability remains minimal. Previous studies mostly discuss about the difficulty of doing listening test and comprehending listening, but they have a little discussion on how to solve it, especially in the context of students who learn English as a foreign language. For example, based on the experience of the researcher during an teaching internship program at this research site, students, the purposive sample of this research, often have an ambiguous and uncertain understanding of what they just heard. Another problem that students continually make on their tests seems to be mishearing or doubting their answers which then leads them to change their answers at the last minute without referring to what they actually heard earlier on the recording. As a result, their listening comprehension is distorted and contributes not only to their listening scores but also to the subject of English as a whole.

On the other hand, most EFL teachers seem to get used to conventionally teaching listening comprehension in same patterns. To illustrate it, teachers will have students answer questions by completing or filling in the gaps based on the conversation or dialog played on the tape or dictated by their teachers. This pattern of teaching approach makes students bored and has same problem and perplexity all the time. According to Dewi Ratna Sari (2013, p.2), the lack of teaching media and less various teaching approaches also draw less students’ attention to what is taught by the teacher. For this reason, appropriate teaching media and approach are necessary to aid students in their listening class.

In accordance with this case, Mendelsohn (as cited in Holden, 2004) suggests that having students read text or the printed version of listening as they listen can help them increase awareness of the features and cues that are available, so that they can extract meaning from the text or the listening transcript. They then also discuss the tools available to interpret passages when listening. Therefore, to address this case, learning from the findings contributed by studies overseas, a potential solution to help students’ listening skill might be discovered. In this research, the researcher found that teaching English listening skill with auditory cohesion technique would be a good solution to students’ listening problem, especially the eleventh graders of SMA Santun Pontianak. Through which listening is integrated with reading aloud the printed version of the listening transcript. Thus, the idea
of auditory cohesion sits on the relation between the sound heard and the text associated with it in an effort to help students understand listening.

**METHOD**

In this research, the researcher used Pre-experimental study which was appropriate method to be used to solve the problem of this research. It was also in line with the design which emphasize on the process of media as treatment in the classroom. Therefore, the researcher intended to know the effectiveness of the teaching Auditory Cohesion Activity.

According to Cohen (2005, p. 2120 “there are some forms of Pre-Experimental design they are : One-Shot Case Study, One-Group Pre-test-Post-test , and Intact-Group Comparison”.

From three of them the researcher chose One-Group Pretest-Posttest. The researcher chose One-Group Pre-test-post-test based on the consideration that the observation that was given by the researcher can be seen more accurately. The researcher will do the observation before the treatment (O1) or called as “pre-test” and the observation that held after reatment (O2) or called as “post-test”. In this case, the effect of the experimental treatment could be seen by the analyzing or comparing the result of pre-test (O1) and post-test (O2).

Therefore, the researcher used One-Group Pretest-Posttest design in conducting this research to know the effect of Teaching Auditory Cohesion Activity for whole students in the classroom before and after treatment given in the process of teaching and learning on listening comprehension.

**Techniques and Tools of Data Collection**

The data had been collected from filed notes, observation checklist, test, and interview. The writer used observation and interview technique to collect qualitative data, and measurement technique to collect quantitative data. The writer used observation technique to observe the process, teacher acts, and students’ behaviour in responding to teaching and learning process by using observation checklist and field notes that had been structured based on the lesson plan. Interview is the technique of data collection to collect qualilative data. According to Cresswell (2012), interview is used by researchers to collect data from participants’ response, by asking one or more participants with open-ended questions and record their answers. The researcher then transcribes and types the data for analysis. Measurements technique was used to measure students’ scores improvement in reading comprehension through assessments after learning through picture books.

In this research the researcher used the measurement technique to measure students’ achievement in listening comprehension by Teaching Auditory Cohesion Activity. It is a technique to collect data of the research of which the purpose to quantitative data; in the form of score. It is intended to measure the students’ ability before and after the treatment. The measurement technique was hold twice. The first is pre-test to collect the data in order to know the students’ skill before the treatment. The second is the post-test to collect the data after the treatment was given.

**Tools of Data Collecting**

The tool of collecting in this research is written test in form of multiple choice test. The test consist of 30 items with four options a, b, c and d. thirty items multiple choice items were considered adequate enough for this measurement. The test spent about 60 minutes for both
pre-test and post-test. Because of lack of sources, the researcher took listening test materials from TOEFL Test Practice Books. The questions, audio and key-answers already provided there. Especially the audio consists of long and short narration. Each narration had different themes, such as asking information, giving information and politeness expression. There were two dialogues in each theme.

The one group pre-test and post-test design can be seen as follow:

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>O₁</td>
<td>X</td>
<td>O₂</td>
</tr>
</tbody>
</table>

(Cohen, 2005:213)

The design is illustrated as follows:

a. O₁: Apply O₁ that is pre-test to measure the students’ mean score before given the treatment (it was given before treatment)
b. X : Apply X (treatment) to the students in teaching listening comprehension by Teaching Auditory Cohesion Activity. It will be given for three times.
c. O₂: Apply O₂ that is the post-test to measure the students’ mean score after the application of experiment X (it will be held after the treatment).

RESEARCH FINDINGS AND DISCUSSION

Findings

This chapter consists of three parts. The first part starts with research finding. In this part, the data is calculated to show the mean score of post-test and pre-test, test significant of students’ score and the analysis of the effect of the treatment. Then, the second part is hypothesis testing which is assumed from T-test (test significant of students’ score). This research was conducted to get accurate data about the effect of teaching auditory activity for listening ability to the eleventh grade students of SMA SANTUN UNTAN Pontianak in academic year 2017/2018. In this following section are presented the process and results of data analyses.
Table III
Table of correlation value

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<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>X</th>
<th>Y</th>
<th>XY</th>
<th>X²</th>
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<td>ΣX =607</td>
<td>ΣY =1065</td>
<td>ΣXY=28825</td>
<td>ΣX²=16649</td>
<td>ΣY²=49881</td>
</tr>
</tbody>
</table>

Discussion
The researcher intended to find out whether the auditory cohesion activity is effective or not in teaching listening skills of the eleventh graders of SMA SANTUN Untan Pontianak. In this research, the researcher focused on students’ listening ability. Auditory cohesion activity used as the treatment during the process of teaching listening. Where the purpose of the treatment given was to enhance students’ listening ability. The students were first given treatment of auditory cohesion, afterwards they were given listening comprehension test.

The data analysis results indicate that the students got higher score on their listening comprehension test after they were taught listening with auditory cohesion activity. The result of post-test was higher than it of pre-test. Before the students were given the treatment, the mean score of their pre-test was 26.40. While after they had been given the treatment, the mean score of students’ post-test was 46.30.
CONCLUSIONS AND SUGGESTIONS

Conclusions
Referring to the discussion of this research, the researcher would like to point out a few conclusions. Teaching listening comprehension using Auditory Cohesion Activity affects the students’ learning significantly. It is shown by the T ratio: 28.2. Which is very high when compare to the T critical: 2.069. From that we know the effect size of it is 5.65 . In the table of effect size this value considered strong, cause the value more than 0.5 . Thus, using Auditory Cohesion Activity in which a listening is integrated with reading aloud activities would be feasible to be applied by English teachers in English as a foreign language learning classroom.

Suggestions
There are a significant number of published courses to support listening comprehension and classroom practices. EFL teachers need to be open to any learning sources and media as well as teaching approaches in order to merely meet their teaching and learning objectives. Similarly, school itself should give a wide flexibility and authority to its EFL teachers to elaborate their teaching material and creativity. It is also important for school management and EFL teachers in particular to review the assumption that listening is the least important skill in language teaching. English teachers in EFL setting need to be aware of listening comprehension as a set of highly integrated skills, which play an important role in the process of language learning. This awareness can lead them to continuously find efforts and strategies that can help their students’ listening comprehension improvement. The teachers may use any useful approaches that involve learning content of other fields of study such as science and social as well as other language skills. By doing so they make effort to support their teaching and make the most of the target language input targeted by students. Therefore, based on this study findings the researcher suggests several useful points to improve students’ listening abilities as follows:

1. Teaching Auditory Cohesion Activity is recommended for teacher to improve students’ listening comprehension.
2. Teaching Auditory Cohesion Activity can be integrated with other English skills such as reading, speaking and writing.
3. Teaching Auditory Cohesion Activity is flexible, it cannot only be carried out in computer laboratory, this activity also can be carried out in the classroom.
4. Teachers need to try various dialogues and listen to monologue material to fit the area of interest of their students. For example, for science students they can choose dialogue with the theme of Nature, and so can social science students.
5. Students can use Auditory Cohesion Activity in their study group. It also will be a great way to help students study by themselves.

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