

**IMPROVING THE STUDENTS LISTENING ABILITY
BY USING ANALYZING STRATEGY AT KADIRI ISLAMIC UNIVERSITY**

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ABSTRACT

Listening is an important language skill that should be acquired by students of English Department because it is one of four skills included into the test of Foreign Language competence (TOEFL). This research was a description of improving the listening ability by using analyzing strategy. In carrying out this study, the researcher conducted the research at Kadiri Islamic University of Kediri start from 1st of September to 28th of October 2013. The population were 124 from 4 classes of the third grade students. Each class consisted of 31 students. The sample was 1 class of B class. The design used the classroom action research with the cycle model.

To get the data, researcher uses test score, By using Class Action Research, four cycles (every cycle consisted two meetings) , he collects the pre-test and post-test data to be compared, researcher prepares ten (10) questions taken from test of English for international communication to be tested so the validity of the questions is guaranteed. From four cycles (eleven meeting) that had been conducted, it was found that the pre- test mean score was 57, 25. It was very bad. Cycle 1 score was 60, 75, there was a increasing but in small numbers. Cycle 2 was 62, 50. It was still so far from the minimal standardized score that was 7, 50. From those result, the lecture gave much vocabulary and practice listening script. Cycle 3 was 67, 70 (added time in listening) and the cycle 4 was 77, 50.

By practicing a lot, the students could achieved the good score level. One should be noticed, 'nothing is impossible in life'. The student needs a method to overcome their problem. The problem in listening can be solved by applying analyzing strategy. Analyzing strategy will be maximal if the students have sufficient vocabulary and grammar, therefore, the teacher is obligated in not only motivating the students but also increasing his or her knowledge as well as creating and finding useful strategically innovations.

Keywords: analyzing strategy, listening ability

INTRODUCTION

Listening ability is a very important competence that must be mastered by those who want to play significant role in this globalization era. One effective technique to master this skill is by applying analyzing strategy. "ELE (2000:30). Talking about listening comprehension, especially in test of English international conversation, in shot conversation and short talk, of course students will feel that it is very difficult, so it needs training with

a good technique. Not only place can support but also a good techniques and facilities. We can make special treatment which can increase the student's ability in listening that is by using analyzing strategy. A good technique, using this strategy, can increase their ability in listening.

"Teacher has a big deal in successions his or her students". Sadtono (1995: 54) this statement show that teacher is main factor in succession his or her students.

From this statement also, the researcher wants to help students master the four language skills, namely: reading, listening, speaking and writing. Listening as one of the language skills becomes the emphasis of the English teaching in senior high school. It has a great faction in mastering English. By listening, we do not only get some information or knowledge, but also enjoyment (Grellet, 1981: 4). Therefore, it can be said that listening is a complex activity to understand the meaning of the spoken words. It means that when the reader listens a material, he or she has to get the message from short conversation, question and response and short talk. However, it is not easy to get the point the conversations while, listening without comprehension means nothing.

In fact, the result of the teaching of listening has not been satisfactory yet. There are still many students who have problems in understanding. They cannot catch the meaning of the words spoken. Sometimes they don't understand at all what the speakers are talking about. They still have problems in answering the question of listening comprehension, especially in finding specific information in limited time.

Such a condition obviously needs an alternative solution. One of the alternative solutions is by applying a certain technique to make the students understand the listening conversation faster than before. The technique is analyzing strategy. According to Wood (1996:205), when someone listens to every word very slowly, they sometimes lose the flow of ideas and their comprehension actually suffers. It seems that their understanding and ability to think about what they have listened can be improved by increasing their understanding through their mastering vocabulary because they will never know what the speakers are talking about if they don't have good capability in understanding, so the students must have some strategy to conquer the problem in

listening comprehension.. One way to solve that problem is by applying analyzing strategy.

Grellet (1981:19) states that analyzing is specific technique necessary for quick and efficient to solve the problem in order to have high understanding in listening. It is important that the analyzing technique developed to improve the listening skill because it is an effective technique that gives chance to comprehend the conversation quickly. In this case, Nuttal (1988:34) says that means *analyzing* guessing rapidly through conversation either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether conversations is suitable for a given purpose or not. Based on the idea, it is believed that becomes *analyzing* one of the effective techniques in the teaching process of listening to get understanding of the conversation. It is due to the fact that it gives students a lot of chance to cover the whole listening rapidly. Again, this technique will be more applicable, since the learners are the students of the vocational high school in which they are required to understand the given listening test of English as international communication.

One of the ways is by applying *analyzing* method before doing the test especially listening test in order to have to improve the listening score. Based on the information given the technique of analyzing has never been applied and practiced to the students by the English teacher in teaching listening. Tarigan (1988: 31 & 32) states that *analyzing* is so important that the teacher should practice them. In conclusion, *analyzing* technique allows the students to predict the answer quickly and efficiently which is very useful to finish the listening exercise. *Analyzing* is a technique used to guess of what the author is spoken in listening exercise without a lot of detail (Kustaryo, 1988:5). However, this research only focuses on the

use of *analyzing* in order to prepare the students to finish in listening.

The third English Students is obligated in focusing on test of English as foreign language (TOEFL) that is held annually, so the researcher finds some problem in teaching learning. The biggest problem is coming from listening test and when the researcher comes deeply to know it, he finds 90% the students cannot answer the question especially on listening part 3 and 4 which are known the most difficult. From this condition, the researcher tries to give solution to this problem by applying a new strategy. Based on the description above, it is essential to conduct a research in order to increase the students listening ability especially in listening part 3 and 4 those are short conversation and shot talk. In this case the researcher try to conduct a classroom action research to know the improving of the students listening ability by applying *analyzing strategy* so The research title is *“improving the students’ listening ability by using analyzing strategy at the third English Students of Kadiri Islamic University in the 2013/2014 Academic Year”*

The purpose of this study were 1) to describe students’ ability in listening comprehension, 2).to describe how the analyzing strategy can improve the students’ listening comprehension.

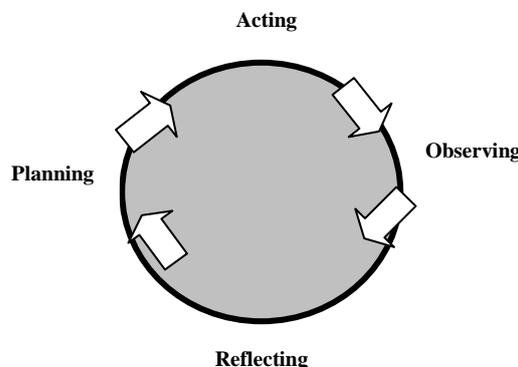
RESEARCH DESIGN

This research was intended to improve the third grade students’ listening comprehension achievement by applying the predicting vocabulary method before doing test.. Therefore, the research design used was the classroom action research with the cycle model. Suryabrata, (1983:38) states that an action research aims at improving new skills or new method to solve the problem with the direct application in the world of work. In addition, Elliot (1991:69) explains that an action research is the study of a social

situation, with a view to improving the quality of action. According to Bogdanan Biklen (1992:223), an action research is the systematic collection of information that is designed to bring about social change. This classroom action research was conducted in two cycles in which each cycle covered four stages of activities. He were as follows: (1) The preparation of the action (2) The implementation of the action (3) Class observation and evaluation (4) Reflection of the action (Tim pelatih penelitian tindakan, 2000:11). The model from Kurt Lewin here is taken, He is the first person that introduces Class Action Research, according to him there are four components; planning, acting, observing, reflecting.

The picture bellow is the cycles of CAR, Kurt Lewin, reviewed in second edition by Hopkins (1993:45).

**Picture 1
The Cycles of CAR**



In the reflection (reflecting), researcher may not stop the action, but he must do it again because CAR cannot be done once, it is longitudinal method so it is done for two or three months. This model can be reviewed twice, trice, or more than, depends on the result of observation, if researcher gets the enough data twice process is enough. The perception is also about the use of discussion that can increase speaking ability.

CAR is teaching learning that happened in the class which is done by a teacher or lecture to get the better quality of teaching learning process. Dharma Pendidikan (2006:5-6), It has some characteristics such as;

1. Cyclical means that this research planning-acting-observing-reflecting.
2. Longitudinal means that CAR happened in two or three months and it can be more.
3. Particular specific characteristic.
4. Participatory characteristic.
5. Class characteristic means that CAR has point of view the person in the class.
6. Collaborative and cooperative characteristic.
7. Casuistic characteristic specific problem.
8. Class natural context.
9. The enough data is needed.
10. Having purpose the increase the reality and situation better.

RESULT AND DISCUSSION

There were two meeting in cycle 1. Each cycle covered four stages of activities namely (1) the preparation of action, (2) the implementation of action, (3) the observation of the class and, (4) the reflection of the action.

The Students' listening Achievement Score by analyzing strategy in Cycle 1

It was found that the mean score of the students' listening comprehension achievement by using the technique of analyzing in the first cycle was 60, 75 % (E = 60, 75%). This mean score was categorized as bad. It means that it had not achieved the standard requirement score in this action research, that was E =75% (good Category). In other words, the actions given in the first cycle had not been successful yet.

The Results of listening Test by using analyzing strategy in Cycle 2

It was found that the mean score of the students' listening comprehension achievement by using analyzing technique in cycle 2 was 62, 25%. This mean score was categorized as analyzing strategy for finding bad. It means that it had not achieved the standard mean score requirement of this action research In other words, the actions given in the second cycle had not been successful yet. The mean score increased from 60, 75% in cycle 1 to 62, and 25% in cycle 2.

The Students' listening Achievement Score by analyzing strategy in Cycle 3

$$E = \frac{2680}{40} \times 100\% = 67,75$$

Based on Table 1 above, it was found that the mean score of the students' listening comprehension achievement by using the technique of analyzing strategy in the third cycle was 67, 75 % (E = 60, 75%). This mean score was categorized as bad. It means that it had not achieved the standard requirement score in this action research, that was E =75% (good Category). In other words, the actions given in the first cycle had not been successful yet.

The Students' listening Achievement Score by analyzing strategy in Cycle 4

$$E = \frac{3100}{40} \times 100\% = 77,50$$

Based on Table 1 above, it was found that the mean score of the students' listening comprehension achievement by using the technique of analyzing strategy in the fourth cycle was 77,50 achieved the standard requirement score in this action research, that was E =75% (good Category). In other words, the actions given in the fourth cycle had been successful.

CONCLUSIONS

The application of teaching listening by using analyzing strategy can improve the student's ability. Based on the observation and interview result before the cycle and after cycle showed that there is improving the students listening ability especially in listening steps 3 and 4 those are short conversation and short talk. Based on the listening score, showed that the students' score in listening improve from cycle to cycle. Before the cycle, the average score was 57, 5. The first cycle was 60, 75.. Even though there was increasing listening ability but it was in small numbers then the researcher sloped what was going on. Then he did interview to the students, the students said that they could not catch the word because they got difficulty in vocabulary, so the researcher gave the students plenty of vocabulary instead. They pronounced together, repeated after the teacher, and memorized. The vocabulary was taken from the listening text script that used in listening. After given the vocabulary, they were ready to be given a test. And the second cycle the result was 62, 50. From the result, the researcher felt haven't satisfied yet. He did the third cycle. After doing reflecting, he noticed that to add the time.

He multiplied the time twice longer than before.

This condition was assumed that the listening section in final examination was repeated twice. It also based on the students weakness and complaint that the listening test done once was so difficult. From those reasons, the researcher did the third cycle. The result of the test was 67, 70. Surely this result was still so far from the standard acquisition minimal that was 70, 00. The researcher did some reflection and interview. The final decision was to give the students text script. By given text script, the students hoped that they could understand, see, hear and feel what were being listened. Finally the researcher did the fourth test. The result was 77, 50. It was excellent. From the result we know that the test dad increased from, 60,25 to 77,50 by giving analyzing strategy followed by mastering vocabulary, adding time and practicing text script. It could be concluded that the analyzing strategy could be applied well when the students also had mastered the vocabulary standard acquisition minimal. This research was categorized success because the result had been above of the standard acquisition minimal.

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