

A STUDY ON TEACHING LISTENING THROUGH EASY ENGLISH “BASIC ENGLISH FOR SPEAKERS OF ALL LANGUAGES” RECORDING

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Abstract: The objective of this research is to know whether teaching listening through Easy English “Basic English for Speakers of All Languages” recording to 7th grade students of MTs. Darul Khairat Pontianak in academic year 2013/2014 is effective or not. The research was conducted using Pre-Experimental Design form without control group. The data were collected through test and analyzed using t-test formula. The sample was class 7A in MTs. Darul Khairat that consisted of 26 students which was taken using Simple-Random Sampling. This research was conducted from 6th March to 10th April 2014. Students’ pre-test mean score is 58.84 and students’ post-test mean score is 70.96. The result of t-test (10.12) is bigger than t-table (2.060). Moreover, the calculation of effect size of the treatment is 1.98 and classified as high. In conclusion, this research proved that teaching listening through Easy English “Basic English for Speakers of All Languages” recording is effective.

Keywords: Easy English recording, Teaching Listening

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah mengajar listening melalui rekaman Easy English “Basic English for Speakers off All Languages” pada siswa kelas 7 MTs. Darul Khairat tahun ajaran 2013/2014 efektif atau tidak. Penelitian dilakukan dengan Desain Pre-Eksperimental tanpa kelompok terkontrol. Data dikumpulkan melalui tes dan dianalisa dengan rumus uji t. Sampel penelitian adalah kelas 7A di MTs. Darul Khairat Pontianak yang terdiri dari 26 siswa yang diambil dengan Pengambilan Sampel Acak-Sederhana. Penelitian ini dilakukan dari 6 Maret sampai 10 April 2014. Nilai tes rata-rata siswa sebelum menerima *treatment* 58,84 dan sesudah menerima *treatment* 70,96. Hasil dari uji t (10,12) lebih besar dari table t (2,060). Penghitungan ukuran tingkat pengaruh dari *treatment* adalah 1,98 dan dikategorikan tinggi. Kesimpulannya, penelitian ini membuktikan bahwa mengajar listening melalui rekaman Easy English “Basic English for Speakers of All Languages” efektif.

Kata Kunci: rekaman Easy English, Mengajar Listening

Listening has been seen as a passive process for a long time. Meanwhile, as Underwood (1989: 2) stated, “listening is always an active process, because listening needs more effort than hearing”. Furthermore, Lynch and Mendelsohn (2002: 194) added “listening is an active and interpretive process in which the message is not fixed but is created in the interactional space between participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact. While listening to a foreign language, listeners need to increase their effort especially when they are also asked to write it. They should think quickly in determining the language aspects like grammar and vocabulary. They also have to be able to adapt with the speed of the speakers. Therefore, the students should practice regularly on listening and the teacher has to add more listening activity in the teaching learning process.

In the process of teaching listening, the teacher should guide and facilitate the acquiring of listening, enabling the students to learn and setting the condition for learning. Teaching listening is related with designing and choosing the materials and the tasks. The techniques, materials, and exercise that the teacher uses in teaching to improve the students’ listening skill should be appropriate. Planning the exercise, listening materials, and the teaching process should be taken into good preparation. As Sheerin (1987: 126) stated, “effective teaching of listening involves procedures such as provision of adequate preparation, adequate support and appropriate tasks, together with positive feedback, error analysis and remedial action”. She also emphasizes that language teachers can present listening lessons effectively when they make adequate pre-teaching preparation, for example studying the text, identify and adjust the level of difficulty of the listening tasks.

For a long time, teaching is considered as transferring information and knowledge from teacher to the students in the classroom. However, teaching is not only about transferring information and knowledge. Teaching is not a one way process. According to Brown (2000: 7), “teaching is guiding and facilitating learning, enabling, and setting the condition for learning”. Teaching is also about how a teacher interacts with students and creating a good teaching and learning atmosphere among them so that the students will feel comfortable and enjoy the learning. Moreover, teaching can also be the stimulation, direction, guidance, and encouragement of learning. Furthermore, Brown (2000: 7) explained, teaching can be defined as “showing or helping someone to learn how to do something, giving instructions, guiding the study of something, and providing students with knowledge causing them to know or understand”.

The main objective of teaching a second language is to make the learners to be able to communicate and having interaction through the target language orally and in written form. However, according to Brown (2000: 1), “learning a second language is a long and complex undertaking”. Learners may struggle to adapt in new language, new way of thinking, feeling, and acting. A commitment, involvement, a physical, intellectual, and emotional response are also necessary in it. Meanwhile in Indonesia, English is introduced into the national curriculum as a compulsory subject from the first year of junior high school or Madrasah Tsanawiyah. According to Indonesian Education Main Data (Dapodik) website,

most of junior high schools in Indonesia teach English in 4-hour lesson time (40 minutes in 1 hour), divided into two meetings per week, 2 x 1-hour lesson time per meeting, hence making a total of 160-200 minutes for the lesson per week in the academic year 2013/2014. That explained the importance of English as a second language in Indonesia.

Teaching a second language to learners takes many efforts, where both teachers and learners have to be involved. According to Linse (2005: 187), there are certain learning strategies to help the students in acquiring the second language: (1) Establish clear rules at the beginning. Here, the teacher has to inform the students what he expect from them e.g. their target score or standard of competence; (2) Offer rewards judiciously. The teacher has to give certain rewards for students who would have been fulfilled the expectation. The reward could be standing applause, praise, or good scores; (3) Plan more than you think you will need. Teacher has to make sure to always keep the students engaged and keep their attention to the teacher; (4) Balance activities. Because most learners do not have long attention span and will not enjoy the same activities, teacher has to balance it, for example between quiet and noisy activity and between large group and small group activity; (5) Provide specific feedback and know when to use the native language. In this case, the feedback has to be related with what they are doing and the teacher has to know when giving the feedback, teacher has to balance the use of native language and second language so the students will easily understand what the teacher expected them to achieve.

Based on the experience of the researcher when he taught the 7th grade students in Madrasah Tsanawiyah Darul Khairat, a *pesantren* (boarding) private school in Pontianak in academic year 2013/2014, the researcher found that most of the students' listening ability is low. It was happened because the students only had small portion of listening practice in the classroom. Ur cited in Flowerdew (2005: 10) that many students have difficulty hearing sounds in English because these sounds may not exist in their own language. One effort that should be done by the 7th grade students is listening to spoken English more through audio media such as radio, tape recording, computer or laptop, and mp3 players. According to Xiao Qiong (1997: 47), "using media could be an effective way to develop students' listening skills and build up student confidence in listening". Media is important to help the English teacher in teaching and make the students understand to understand the material. Therefore, the researcher used the Easy English "Basic English for Speakers of All Languages" recording as the listening media and designed the listening exercise from the book. The content of the book is suitable for 7th grade students because the book has 20 different topics and the topics were according to students' daily life.

Teacher has to use appropriate media to support the material discussed in teaching learning activity. Media can be defined as the means for transferring or delivering message and also an important part of the learning process to achieve the goals of education in general and the purpose of teaching in schools in particular. As Kuo (1991: 61) stated, "teaching media is very important where teacher of each level is encouraged to adopt teaching media". Media provide teachers and students with creative and practical ideas. The involvement of media

for teaching English facilitated by teacher to the students should be suitable to the activity in order to achieve the goals in language learning process. Selecting appropriate teaching media and finding a way to apply the media in the classroom has been quite a challenge for the teacher. According to Biagi (1999), “media inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched. Media can encourage and help students to use English inside the classroom”. So, media enable teachers to meet various expectations, needs, and interests of their students.

The use of teaching media can improve the quality of students and the learning outcomes and appropriate listening material can facilitate the students in learning so the process of acquiring listening can be done easier. According to Dolati & Richards (2011: 4), “in process of English teaching learning activity, the use of media in classroom become general understood and commonplace in education as a tool to deliver the instruction”. In a communicative role, teaching media can enhance comprehension and assist the students in understanding the message from the teacher. It can increase the communicative power of the instruction by explaining the message contained in the instruction. In other words, the communicative role of media is a way to clarify the message by making explicit certain concepts of the lesson. Without teaching media, coordinating teaching with learning becomes more difficult. In the listening activity, it is important for the teacher to decide which listening material is appropriate that should be used in teaching and learning process.

Together with the increasing accessibility of technology, the strategies of students in learning are also developing and expanding. There are many learning media available which media can be used in learning activities. Students expect the media to be available for them because they need media and fortunately, because of the expanding technology, available learning media are increasing and become accessible for junior high school students, especially the 7th grade students.

One of teaching media which is suitable for listening activity are audiotape and audiocassette, because students can repeat, rewind, or forward the listening material inside the audiocassette through the audiotape. The students can also record their voice, save it to the audiocassette, and share it with their learning partner. However, due to the development of technology, the use of audiocassette is decreasing because most students prefer a handy and practice data storage like CDROM which can save more data than audiocassette. To play it, teacher can use a computer. Fortunately, the school has compatible tools to play the audio recording such as laptop and speaker for the teacher to use in listening activity inside the classroom. The researcher chose audio recording as a listening media for the students because according to Puerling (2012: 96), there are seven specific ways audio recordings can be used to enhance learning. They are create messages for others, capture conversations with classroom guests, organize a listening center, enhance a listening center, develop classroom community, facilitate skill development in music, and support development of reading fluency..

The researcher taught the 7th grade students using the Easy English “Basic English for Speakers of All Languages”. Easy English is a book consists of 268 pages and 20 Lesson with different topics and accompanied with recording. The book is the script for the recording. With the presence of text inside the book, students can “diminish the decoding load placed upon the learner by the unrefined audio signal of authentic speech and materials” (Jung, 1990: 208). Students can use their time to focus on listening to the text instead of guessing the listening.

The form of test used in this research is fill-in-the-blank exercise. There are a number of advantages of the exercises such as they provide an excellent means for measuring specific knowledge, they reduce guessing by the students, and they force the student to supply the answer. In other words, the teacher can get a real feel for what the students actually know. The researcher designed the fill-in-the-blank exercise from the book by deleting certain words in the dialog or sentences.

When the class started, student attendances were checked. After that, students were given brainstorming related to the topic by showing pictures, giving questions, and students were asked to mention certain words related to the topic by the researcher. Students then received the first handout and were asked to listen to the first recording played by the researcher until it finished. After that, the researcher read again the dialogue, sentences, and words in the handout loudly and slowly. The researcher asked some students to pronounce certain difficult or unfamiliar words while asking them to write their answer into the blank part in the handout. After the students finished doing the handout, the researcher collected it. The researcher read the handout once again and each student was asked to write the answer while listening to the researcher, one answer per student on the whiteboard. After the first sequence of listening activity finished, the researcher disseminated the second handout to the students and played the second recording until it finished. After that, the researcher read again the dialogue, sentences, and words in the handout loudly and slowly. The researcher asked some students to pronounce certain difficult or unfamiliar words while asking them to write their answer into the blank part in the handout. After the students finished doing the handout, the researcher collected it. The researcher read the handout once again and each student was asked to write the answer while listening to the researcher, one answer per student on the whiteboard. At the end of the second sequence of listening activity finished, the students together with the researcher, made a conclusion of the topic.

METHOD

The method of this research is is pre-experimental design. Pre-experimental design uses pre-test and post-test to compare the results before applying technique and after applying technique in a classroom. According to Cohen, et al (2007: 282), the focus of the pre-experimental research is only to a group of students in one class and the treatment they received. In one-group pre-test post-test design, there is no control group and the students are given treatments for certain period of time. At the beginning of the time period, the pre-test is administered before treatment began in order to know previous acquisition of the sample that is

followed by conducting treatment and at the end of the time period, the students got post-test. The Pre-Experimental design is written as follow:

Table 1. Pre-Experimental Design Form

Pre-test	Treatment	Post-test
O ₁	X	O ₂

The population is any group of individuals that have one or more characteristics in common that are interesting in the research. According to Cohen, et al (2007: 92), population is all members of any well-defined class of people, events, or objects. The population is the total students of 7th Grade Students of Madrasah Tsanawiyah Darul Khairat in Academic Year 2013/2014 and total number of students is 108. Meanwhile, sample is part of population that is used by the researcher as a subject. In determining the sample of this research, the researcher chose Simple-Random Sampling as a type of Probability Sample. Probability sample draws randomly from the wider population and will be useful if the researcher wishes to be able to make generalization, because it seeks representativeness of the wider population. It also permits two-tailed tests to be administered in statistical analysis of quantitative data (Cohen, 2007: 110). Cohen further explained that in Simple-Random Sampling, “each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of population”. Using this method, the researcher chose class 7A which consists of 26 students as the research sample.

The researcher gathered the related data to find out the answer to the problem by employing the relevant instrument and suitable technique. In this research, the researcher employed the measurement technique to measure the students’ listening ability. Measurement technique can be defined as a systematic, replicable process by which objects or events are quantified and classified with respect to a particular dimension and usually achieved by the assignment of numerical value. According to Weiner (2007: 4), it is a technique to collect quantitative data. The measurement technique was administered twice, they are pre-test and post-test. The first is pre-test which was done to collect the data before the treatment was given. The second is post-test which was given after the treatment, intended to know whether the use of Easy English “Basic English for Speakers of All Languages” recording in teaching listening effective or not.

To measure the students listening ability, the researcher prepared test. As stated by Brown (2000: 3), “a test can be defined as a method of measuring a person’s ability, knowledge, or performance in a given domain. As a method, it is an instrument - a set of techniques, procedures, or items that requires performance on the part of the test-taker”. In this research, the researcher used fill in the blank exercise for the test as tools of data collecting. Students were asked to write the correct answer on the blank part of sentences while they were listening to the teacher reading aloud. The test was designed from Easy English “Basic English for Speakers of All Languages” book and recording which was used in order to assess the listening ability of 7th grade students in Madrasah Tsanawiyah Darul

Khairat Pontianak. The test consists of 20 fill in the blank items. In this research, the researcher designed the fill in the blank exercise from Easy English “Basic English for Speakers of All Languages” for the pre-test. The pre-test material was 20 test items titled “Inside the house”. The post-test was given after the treatment. The post-test material was 20 test items titled “Job”.

The effect of the treatment (effect size) towards the students will be analyzed by comparing the pre-test and post-test score. Wright cited in Cohen (2007: 522) that it is important to report the units of measurements of the effect size in the units of measure of the original variables as well in standardized units (e.g. standard deviations) which useful if different scales of measures are being used for the different variables. It can be understood that the calculation of effect size is crucial in the corresponding measurement. This formula is used to calculate the effect of the treatment:

$$Es = t \sqrt{1/n}$$

Interpretation

Es : effect size

t : the result of t-test

n : the total number of students who took the test

The criteria in determining the qualification of effect size taken from Cohen (1988: 25) can be seen in this following table:

Table 2. Effect Size Qualification

Effect Size	Qualification
ES ≤ 0.2	Low
0.2 < ES < 0.8	Moderate
ES > 0.8	High

RESULT AND DISCUSSION

Result

This part discusses about the research result and discussion after the researcher conducted this research on 7th grade students in Madrasah Tsanawiyah Darul Khairat Pontianak in academic year 2013/2014. The researcher applied Pre-Experimental Research to solve the problems in teaching learning process.

Research results means all the data collected by researcher taken from the research samples. In this research, the samples are 26 students in class A. The findings cover the result of the students’ individual score, mean or average, the deviation score of pre-test and post-test, the significant score of pre-test and post-test, the effect size of treatment, and the hypothesis testing. The explanation for each calculation is provided below:

The effect size of treatment gives information about the relative size of the experimental treatment or the experimental effect. Effect size is especially important because it allows the researcher to compare the magnitude of experimental treatments (Thalheimer & Cook, 2002). Furthermore, Wright cited in In computing the effect size, the following formula is used:

$$\begin{aligned}
 ES &= t \cdot \sqrt{\frac{1}{n}} \\
 &= 10.12 \cdot \sqrt{\frac{1}{26}} \\
 &= 10.12 \cdot \sqrt{0.385} \\
 &= 10.12 \times 0.196 = \mathbf{1.98}
 \end{aligned}$$

From the calculation above, it can be seen that the effect size of the treatment is 1.98. Based on the criteria in determining the effect of treatment, the point above was qualified as “High”. Therefore, the use of Easy English “Basic English for Speakers of All Language” recording in listening is effective.

The researcher stated two hypotheses which formulated in the beginning of research; null hypothesis and alternative hypothesis. The Null Hypotheses (Ho) stated that “Teaching listening through Easy English “Basic English for Speakers of All Languages” recording for 7th grade students in Madrasah Tsanawiyah Darul Khairat Pontianak is not effective” and in the other hand, the Alternative Hypotheses (Ha) “Teaching listening through Easy English “Basic English for Speakers of All Languages” recording for 7th grade students in Madrasah Tsanawiyah Darul Khairat Pontianak” is effective.

In order to determine the significance of the research, the researcher needs to compare the result of t-test in this research, the researcher applies the significance level 0.05 with the degree of freedom (df), according to Ary (2010: 173) = N – 1, therefore N (26) – 1 = 25. If df is interpreted into t-table, so 25 is 2.060. As the result, t-test 10.12 is bigger than t-table 2.060. If the obtained t result is bigger (or equal to) the critical t-value, then the null hypothesis is rejected. Therefore, the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted and it can be seen that there is significant difference between teaching listening with and without Easy English “Basic English for Speakers of All Languages” recording.

Based on the research results above, it was indicated that the use of Easy English in teaching learning activity influenced the achievement of students in listening. Therefore, the researcher argues that teaching listening through Easy English “Basic English for Speakers of All Languages” needs to be applied because it increased the achievement of the students.

Discussion

From the research results, it can be seen that using Easy English “Basic English for Speakers of All Languages” recording in listening activity significantly changed the students’ achievement in listening to English. The recording is quite helpful for the researcher to teach listening to the students during listening process. Based on data analysis, from the t-test result, it is found that t-test obtained (10.12) is higher than t-table with the level significance 0.05 (2.060) or $10.12 > 2.060$. It indicated that the null hypothesis is rejected and the alternative hypothesis is accepted. The effectiveness of using Easy English “Basic English for Speakers of All Languages” is high and it can be seen on the number (1.98) which is higher than 0.8.

The researcher chose the samples using Simple-Random Sampling because in this method according to Cohen, each member of the population under study has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population (2007: 110). There were 26 students from class 7A involved in this research. The research data were collected using measurement technique because according to Weiner (2007: 4), measurement is a technique to collect quantitative data. In data calculation, the researcher used students’ pre-test and post-test score because according to Brown (2003: 3), “a test can be defined as a method of measuring a person’s ability, knowledge, or performance in given domain”. Therefore, the data calculating process had been conducted after the students finished the post-test.

Pre-test was administered in the beginning of the research in order to know the students’ basic capabilities in listening English. After the pre-test had been conducted, it had been known that the mean of students’ final individual score of pre-test is 58.84. According to Harris’ criteria (1969: 25), it is categorized as “poor to average”. Hence, the researcher decided to give treatment for students because the score did not reach “average to good” classification.

Teaching using Easy English “Basic English for Speakers of All Languages” recording during teaching learning activity was conducted in the classroom as the treatment. The treatment was given in order to help the students solve their problem and to improve their listening English. There are three treatments conducted in three meetings and divided to one treatment for each meeting. The entire process of each treatment has been successfully done by the researcher during the teaching learning activity, and certainly was not deviated from the whole procedure of teaching listening, which leads the researcher to provide this media to assist the students in listening activity.

Before the listening activity started, the researcher showed some pictures taken from the Easy English book and gave brainstorming questions to the students which are related to the topic at the time. As stated by Parrish (2004: 95) “the first thing you need to do in a listening lesson is activate your learners’ prior knowledge and provide them with crucial background information that will aid them in comprehending what they are going to hear”. Therefore, introductory information is very important in the beginning of the class.

While answering the brainstorming questions, students could find certain familiar words related to the topic. Then as stated by Parrish (2004: 95), “a listener who manages to connect the key words to prior knowledge and makes guesses based on extra linguistic cues (visuals, body language, context), on the other hand, is likely to understand the main ideas or pick out specific information”. Therefore, those words could help them to understand the topic. These processes were conducted to maintain and to keep students’ motivation and their role as language learners during the teaching learning process. From the beginning until the end of treatment in every meeting, the teacher focused on encouraging the students when listening to Easy English recording help them in developing listening skill.

After the treatments had been given, the researcher administers the post-test in order to know the acquisition of the students after receiving the treatments. The mean score of students’ post-test is 70.96 and according to Harris, it is categorized as “average to good”. Therefore, the researcher stopped the treatments.

In accordance to the results of data analysis, it can be concluded that using Easy English “Basic English for Speakers of All Languages” recording contributes a positive influence to improve students’ listening ability. Hence, based on the findings and theoretical framework, it is proved that the use of Easy English “Basic English for Speakers of All Languages” recording in teaching listening was effective and significant to improve the listening ability of 7th grade students’ in Madrasah Tsanawiyah Darul Khairat Pontianak in academic year 2013/2014.

CONCLUSION AND SUGGESTION

Conclusion

After finishing most part of the research in overall, the researcher then points out some conclusions, which consist of general results: (1) The result of students’ score achievement is significantly increased from pre-test to post-test. Students’ mean score on pre-test is categorized as “poor to average”. Meanwhile, after receiving the treatments, students’ mean score on post-test is improved and categorized as “average to good”; (2) From the result of hypothesis testing, the effect size is categorized as high, which means that there is a significant difference on the effect size during the treatment in teaching listening through Easy English recording; (3) The effect after using Easy English recording in teaching listening indicates that the students’ achievement on listening English gets better and it has been found that they have good motivation in listening to the recording; (4) From the analytical result of students’ individual mean score, significant score, and the effect of treatment, it can be concluded that the Alternative Hypothesis (Ha) which says “teaching listening through Easy English “Basic English for Speakers of All Languages” recording for 7th grade students in Madrasah Tsanawiyah Darul Khairat” is accepted.

Suggestion

Based on conclusions, the researcher made constructive suggestions as follows: (1) The teacher may provide more related pictures from other learning source as examples and clues for the topic and more brainstorming questions before giving detailed explanation in order to help the students understand the topic; (2) The teacher have to add listening drill to the students by reading the text aloud, so that the students who had not experienced listening English can be assisted; (3) The teacher should consider the time allocation and classroom management in applying Easy English “Basic English for Speakers of All Languages”. It aims to create conducive situation during the teaching and learning process; (4) For fellow English teachers, the researcher suggested that the use of recording is useful in teaching listening, and Easy English “Basic English for Speakers of All Languages” is an appropriate book in teaching learning activity especially for the 7th grade students.

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