

## THE USE OF TOMATIS METHOD TO IMPROVE STUDENTS' LISTENING SKILL

### *Penggunaan Metode Tomatis Untuk Meningkatkan Kemampuan Mendengarkan Siswa*

**Ummi Khaerati Syam**

English Education Department, Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar  
*ummy\_talas@yahoo.co.id*

#### **ABSTRACT**

*This research aimed to know the effectiveness of using Tomatis Method to improve the students' listening skill and to know the student activeness toward teaching learning process through Tomatis Method at the tenth grade students of SMK Negeri 2 Makassar. The method of this research consisted of two cycles. One cycle consisted of four meetings. It means that there were eight meetings for two cycles. As subject in this research was class X in 2012-2013 academic year with students' number as about 36 students, 23 of the students are men and 13 students are women. The instruments of this research were observation sheet and listening test or evaluation. The findings of the research were students' improvement in listening was 64.55 in cycle I and then it became 73.93 in cycle II. The students' participation in learning listening process in the first meeting of cycle I was 59.02% then it became 81.25% in fourth meeting of cycle II.*

**Keywords:** *Tomatis Method, Listening, Improve.*

*Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan metode Tomatis untuk meningkatkan keterampilan mendengarkan siswa dan untuk mengetahui keaktifan siswa terhadap proses belajar mengajar melalui Metode Tomatis pada siswa kelas X SMK Negeri 2 Makassar. Metode penelitian ini terdiri dari dua siklus. Satu siklus terdiri dari empat pertemuan. Ini berarti bahwa ada delapan pertemuan selama dua siklus. Sebagai subyek dalam penelitian ini adalah kelas X pada tahun akademik 2012-2013 dengan jumlah siswa sebagai sekitar 36 siswa, 23 siswa laki-laki dan 13 siswa perempuan. Instrumen penelitian ini adalah lembar observasi dan tes atau evaluasi mendengarkan. Temuan penelitian ini adalah peningkatan siswa dalam mendengarkan adalah 64,55 pada siklus I dan kemudian menjadi 73,93 pada siklus II. Partisipasi siswa dalam proses belajar mendengarkan di pertemuan pertama siklus I adalah 59, 02% maka menjadi 81, 25% di pertemuan keempat siklus II.*

**Kata Kunci:** *Metode Tomatis, Mendengarkan, Meningkatkan.*

In many countries where English learned as foreign language, those responsible the curriculum and the examination have, in recent years, introduced the element of listening into their program. While it must be recognized that it has been an important driving force behind the development of listening work there is no doubt that, over the same period, teacher themselves have come to appreciate the value of developing their students listening skill. In language teaching, the phrases "listening skill" is often used to mean listening and understanding skill or listening comprehension skill. And this is the sense in which listening skill is used where is taken as meaning trying to understand the oral message the people are



conveying. The pressure of time in the real life communication also renders it also necessary for the speaker to use facilitation device to ease speech production (Bygate, 1987). Effective listener need to identify and be familiar with these devices in free speech. The use of less complex structures is one of these devices. In spoken language, learners have to know that is not uncommon to find fragments of utterances which are reduction of complete underlying or understood construction. Many constructions are less than complete sentences. Ellipses are very common because they help the speaker to cut short any necessary elements. If the learners are not prepare for these listening and fail to recover the full communication meaning of these constructions, they will encounter problems in real-life.

The use of fixed and conventional phrases is another device to facilitate the speech production. The use of speech formulas is a good example. Fluency in speech is related to formulaic the language use which include two main kinds: memorized sequence and lexicalized sentence steam (Pawley & Syder, 1983). The use of phrases are simplifies speaker's task, thereby increasing speed and fluency. Memorized and routine utterances are building block of fluent spoken discourse. The phrases will normally give the impression of fluency, they serve the function of filling unwanted pause. As effective listeners, students need to understand their function. According to diagnostic test the students' Listening skill of SMK Negeri 2 Makassar, especially at the tenth grade, the students' achievement in Listening skill is low. As a value observation in the classroom the students' score is about 54 while the KKM is 70. This score is as a category poor. It is because the students seldom practice listening in teaching-learning process. They tend to focus on writing and grammar. As long some approaches had been applied to improve the students' listening skill at the school, but those approaches still weak, in the other words those approaches are not significant to improve the students' achievement in listening comprehension. The lack of interest and motivation of the students to study may be caused by the methods and techniques that are not suitable with the students' need or the students' interest. Of course it can be the serious problems for the students. As the result, they are not enthusiastic in learning English and it can influence their achievement such as in listening skill.



According to Madaule (1993), Tomatis method uses to stimulation to train and develop listening related communication, language, and learning skill. The listening training program is designed to replicate, through sound, the various steps of the child's development with respect to listening, vocalization, speech, and language. This method was first introduced to North America in the 1960s at the University of Ottawa's Child Study Centre. The desire to listen, as well as the capability to listen, must be present for the successful recognition and analysis of sounds, especially the complex sounds of language. The quality of individual listening ability will affect the quality of both his spoken and written language. The effectiveness of the Tomatis Method of Listening Training in improving auditory processing, pre-reading skills, and classroom behavior (Madaule, 1993).

### **DEFINITION OF TOMATIS METHOD**

In the century spanning the mid-1880s to the mid-1980s, the language teaching profession was involved in what many pedagogical experts would call a search. That search was for a single, ideal method that would be successfully to teach students a foreign language in the classroom. More than three decades ago, Anthony (1963) gave us a definition that has quite admirably withstood the test of the time. His concept of the method was the second of three hierarchical elements, namely approach, method, and technique. An approach, according to Anthon, was a set of assumption dealing with the nature of language, learning, and teaching. Method was defined as an overall plan for systematic presentation of language based on selected approach. It is followed that techniques were specific classroom activity consistent with method, and therefore in harmony with an approach as well. For most researcher and practicing teacher, a method is a set of a theoretically unified classroom technique thought to be generalized able across a wide variety of context and audience. According to Brown (1994: 33), the term method is best replaced by the term pedagogy. The former implies a static set of procedure, whereas the latter suggest the dynamic interplay between teachers, learners, and instructional materials during the process of teaching and learning.

### **Concept of Tomatis Method**

Tomatis point out that hearing and listening are two functions which involve different mechanisms. Hearing is the passive perception of sounds, while



listening is voluntary act which requires the desire to use ear in order to focus in selected sounds. In other word, listening is ability to select the sounds information that one wants to hear in order to perceive it in a clear an organized fashion. The Tomatis Method uses sounds stimulation to train and develop listening related communication, language, and language learning skill. Guidance counseling is also provided, both to the child and to parents, to help maximize the result of the child's newly acquired skills (Madaule, 1993). Tomatis method includes the main kind of the process, they are:

### **1. The Initial Assessment**

All listening learning begins with an initial assessment, the purpose of which is to determine the following:

- a) Whether the problems presented by the child are related with some dysfunction in his or her ability to listen
- b) The type and their duration of the learning that is needed to meet the special needs of the child
- c) The probability of outcome

### **2. The Design**

The listening learning is designed to replicate, through sound, the various step of the child's development with respect to listening, vocalization, speech, and language. It is based on assumption that such re a re-patterning' or 're-run' will fill any gaps that have occurred during that child's development. This process assumed to begin with the child's pre-natal life, up to his or her acquisition of written language (Madaule, 1993).

### **Auditory Stimulation of Tomatis Method**

Better auditory processing is one of the indicators of improved listening skill. At this point, students are able to benefit more fully from some or more traditional remedial intervention, such as speech and language learning, tutoring, or special education (Lindamood, 1997). In auditory stimulation there two phases to apply the Tomatis method. They are:

#### **1. Passive Phases**

The first stage in the passive phases of the method students receive selected sound information through earphone, without being asked to



concentrate on what they perceive. The source of this sounds information is selections of classical music (typically, the music of Mozart).

## **2. Active phases**

Its purpose is to introduce spoken language in two stages, the first of which is described as pre-linguistics and the second of which is describes as linguistics. During the pre-linguistic stage of the program, the individual is asked to hum, sing, vocalize, and in the effect, prepare the students voice for more structured spoken language. The second part of active phases, the linguistics stage, is an extension of the pre-linguistic stage and it includes in the presentation of more spoken language content.

## **The Tomatis Language Method**

### **1. Listening Test and Language Evaluation**

The Tomatis Listening Test is used to determine the audio can hear well or not. Measuring the ability auditory is which each person's comprehensive language. A competency test is used to determine the skill level of each individual.

### **2. Learning Design**

The learning is design to improve the student processing of the sounds. The program consists of CD which are listened by the pupils. The CD consists of classical music (Mozart) and conversational text.

### **3. Foreign Language Learning**

Each consist of two sequential component

- a. The first stage is called passive phase filtered sounds, where the students listen passively to recording of classical music. In this stage Tomatis is believed that this experience is a duplication and psychodynamic recapitulation of what the students hear and feels. During the passive phase, it prepares the student to listen and communicate. It relaxes the student and at the same time awakes the students to the world of sounds. During the passive phase, the filtered music is used to allow the students to relax.
- b. In the second stage, which is called Active Phases, the student respond orally by repeating sounds heard in taped message. Keeping individual's



goals and needs in mind, syntax, semantics, and grammatical structure of the foreign language will be practice in through communication. Pronunciation and intonation will be improved with exercise under the guidance of the language coach.

#### **4. Retest of Listening and Language Skill**

The Tomatis Method ends with an evaluation. The Tomatis listening as well as the language competence test are be re-taken to ascertain that the goals set earlier have been achieved and to enable measurement of the learning.

#### **Music in the Tomatis Method**

Although no society of which we have any knowledge has ever been without what we call music, the concept of music is by no means universal. Many cultures have no word equivalent to what we seem to mean by it. According to Oxford music is a vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion. Pieces of music, or performances of them, are standard said to be happy, sad, and so on. Music's emotional expressivity is a philosophical problem since the paradigm expressers of emotions are psychological agents, who have emotions to express. (Davies, 2006: 183) argues that such theories hold music to be expressive in a literal albeit secondary sense of the term. We say that a piece of music is sad in the same sense in which we say that a weeping willow is sad. Such uses are no more metaphorical than a claim that a chair has arms.

##### **1. Classical Music**

There are many misconceptions about classical music – the term itself is flawed. But one thing that we can all agree on is that it's old. What we today call classical music is the art music of the Western world, specifically Europe (Langlang: 2011). Art music falls under the broader category of art, just as painting, sculpture, dance, or literature. All practices of art incorporate two fundamental elements, craft and expression. Traditionally, an artist is someone who masters a particular set of tools to create something beautiful. Just as a painter must develop fine control over a paintbrush to make a rendition of a beautiful landscape, a musician trains his hands to achieve mastery over his



instrument to make beautiful music. One thing that is indisputably true is that classical musicians spend a lot of time practicing in order to learn to play their instruments.

## **2. *The Music Kinds Of Tomatis Method***

The purpose of the Tomatis Method is to improve listening. Three kinds of musical information are normally used during the listening learning in Tomatis Method: Mozart's music, Gregorian Chant, and children's song.

### **a. Mozart's Music**

In observing in three types of different kinds of music, Tomatis came to the conclusion that the few musical examples produced the sought-after therapeutic effect on the listening function.

Mozart's scores seem to achieve the perfect balance between the relaxing and energizing effect of sound. Most of the music that is used features the violin, as in Mozart's symphonies, divertimentos, serenades, and concertos.

### **b. Gregorian Chant**

Gregorian chant is a musical genre which has rhythm consistent with the breathing and heartbeat of a calm, relaxed person. In other words, the rhythm of the Gregorian chant parallels the physiological rhythm of a non-stressed person. During the listening, Gregorian chant is used to calm impulsive, irritable, tense, or anxious children.

### **c. Children's song**

The role of the counting songs, nursery rhythm, and other children's songs as an invitation to language has already been explained. For the children under the age 8, a selection of these songs is during an active phase, which deals with children's pre-linguistics stage of development.

The used of music in Tomatis Method relaxes and energizes the child, stimulates listening, and in so doing, invites the student to communicate and learn. Effect of selected music used in specific situation of the Tomatis Method are beneficial for the students with specific language, learning, and communication problems.





## **DEFINITION OF LISTENING**

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974:3). An able listener is capable of doing these four things simultaneously. Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989:1). To successfully to spoken language, we need to be able to work out what speaker mean when they use particular words in particular ways on particular occasion.

According to Howwat and Dakin (1974: 3) listening is the ability to identify and understanding what others are saying. Listening is the fundamental language skill. People gain a large portion of their education, their information, understanding of the world and human affairs, their idea, sense of value, and their appreciation through the medium.

In conducting communication practice for students the teacher may want to emphasize the importance of listening because the students may not have develop good listening ability in their own language, however to what is being said in order to improve their oral comprehension and to perform the role of listener satisfaction. During directed oral communication practice the teacher can help the students improve their listening ability if they provide a good listening environment one in which nice background and distraction are reduce to a minimum speaks. Speak loudly enough for everyone to hear, and subjects are chosen which interest the students.

## **DEFINITION OF DIALOGUE**

Dialogue is a process for creating meaning (Howard, 2007). Dialogue is invariably thought of as a conversation between two people. The word itself comes from the Greek: dia logos meaning through the word indicating that dialogue is a talking process through which meaning can be created. Dialogue contains all sorts of information, rational or real and as well as emotional and fantasy. The meaning that emerges does not come from the content but from piecing together everything that occurs in the group. The clue to this process is the





format and the development of a trusting atmosphere in which the dialogue takes place.

In the same years Argyris (2007) said that dialogue is a set of interaction practices, including actively inquiring into others' views and the supporting reasoning, advocating one's own view and reasoning in a way that encourages others to inquire into it, publicly acknowledging inferences and the data on which they are based so that others may probe the validity and relevance of them. Dialogue is balancing advocacy and inquiry, where advocacy means speaking what you think, speaking for a point of view, and inquiry means looking into what you do not yet know, what you do not yet understand. It also means seeking to discover what others see and understand that may differ from your point of view.

## **METHODOLOGY**

In this classroom action research (CAR) that was conducted at SMK Negeri 2 Makassar. The subject of the research was the first grade student of the class X in 2012-2013 academics years. In the observation the research used test to know the students prior knowledge in the class. In fact, the researcher had been found the student's listening skill was very low.

The research was divided into two cycles with each cycle consist of five steps:

### **Cycle 1**

Cycle 1 consist of planning, action, observation, evaluation and reflection as follow:

#### **1. Planning**

In this stage, the researcher did preparation before do teaching and learning process. The preparation as follow:

- a. Making lesson plan for each meeting in cycle I
- b. Preparing the listening material
- c. Making instruments, they were:
  - 1) Observation sheet to observe the student activity.
  - 2) Making evaluation test to make reflection the students' learning process.



## **2. Action**

In this activity, scenario learning process was based on Tomatis Method. The learning process as follow:

- a. The researcher started with passive phases by giving classical music (Mozart) to stimulate the students to be more relax
- b. The researcher continued to active phases when the student relax by giving conversation recording to be listened by the students
- c. Guided the students to repeat the words, phrases, and sentence
- d. Each the students retold orally the contents of conversation
- e. The researcher gave exercise based on the content of conversation recording
- f. At the end of cycle, the researcher gave the students evaluation.

## **3. Observation**

- a. Checking the students present and activeness in learning process every meeting
- b. Identifying and making note the problem that have been found during learning process
- c. Doing the evaluation which use the result of the studied to know their improvement in every meeting.

## **4. Evaluation**

At the end of cycle I, the students were given the evaluation through listening test to know their improvement during cycle I.

## **5. Reflection**

After cycle I had run, the researcher evaluated the teaching and learning process during this cycle. The researcher analyzed the problem during teaching and learning process and made repairing in cycle II to solve the problem based on cycle I.

## **Cycle II**

### **1. Revised Planning**

In cycle II was the same with cycle I that conducted four times meeting included once time for test in cycle II. The main activities were:

- a. Making lesson plan for each meeting in cycle II



- b. Prepared the listening material
- c. Making instruments, they were:
  - 3) Observation sheet to observe the student activity.
  - 4) Making evaluation test to make reflection the students' learning process.

## **2. Action**

Generally the action of cycle II was same with the action of cycle I. the scenario learning process was based on Tomatis Method. And the researcher did some repairing action of cycle II. The learning process as follow:

- a. In passive phases, the researcher gave the students classical music to stimulate the students.
- b. During passive phases, the researcher explained about the material that would be learned to give the students some view and knowledge of materials.
- c. In active phases, the researcher gave conversational recording to heard by the students
- d. The researcher played conversation recording for the first time and the students heard without following the statements
- e. The researcher replayed it and asked to the students to repeat what they had heard
- f. The researcher played a word and then paused it and asked to the student to repeat the word
- g. The researcher continued it to phrase, paused and asked to the students to repeat the phrases
- h. The researcher continued it in complete sentences, paused, and asked to the students to repeat the sentences and finish it in complete conversation recording
- i. The researcher replayed the conversational recording and guided the student to repeat again but it is focusing in the repeating sentences.
- j. The researcher asked to the students to report orally one by one what they had heard and measured their understanding dialogue.



k. The research gave evaluation test to measure the students' comprehension in recognizing phrases based on the conversational recording.

### **3. Observation**

In generally, in this observation section of the second cycle was continuous action in the first action.

### **4. Evaluation**

For four meetings in the action of cycle II, the students would be given evaluation through listening test to see how the students improvement about the listening skill during this cycle.

### **5. Reflection**

After conducting did action and observation. The researcher analyzed the result of cycle II. The final result showed the teaching and learning process by Tomatis Method can improve the students' Listening skill. The results of cycle II were explained as follows:

- a. There were many students who were very active and only some students didn't active than active
- b. Most of the students were able to understand the content of conversational recording and answer the question correctly. It means that their Listening Skill can improve through the use of Tomatis Method.

## **Research Variables**

The researcher used two kinds of variables. Those were dependent variable and independent variable. The following variables of research were:

### **1. Independent variable**

Independent variable of research was the implementation of Tomatis Method in teaching listening skill.

### **2. Dependent variable**

Dependent variable was the students' achievement in listening skill view from lexical phrases and comprehension.

The indicator of the language use and comprehension are:

- a. The students' ability to recognize verb phrase, noun phrases, adverbial phrases, preposition phrases and adjective phrases.



- b. The students' able to understand statement in understanding dialogues.

### **Research Instrument**

In this section, the researcher used two instruments for collecting data:

#### **1. Listening Test**

The test used to get the students' listening achievement through Tomatis Method. The test had been given before action of cycle one started. It was considered as the diagnostic test. At the end of each cycle a test had been given to measure the students' improvement.

#### **2. Observation sheet**

Observation sheet aimed at finding out the students' data about their presence and activeness in teaching learning process.

### **Procedure of Data Collection**

#### **1. The data sources were got from:**

Students gave data about their participation, response and their comprehension in Listening material through Tomatis method.

#### **2. The data analysis which was received consisted of**

- a. The result of the study as quantitative data
- b. The result of observation as qualitative

The data got from cycle 1 and cycle II analyze through the following steps

#### **a. Recognizing phrases test**

The students did exercise that was given by the teacher based on conversation recording. The students completed sentences by giving phrases in each sentence. The test had been given the students on the final of each cycle. The student scoring was given as bellow:

Table 1. Recognizing phrases test

Score	Criteria
1	If the students' answer is true
0	If the students' answer is false

#### **b. Listening to the dialogue.**

The students listened conversation recording from audio. The student was given written test by answer the questions based on the dialogue. The test had been given the students on the final of each cycle. The test



had been given the students on the final of each cycle. The student scoring was given as bellow:

Table 2. Listening to the dialogue.

Score	4	3	2	1
Criteria	Followed structure completely	Used mostly complete sentences	Only used key words or phrases	Did not follow structure at all

(Pellitteri in Root, T. L., 2007)

*c. The researcher used observation sheet*

To observes the students' participation or activeness during teaching learning process by using Tomatis method. It had been collected from observation sheet. The students' active participation which was described as follows:

Table 3. The Students' Active Participation

No	The Students' Active Participation	Indicators
4	Very Active	Students respond the material very actively
3	Active	Students respond to the material actively
2	Fairly Active	Students respond the material just one or twice
1	Not Active	Students just sit down during the activity without doing something.

### Data Analysis

The data collect through the listening test had been analysed by using the following formula:

1. Scoring the students' answer by using this formula

$$\left[ \text{Score} = \frac{\text{Student's Answer}}{\text{Total Number of Item}} \times 100\% \right]$$

(Gay, 1981:298)

2. Classifying the score of the students listening test from the first and second cycle. Classifying the students' score into five levels are follows:



Table 4. Classifying the score of the students listening test

Classification	Score
Excellent	100
Good	80-99
Fair	70-79
Poor	0-69

(Kovach in Root, T. L., 2007)

3. Finding out the students' mean score in both first cycle and second cycle by using this formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where:  $\bar{X}$  : Mean score of the students $\sum X$  : Total row score

N: The total respondent

(Gay, 1981:298)

4. To score of the students' active participation found out by using the following formulas:

$$P = \frac{Fq}{N} \times 100$$

P : Percentage

Fq : Frequency

N: Sum of Subject

(Sudjana, 1990: 36)

## FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The findings consist of the data obtained through achievement test to see the students' improvement after being taught the materials of listening skill through Tomatis Method and data collected through observation sheet and test to see the students' improvement in learning listening skill after being given treatment in the first and second cycles of the research. Before explain the findings of the research, the researcher will be explain the process of data collection that is gotten from the teaching learning process of classroom action research.

### Findings

The findings of classroom action research dealing with the answer of the problem statement which aims to improve students' achievement in listening test.





The findings consist of students' achievement in listening and observation result. It is about the students' activeness in teaching and learning process. To measure the students' achievement of their listening result there are two components of listening that is concerned by the researcher, namely: recognizing lexical phrases and understanding dialogue.

### **1. *The Improvement of the Students' Listening Skill in Recognizing Phrases through Tomatis Method.***

The improvement of the students' listening skill in recognizing phrases which focused on recognizing verb phrases as indicators in X. Engine I class of SMK Negeri 2 Makassar as result of the students' assessment of Diagnostic-Test, cycles I and cycles II can be seen clearly in the following table:

Table 5. The Improvement of the Students' recognizing phrases

Indicator	The Recognizing Phrases Score	
	Cycle I	Cycle II
Mean Score	62.44	72.77

The table above indicates the significant improvement of the students' listening skill in recognizing phrases from cycle I to cycle II where the students' recognizing phrases in cycle I is 62.44 and in cycle II is 72.77 Thus, the improvement of students' listening skill achievement from cycle I to cycle II is 16.54%.

### **2. *The Improvement of the Students' Listening Skill in Understanding Dialogue through Tomatis Method.***

The improvement of the students' listening skill in understanding dialogue which focused on understanding statements as indicators in X. Engine I class of SMK Negeri 2 Makassar as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table.

Table 6: The Improvement of the Students' Understanding Dialogue

Indicator	The Understanding Dialogue Score	
	Cycle I	Cycle II
Mean Score	66.25	74.63



The table above indicates the significant improvement of the students' listening skill in recognizing phrases from cycle I to cycle II where the students' recognizing phrases in cycle I is 66.25 and in cycle II is 74.63. Thus, the improvement of students' listening skill achievement from cycle I to cycle II is 12.64%.

### 3. *The Improvement of Students' Listening Skill through Tomatis Method.*

The improvement of the students' listening skill through Tomatis method, which focused on understanding dialogues and recognizing phrases as variables in X Engine 1 class of SMK Negeri 2 Makassar as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

Table 7: The Improvement of the Students' Listening Skill

Indicators	The Students' Listening Skill Score	
	Cycle I	Cycle II
Mean Score	64.55	73.93

The table above indicates that there is improvement of the students' listening skill from cycle I and cycle II, which in evaluation in cycle I the students' listening skill indicate the

Table 8: The Students' Tabulation of Listening Achievement

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	100	0	0	0	0
Good	80-99	0	3	0	8.33
Fair	70-79	5	27	15.88	75
Poor	0-69	31	6	86.11	16.66
Total		36	36	100	100

### 4. *The Result of the Students' Activeness in Learning Process.*

The result of observation of the students' activeness in teaching and learning process during 8 meetings are taken by the observer through observation sheet. It can be seen clearly through the following table:



Table 9: The Result of the Students' Activeness in Each Meeting

Cycles	Meetings				Average Score
	I	II	III	IV	
I	59.02%	65.97%	70.83%	73.61%	67.35 %
II	69.44%	75.69%	79.16%	81.25%	76.38 %

The table above explains about the average of the students' activeness in teaching and learning process through observation sheet by observer. The table above shows the process the students' activity in each meeting.

### Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the students' listening skill consist of recognizing lexical phrase with the scope of the research are recognizing verb phrases, noun phrases and preposition phrases and understanding dialogue. The application of Tomatis Method in teaching listening skill at the X Engine 1 of SMK Negeri 2 Makassar can improve the students' achievement and their ability to understand the dialoguel of listening skill in cycle I and cycle II inside the learning process and KKM in SMK Negeri 2 Makassar specially English subject is 70. Before taking a classroom action research through Tomatis Method, the researcher hold diagnostic test to measure the students' prior knowledge in students' listening skill. After giving diagnostic test, the researcher found that the students' listening skill at the tenth grade of SMK Negeri 2 Makassar was very poor, so it must be improved. The diagnostic tests score was that all of students' got very poor.

#### *1. The Improvement of the Students' Achievement in Listening skill of Recognizing Phrases.*

The improvement of the students' listening skill after implementing Tomatis Method has effect that is effective. Where, the researcher found in the data source students can get score 62.44 in the cycle I. In cycle II, it becomes 72.77. The value improvement of the students' listening achievement in recognizing phrases from cycle I to cycle II (Cycle I (62.44) < Cycle II (72.77)), so from the result of those tests indicates that there is a significant improvement of students' mean score achievement in recognizing phrase in cycle I to cycle II namely 16.54%.



## ***2. The Improvement of the Students' Achievement in Listening skill of Understanding Dialogue.***

The value improvement of the students' listening achievement in understanding dialogue from cycle I to cycle II (66.25<74.63), where in cycle II the students' mean score in understanding dialogue is 74.63. The improvement of students' mean score achievement in understanding dialogue from cycle I to cycle II is 12.64%. That indicates there is a significant improvement of students' mean score achievement in understanding dialogue.

## ***3. The Improvement of the Students' Improvement in Listening Skill.***

The effectiveness of Tomatis Method in improving the students' listening Skill can be seen the difference by considering the result of the students' Diagnostic Test, cycle I and cycle II. The value improvement of the students' listening achievement from D-Test to cycle I and also from cycle I to cycle II (54.11<64.55<73.93), where in D-Test the students' mean score in result is 54.11, after evaluation in cycle I the students' mean score of listening achievement becomes 64.55, so the improvement of students' listening Skill in listening result from D-Test to cycle I is 19.29%. While in cycle II the students' mean score in listening achievement is 73.93. The improvement of students' mean score in listening Skill from cycle I to cycle II is 14.53% and from the result of those tests namely from D-test to cycle II indicates that there is a significant improvement of students' mean score in listening achievement from D-test to cycle II namely 36.63%. The result above also proves that Tomatis Method is able to improve the students' listening skill in listening result significantly. It seen clearly the result of cycle II (73.93) is higher than cycle I (64.55) and D-test (54.11) or cycle II (75.61) > cycle I (66.72) >D-test (54.11).

## ***4. The Improvement of The Students' Activeness During The Teaching and Learning Process***

Table 7 and graphic 7 on the findings above show that in cycle I the students' activeness in the teaching and learning process. The percentages of the cycle I from the first meeting to the fourth meeting are 59.02%, 65.97%, 70.83% and 73.61%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting are 69.44%, 75.69%, 79.16% and 81.25%. In addition, the average



score in every cycle, in cycle I is 67.35% and in cycle II is 76.38%. Hence, the improvement of the students' activity is 13.41%. After repair the weakness that faced during the teaching and learning process. The students join until the end of cycle II, the students' activeness in the last meeting becomes 81.25%. Its mean that the students pay full attention during teaching and learning process and there is no another activity that the students were done. The students are joining the teaching and learning process seriously. It means that, the application of Tomatis Method could improve the students' activeness during teaching and learning process and it is successful.

### **CONCLUSION**

1. Tomatis Method is effective to improve the students' listening skill at the tenth grade students' of SMK Negeri 2 Makassar. It is proved by the students' achievement in cycle II is higher than cycle I and Diagnostic-test, where in diagnostic-test the students' mean score in listening skill is 54.11, then after evaluation in cycle I the students' listening skill becomes 64.55 and in the cycle II the students' men score becomes 73.93.
2. The students' activeness toward teaching learning process by using Tomatis Method is improved. It can be seen from their observation result of the students' activeness in the classroom from the first meeting at the first cycle until at the last meeting in cycle II always grow up.
3. Through the implementation of Tomatis Method at the tenth grade students of SMK Negeri 2 Makassar which follow the principal working of classroom action research the students achievement in listening skill is improved, where in the cycle II there are 3 (8.33%) students get good, 27 (75%) get fair to good and only 6 (16.66%) students get poor. the students' activeness toward teaching learning process is grow up.

Based on the findings, the writer stated suggestions to increase the students' listening skill through Tomatis method as follows:

1. The English teacher should use Tomatis Method as one of the method in teaching listening skill and as the good method to attract the students' attention in order to make students interested in learning English, especially to teach listening skill.



2. The students should improve their sensitivity and ability in listening through Tomatis Method.
3. The library should prepare many books related to listening skill to facilitate the students to increase their ability in listening.
4. The language laboratory should be presented as the facility for the students to improve their ability in English subject not only for listening skill but also for the others skill.
5. The English teacher should give clearly guidance to the students in teaching and learning listening process in order to make the students easy to do what the teacher is expected.
6. For the next researcher should observe and find out the best strategy or technique to solve the students' difficulty in recognizing phrases. The next researcher has to find exactly material to teach listening in the field of recognizing lexical phrases because it needs to be improved.

## REFERENCES

- Anthony, E. M. (1963). Approach, method, and technique. *English Language Teaching 17*(2), 63-67
- Azar, Betty Schramper 1941. *Fundamentals of English Grammar-2ed*. London
- Bakhtin, M. M. 1986. *Speech Genres and Other Late Essays*: University of Texas Press.
- Biber, D 2005. *Student Grammar*, London: Longman
- Benefit music of education. Retrieved from <http://www.classicsforkids.com/teachers/education/benefits.asp> on July 25<sup>th</sup> 2012
- Bowen, Donald, J. 1985. *TESOL Techniques and Procedures*. London.
- Brown, H. D. (1994) *Principle of Language Learning and Teaching*. 3<sup>rd</sup> ed. Englewood cliff, NJ: Practice Hall Regents.
- Bakken, Bjorg. 2006. *English Grammar: An introduction for students of English as a foreign language*. Bergen: Fagbokforlaget.
- Buck, Gary 2001. *Assessing Listening*. Cambridge: Cambridge University Press
- Bygate, M. 1997. *Speaking*. Oxford: Oxford University Press



- Davies, S., 1994, *Musical Meaning and Expression*, Ithaca, NY: Cornell University Press.
- Galvin, K 1985 *Listening by doing*. National Textbook Company Lincolnwood, Illinois, USA
- Gay, L, R. (1981). *Educational Research Competences for Analysis and Application*.
- Hasselgård, Hilde, Stig Johansson, and Per Lysvag. 1998. *English Grammar: Theory and Use*. Oslo: Universtets forlaget.
- Howatt, A. and J. Dakin. 1974. *Language Laboratory Materials*, ed. J. P. B. Allen, S. P. B. Allen, and S. P. Corder.
- Huddleston, R. & Pullum, G.K. (2002). *The Cambridge grammar of the English*. Cambridge University Press: UK.
- James, Charles. J. 1984. *Are You Listening? The Practical Component of Listening Comprehension*. The University of Illinois. Chicago
- Kivy, P., 1980, *the Corded Shell: Reflections on Musical Expression*, Princeton, NJ: Princeton University Press.
- Pawley, A., & Syder, F. 1983. *Two Puzzles for Linguistics Theory: native like selection and native like frequency*. In J. Richard & R. Schmidt (Eds.), *Language and communication*. New York: Longman.
- Research on Tomatis Method. Retrieved from <http://www.atotalapproach.com/docs/tomatis.pdf> on April 20<sup>th</sup> 2012
- Richard, J. and Rodger, T. 2001. *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press.
- Rost, M. 1994. *Introducing listening*. London: Penguin
- Sudjana. (1999). *Metode Stastika*. Bandung. PT Gramedia.
- Sugayama and R. Hudson, editors. 2005. *Word Grammar. New Perspectives on a Theory of Language Structure*. Continuum, Kobe.
- Underwood, Mary. 1989 *Teaching Listening*, Longman: New York

