

**IMPROVING STUDENTS' LISTENING ABILITY BY USING  
BONANSA ENGLISH SHOW PROGRAM AS AUDIO MEDIA  
AT SECOND SEMESTER OF STUDENTS  
IN ENGLISH DEPARTMENT OF UNISKA**

**By: Erwin Hari Kurniawan**

**ABSTRACT**

This study was implemented in the second half that menekannkan on Traffic students in natural listening. Their value at the beginning is between 40-60. This is caused by the limited ability to understand the material and time constraints in teaching listening as two important factors. This situation makes the students is not common to do a listening activity. Radio as a medium could be an alternative way to solve this problem. Events Bonansa English (BES) is a British radio program in Kediri. This program is one program that is interesting and useful for students. The purpose of this study were (1) the lecturer can improve the quality of listening strategies and learning, (2) students were interested during the learning process, (3) the student is able to listen to the maximum, (4) all students understand the lesson really. This study used a qualitative approach that uses the approach of Collaborative Action Research. Techniques used tests, questionnaires, and observations to obtain data and analysis through reflective, participatory, and collaborative studies. To enhance the listening ability of students in the text recount, it conducts research class action using media BES program. This research was conducted by two cycles in FKIP English Uniska, especially in Class A. The results of applying the teachings of listening by using the BES program is the improved media 'completeness of the materials and students' scores students. Before doing the cycle, only 20% of students pass the minimum criteria to 60% in the first cycle, and to 80% in the second cycle. The average student listening tests without using BES program 60 to 75 in the first cycle and to 85 in the second cycle. After seeing the results, it is recommended to use the English teacher BES program as a medium in teaching listening, especially in recount text material. Then, for the students, it is advisable to listen to the BES program to improve their listening skills

**I. INTRODUCTION**

Listening is one of important aspect in learning English. It is because all of the other aspects in learning English, speaking, reading, and writing are used it. For instance in speaking, listening used when somebody wants to speak with other people. Rivers (1966:196) says that speaking does not its self-constitute communication unless what is said is comprehended by another person.

Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good

listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Many successful leaders and entrepreneurs credit their success to effective listening skills. Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin. Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills – they are the building blocks of success.

(<http://www.skillsyouneed.com/ips/listening-skills.html>)

Many students are not familiar with English information. They just listen to the music or film in English. This condition makes the students listen to the Indonesian information more than English information. Those, it is not a strange thing if their listening score was poor. This condition should get attention from the lecturer more. The lecturer should look for the way to solve these problems. In other hand, the lecturer should make an improvement to the students' listening ability.

Connecting to the explanation above, the researcher has done a preliminary study and observation to the second semester of English Department of UNISKA. It was started at the beginning of February 2013. In this observation, the researcher found that there is a problem faced by second grade students, especially in listening skill.

Bonansa English Show (BES) is one of the English radio programs in Kediri. It is one of program in Bonansa Radio that broadcast English program. This program is one of interesting and useful programs for the students. This program tells about the information happen in the society, especially about education. By listen BES program, the students will get many advantages. Their problem in listening learning will be solved. They will be common in listening English information, they will get many new vocabularies, and the most important is the limitation of time in listening learning will be solved.

From the discussion above, the researcher is interested in carrying out a research dealing with listening comprehension using Bonansa English Show as the media. Having above as a background, the researcher would like to have the research which title is "Improving Students' Listening Ability by Using Bonansa English Show Program as Audio Media at Second Grade Students

of English Department of UNISKA Kediri"

Based on the identification of problems above, the research of problems can be formulated as "How can Bonansa English Show Program as Audio Media Improve listening ability of the Second Semester Students in English Department of UNISKA?"

## II. REVIEW OF RELATED LITERATURE

In today's high-tech, high-speed, high-stress world, communication is more important than ever, yet we seem to devote less and less time to really listening to one another. Genuine listening has become a rare gift—the gift of time. It helps build relationships, solve problems, ensure understanding, resolve conflicts, and improve accuracy. At work, effective listening means fewer errors and less wasted time. At home, it helps develop resourceful, self-reliant kids who can solve their own problems. Listening builds friendships and careers. It saves money and marriages. (<http://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/>)

Teaching listening is one of fundamental aspects in teaching learning process. It plays the important role in the students' successes. According to Morley (2001:69), listening comprehension is now generally acknowledged as an important facet of language learning; nevertheless, much work remains to be done in both theory and practice.

Listening is one of the fundamental language skills. It's 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. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically.

(Bulletin in Saricoban, 1999: 5)

Now listening comprehension involves a lot more than simply understanding the vocabulary and expressions used. Students must also be able to understand the speaker's accent and grasp his or her meaning and intention. So, it is clear to see that in the ESL classroom we simply do not listen for the sake of listening. (<http://busylecturer.org/17878-esl-listening-activities-7-types.html>)

The purposes of teaching listening come from some people. According to Brown (2006: 5), there are three purposes of teaching listening, namely: (1) listening for main ideas, (2) listening for details, and (3) listening and making inferences helps students develop a sense of why they listen and which skill to use to listen better. Lecturers can build skills by asking students to focus on their reason for listening each time they listen. This is a form of strategy training.

According to Mally & Chamot in Brown (2006: 8) Strategies are clearly a way to ease the burden of listening and should be taught. However, the problem with a lot of strategy training is that there are so many strategies. There are literally books full of them. One approach is to choose a select number of strategies and to teach them repeatedly. The idea of knowing the purpose of listening is a very effective first strategy to teach because it helps students organize and reflect on their learning.

Then, according to Paulston and Bruder (1976), Listening comprehension (LC) lessons must have definite goals, carefully stated. These goals should fit into the overall curriculum, and both lecturer and students should be clearly cognizant of what they are.

Underwod (1990: 32) says that there are number activities that can be used in the pre-listening activities stage such as: looking at pictures before listening, looking at a list of items, making list of possibilities / ideas / suggestion, reading a

text before listening, reading through questions (to be answered while listening), labeling pictures, completing part of a chart, predicting / speculating, previewing the language which will be heard in the listening text, and informal lecturer talk and class discussion.

Talking about media used, Sudjana & Rivai (1992: 2) explain about the advantages of using media in teaching and learning as: (1) the learning process is more interesting so that it can grow students' motivation to study, (2) the material is clearer so that the students can understand it clearly, (3) the learning method has more variation, and (4) making the students more active during the teaching learning process.

Hamalik (1989: 17) argues that there are some practices values from learning media, such as: (1) media pass the students' private experiences, (2) media pass the class limitation, (3) media is able to make interaction between students and lecturer, (4) media give the same perception in observation, (5) media increase the motivation, and (6) media give the real experiences to the students.

Instructional media according Bahri in Arsyad (2002: 33) are divided into three types namely: media audio, visual media, and audio visual media, while the terms of making the material are divided into two, they are the simple media and the complex media.

Perraton (1978: 4) argues that trained facilitators must be used in order to successfully utilize educational radio. Similarly, Higgs and Mbithi in Nwaerodu (1987: 54) argue that a "good program has to be backed by careful training of trainers, preparation of training materials and continuous improvements in these".

Perraton (1978: 10) states "group learning is more effective than individual learning; and that group discussion is an effective method of learning from radio". The facilitator must converse with students in order to emphasize the main points covered by radio programs as well

as to provide feedback where necessary. The facilitator must ensure that programs are supported by visual demonstrations, that groups are cohesive, and that discussions are carried out effectively by employing techniques of group discussion (Daniel & Marquis, 1983: 339; Moore, 1983: 68).

From the explanation above, it can be concluded that radio as the audio media is able to improve the listening ability, and then an English Radio Program as the educational radio has been employed inside a wide variety of instructional design contexts.

Related to the explanation above, Bonansa English Show (BES) program as the one of English radio program is very useful for students. This program is divided on 2 sections, dialog interactive and Kangaroo broadcast. This program has so many benefits although showed only one times a week, on Tuesday evening. This program belongs to educational radio because of the topic. The topic is always updated and it is about the issue in society, especially about education.

### III. RESEARCH METHODOLOGY

The research used was Classroom action research toward the second semester of English department of Uniska. There were 10 students consist of 6 girls and 2 boys. In the preliminary study was gotten the data that the average score was 55. Only 3 students reached score more than 75.

Before conducting the classroom action research, it was made some input of instruments were made to give the treatment in classroom action research. This input was lesson plan that included basic competence. Besides that, the researcher would use a set of teaching and learning instruments included students' listening test, field notes, and questionnaire. In this stage, the researcher also came to Bonansa Radio to ask the recording of BES program. The recording would be used in the treatment section.

In collecting the data, giving observation and test were used as the instruments. It was done on three cycles. In cycle I, there were 3 treatments, here the students should listened the audio played three times, after that they discussed with their friend related to the task given. After that, they matched again with the audio played. At last they should presented in front of the class. In the second cycle there were 3 treatment applied. Here the lecturer played the audio three times, while listening to it, the students should do the task given. There are two kinds of task those are filling the missing gab and answering the questions. Then, the students presented their answer in front. After that the lecturer gives correction about the mistakes of text and the students have to revise it and collect it.

The observation checklist was divided into six components they are; students participate toward lecturers' explanation, students activity in make a note from lecturer, students asks questions to the lecturer to clarify understanding, the students are enthusiastic in responding lecturer's question, the students answer lecturer's questions, The students are enthusiast doing and complete the written test. Second was test to collect the students' mean score in writing descriptive text. It was in written form to describe real object surround them in the classroom and out of classroom.

### IV. RESULT

The strategies of each cycle consisted of planning, acting, observing, and reflecting. Before conducting the first cycle, the lesson plan was made. It consisted of media and sound system would be used in this cycle. The group strategy was used in this cycle. The lecturer divided the students into three groups that each group consisted of 4 students. The lecturer asked the students to listen the recording while answer the question, but before it, the lecturer gave them brainstorming. It was done to open

the students' knowledge about what listening in recount text is. After that the lecturer and the students discussed the answer of the question, and the last the teacher gave the listening test to the students.

Based the result of reflecting in the first cycle, the second cycle had some different strategies with the first cycle. The group was not used in this cycle. The students should answer the question individually. It was done to make the students more focus in understanding the recording of BES program. Besides that, the interesting topic was chosen and the more explanation about strange vocabularies was given to the students. The reward was given also to make the students more spirit.

### **Result of Cycle I**

From the collaborator field notes, the result of students' activity was categorized into low grade. It was because the condition of the class was not conducive. From the result of the implementation, the students' understandings in lesson material were categorized into low. There were only 60% students passed the criteria minimum. The average of their score was only 60. There were 4 students got score under the criteria minimum, and 8 students got score above with the criteria minimum. To improve the weakness and to defend the success that got in the first cycle, so in the implementation of second cycle can be made these planning:

- a. Choosing the interest topic of BES recording
- b. Giving more explanation about the strange vocabularies
- c. Giving the reward to the students.

Based on the reflection of the first cycle, the researcher concluded that the first cycle was not successful and continued the classroom action research to the second cycle. It was because the students' improvement and participation was less than the targeted value, and the

students felt difficult to understand the material.

### **Cycle II**

From the collaborator field notes, the result of students' activity was categorized into high grade. It was because the condition of the class was conducive more. Most of the students gave more attention to the teacher explanation. Because of the interesting topic, they enjoyed to listening of the recording. They understood the strange vocabularies more so that they knew the contents of the topic in BES program recording.

The result of teacher' activity in this cycle of this was categorized into medium grade. Based on the notes in the field notes, the performance of the teacher was good enough. The teacher was capable in organizing the class. The teacher's voice was louder than in the cycle before. The teacher explained the strange vocabularies with appropriated ways so that it could interest the students' attention. The teacher was capable enough in operating BES program as media in teaching learning process.

The students' understandings in lesson material were categorized into high grade. It was because the students' score improved. There were 93% students passed the criteria minimum. The average of their score was 80. There were only 2 students got score under 75 and the rest were above 75.

Based on the reflection, it could be concluded that the implementation of improving students' listening ability by using BES program as media in the second cycle was successful.

## **V. CONCLUSION AND SUGGESTION**

Based on the classroom action research conducted in the second semester of English Department of UNISKA, it can be concluded that:

1. The strategy of the implementation of using BES program as media in

teaching listening were: (1) the teacher gave the game and simple questions as brainstorming to the students to open their knowledge about recount text, (2) Choosing the interest topic of the recording, (3) playing the recording of BES program, (4) asking the students to do the task individually, (5) giving more explanation about strange vocabularies (6) discussing the answer of the questions, (7) giving the reward to the students, and (8) giving the listening test to the students.

2. The result of the implementing teaching listening by using BES program as media were the improving of students' completeness the material and the students' score. Before conducting the cycle, there were only 60% students passed the criteria minimum became 57% in the first cycle, and became 95% in the second cycle. The average score of students' listening test without using BES program 60, 94 became 74, 47 in the first cycle and it became 85 in the second cycle.

After conducting this classroom action research, it can be concluded that BES program as the media could improve the students' listening ability. Lecturer should use the interest media as using BES program as an alternative media in teaching listening. BES program can make the students enjoy during the listening process so that students will be easily in understanding the material. BES program as media can solve the limitation time that faced by students in learning listening

The students should listen more the English radio program as BES program because it will make their ability in listening improve. They will get many new vocabularies be use to listen English information, so that the listening skill will not be strange and difficult for them.

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