

IMPROVING THE LISTENING ACHIEVEMENT OF THE STUDENTS OF SMU NEGERI 1 SUNGGUMINASA THROUGH THE USE OF KANGGURU ENGLISH LEARNING PACKAGES

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ABSTRACT

The objectives of the research was to find out whether or not the use of KangGuru English Learning Packages can improve the listening achievement of the students of SMA Negeri 1 Sungguminasa in learning listening. The research Pre-experimental method with one group pre-test and post-test design. The procedure of collecting data involved administering pre-test before treatment and then post-test. The population of this research was the eleventh year students of SMA Negeri 1 Sungguminasa, academic year 2015/2016 which consisted of 360 students. The sample was taken by random sampling technique, where the researcher took 4 students in every class and the total of sample was 36 students. The result of the mean score of the students' listening achievement before being taught through KangGuru English Learning Packages was 62,33 and it was classified as "fair". Whereas, after doing the treatment, the mean score was 90,69 and it was classified was "very good". To find out the significance of the difference between pre-test and post-test, the researcher applied t-test. The value of t-test was 11.57 which was greater than the value of t-table 1.689 at the level of significance 0.05 and the degree of freedom was 35. It was revealed that KangGuru English Learning Packages significantly improved the listening achievement of the students.

Keywords: Listening, Achievement, KangGuru English Learning Packages.

Listening has an important role in our live. Krashen (1981) brought attention to the role of listening which is as a tool for understanding and a key factor in facilitating language learning. Listening is not only as the first of the language arts skills developed, but it is also a skill which is most frequently used both in the classroom and daily life (Syam & Rahman, 2015). Listening skill has a significant function in foreign language learning. Today, many learners want to develop effective listening because it is crucial to their studies for several reasons. First, listening is essentially an active process in the area of perceiving or comprehending the sounds of English and recognizing the words. Miller (2003) estimated that we spend more than forty-five percent of our daily communication on listening, thirty-five percent on speaking, sixteen percent on reading and only nine percent on writing. Second, listening becomes a component in National Examination and takes part in certain English test. Third, Listening can help the students to build vocabulary, to develop language proficiency, and also to improve language usage (Barker, 1971).



Nevertheless, there are several factors that hamper in listening achievement. The factors can be from the teachers, students, and media. Still Syam & Rahman (2015) stated that the study of English language class in many countries still emphasize only the skill of reading and writing. In other case, sometimes the media of listening material is designed to be heard where it is not under the control by the students in which they sometimes complain that the speaker too fast. The factor from the students is they consider that listening is difficult subject to receive the meaning of spoken language. We should keep in my mind that listening is not only hearing but also understanding the ideas. Nadig, Larry (2008) stated “we were gives two ears but only one mouth, because listening is twice as hard as talking”. In addition Byrne, D (1996) stated that certain varieties of the language and certain topics make it more difficult to understand and required to listen for without participating, may cause memory problems of even fatigue, so in the end we simply no longer listen with understanding. That is why listening skill should not be learned haphazardly but should be taught in various ways to make the students more interested in learning it.

One of the most interesting packages to teach listening is through KangGuru textbook English learning package. AusAid and IALF (Australian Language Foundation) have created wonderful package to assist high-school teacher of English in Indonesia. This package has been designed for senior high school’s material which consists of level 1, level 2 and level 3. The speakers are native speakers of Australian that exposes students to arrange of accents, different speed of speech and register, and helping them to become familiar with a variety of speaking style. The topics reflect a broad spectrum of Indonesia and Australian life.

In order to help the students to acquire listening skills, the teacher in teaching listening should provide selective material or media and variety activities to improve the students’ achievement. Related the case above, the writer conducted a research under the title “Improving the Listening Achievement of the Student Through the use of KangGuru English Learning Packages”.



LITERATURE REVIEW

Howatt and Dakin (1974) stated that listening is the ability to identify and understand what others are saying. This involved understanding a speaker's accent or pronunciation, his grammar, his vocabulary and grasping his meaning. In addition Imhof (2010:6) defined listening as a cognitive process where one evaluates and responds the spoken messages. This involved the absorption of the meanings of words and sentences by the brain. Then, listening is the ability of someone in grasping the spoken message.

The goals for listening program

According to Byrne (1969) stated the goals for listening program, they are:

- a. To give the learner experience to listen a wide variety of samples of spoken.
- b. To train the learners to listen flexibility for doing something to provide, through listening stimulus for other activities, and
- c. To give the learners opportunities or interact while listening.

The Process of listening

Pretty and Jensen in Darmawati L (2001:5) divided the listening process into four steps, they are:

- a. Hearing. We hear a series sounds, the actual word and sentences.
- b. Understanding. We understand the meaning of all the words and sentences in the context I which we have heard.
- c. Evaluating. We evaluate the meaning of words that we heard whether accept or reject the communication.
- d. Responding. We respond about what we have heard with further thought, whether bodily movement, facial expression or audible reaction.

The strategies of listening

Base on Cambridge skills for fluency in listening book (2005:3) mentioned the strategies which help us to make sentence of what we are listening to;

- a. Predictions about what the speaker is going to say next or where they are: discourse is leading to;



- b. Matching what we hear against our own experience, knowledge of the world, and preconceptions;
- c. Trying to visualize elements of what we hear, and form a mental picture that corresponds roughly to that of the speaker;
- d. Distinguishing the main point of what we hear from less important details, and ‘following the thread’ of a conversation or anecdote;
- e. Listening out for particular points of detail that are especially relevant to us; inferring information about the speaker and their situation that is implied in what we hear.

Monitoring comprehension during a listening task

It is important the students monitor their comprehension and make a decision in answering the questions during the listening activity. Vandergrift (2016) exposed that the students need to evaluate continually what they are comprehending and check, they are:

1. consistency with their predictions
2. internal consistency (e.g the ongoing interpretation of the oral text or interaction)

During this process the teacher cannot intervene because of the ephemeral nature of listening. In addition, Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively.

The Concepts of KangGuru English Learning Packages

The programs are designed to provide English language students with a high quality English language program. At the same time it promotes and encourages people in the part of Indonesia to apply for what are now is called Australian Development Scholarship (ADS). KGRE together with the Indonesia Australia Language Foundation (IALF) has developed KGRE teaching materials for busy English language teachers in Indonesia. Teacher of English can now supplement their existing materials, including curriculum documents, with these easy-to use Teacher Packages.



In 2006 KangGuru in the classroom's SMA has been created. These packages are specially written to include genre-based activities. The 80 activities have been designed by KGRE to give the student's the opportunity to improve their English skills especially in listening.

Why use KangGuru English Learning Packages?

KangGuru English learning packages level 2 is proper to be taught for the second year of Senior high school students. The material is motivating moreover the speaker is native speaker. In addition, the packages' material is good to improve the students' listening achievement because several reasons are the content of KangGuru Textbook and source of the text. The content of the textbook are:

- a. The materials are aimed at assisting teachers to incorporate competency-based activities. Thus, it can make an easier transition to a more communicative and active classroom.
- b. Text genre activities aim at provide teachers and students with models of each type of text to practice reading, listening and writing skills covered in the curriculum.
- c. Meets curriculum objectives.
- d. Cross-culture activities. Topics reflect to broad spectrum of Indonesian and Australian life.
- e. The audio recordings expose the students to a range accents, and different speeds of speech and register, helping them to become familiar with a variety of speaking styles.
- f. The follow-up and extension activities offer teachers the chance to extend the activity to integrate skills practice, revise and reinforce previously learning language.

In addition, the sources of the texts are about the most popular Indonesian sports people, the most popular literature, music and artists. The texts were adapted from internet sites such as BBC world news, letters and stories that are written by KGRE readers and listeners.



RESEARCH METHOD

Sample

The technique of sampling used in this research was random sampling. The sample of this research was the eleventh year the students of SMA 1 Sungguminasa, Indonesia. There were nine classes of the eleventh year namely science (IPA) classes, three social (IPS) classes, and one Language (Bahasa). Each class took four students as the sample. The total number of sample was 36 students.

Research Design

This research employed pre-experimental method with one group pretest-posttest design. This design involved one group, which had pretest (T_1) then treatment (X) and posttest (T_2).

Instrument of the research

In collecting data, the researcher used one kind of instrument that is listening test that given in pretest and posttest. The pretest was intended to see the students' comprehension in listening skill and then they had treatment to increase their knowledge or comprehension in listening. And the last, they were given posttest to know the students' achievement.

Procedure of Collecting Data

The research was conducted in language laboratory. At first, the researcher explained the instruction of the test. Then, she distributed the listening test and the last, she turn on the CD. The topic was Anggun Biography. It was played three times to answer the comprehension questions.

In treatment, the researcher gave listening test with various topics and various ways. It was thought about four meetings. Each meeting conducted in 90 minutes. The following is the material in treatment.

| Meeting | Listening Topic | Exercise |
|-------------------------|--|---|
| 1 st meeting | The song script of "The day you went away" | Choose the answer by giving underline of correct words |
| | New friend new places | <ul style="list-style-type: none">• Complete the missing words• Answer the multiple choice |
| 2nd meeting | Anecdotes | <ul style="list-style-type: none">• Answer the best questions |



| | | |
|-------------------------|-----------------------|---|
| | | <ul style="list-style-type: none"> • Translate the difficult words of Anecdote. |
| | One More Tea | Answer the questions |
| 3 rd meeting | My Beautiful Hometown | Answer the questions |
| | Song "Happy" | <ul style="list-style-type: none"> • Missing lyric • Translate the answer |
| 4 th meeting | Having A Pen Pals | True (T) or False (F) answer |

After the students submitted the answer of the test in treatment, the researcher explained the answers and tips in answering the test. Then, the researcher gave posttest to the students. The item in posttest was the same with in pretest. It aimed at finding out the students' listening skill after the treatments were given. The data was collected from the test and analyzed quantitatively.

RESULT

The result of both pretest and posttest were collected and calculated in the mean score to obtain the final score of the students' listening achievement as presented in table 1.

Table 1. Frequency and rate percentage of Students' Pretest and Posttest Score

| No | Classification | Score | Pretest | | Posttest | |
|--------------|----------------|--------|-----------|---------|-----------|---------|
| | | | Frequency | Percent | Frequency | Percent |
| 1 | Very Good | 91-100 | 0 | 0% | 20% | 55,55% |
| 2 | Good | 76-90 | 4 | 11,11% | 15% | 41,67% |
| 3 | Fair | 61-75 | 18 | 50% | 1% | 2,78% |
| 4 | Poor | 51-60 | 6 | 16,67% | - | 0% |
| 5 | Very Poor | 0-50 | 8 | 22,22% | - | 0% |
| Total | | | 36 | 100% | 36 | 100% |

Based on table 1 in pretest showed that there was no student got a very good score. 4 (11, 11%) out of 36 students gained good score, 18 (50%) out of 36 students gained "fair" score. Besides, there was 6 (16, 67%) out of them classified into "poor" score, 8 (22, 22%) out of them classified into "very poor" score.

The table above also showed the result of the students' listening achievement in posttest, 20 (55,55%) out of the 36 students categorized as very good, 15 (41,67%)



out of the 36 students categorized as good, 1 (2,78%) out of the 36 students categorized as fair and none of them categorized as poor and very poor.

After calculated the result of the students' pretest and posttest, the mean score and standard deviation are presented in the following table:

Table 2. Paired Sample Statistic Mean Score and Standard Deviation

| Test | Mean Score | Standard Deviation |
|----------|------------|--------------------|
| Pretest | 62.33 | 14.64 |
| Posttest | 90.69 | 5.87 |

Table 2 showed that the mean score of pretest was 62.33 (fair) and the mean score of posttest was 90.69 (very good). It indicated that the mean score of posttest was greater than the mean score of pretest. The standard deviation of pretest was 14.64 while the standard deviation of the posttest was 5.87. It indicated that the data of pretest is greater than the data of pretest.

The researcher used t-test analysis on the level significance. 0.05 with degree of freedom (df) = N-1, where N = number of subject that 36 students – 1 = 35. The t-test statistical analysis for independent sample was employed. The following table showed the result of the T-test calculation:

Table 3. The Table of T-test of Students Listening Achievement

| Variable | T-test Value | T-table |
|-------------|--------------|---------|
| $X_2 - X_1$ | 11.57 | 1.689 |

Based on the table 3 showed that the value of t-test was 11.57 while the value of t-table (1.689. For the level significance (p) = 0.05 and degree of freedom (df) 35, then the value of t-table (11.57>1.689). It means that there is a significant difference between the mean score of pretest and mean score of posttest of the students of addition, it mean that the Null Hypothesis (Ho) is rejected and the alternative Hypothesis (H1) is accepted.

From the analysis above, the researcher concluded that there was significant difference between pretest and posttest in the use of KangGuru English learning



packages in improving listening achievement. In other words, KangGuru English learning packages are effective in teaching listening.

DISCUSSION

It has been stated previously that if the t-test value is lower than t-table value, it means that there is no significant difference between the mean score of pretest and posttest, while if t-test value was greater than t-table value; it means that there was a significant difference between the results of pretest and posttest.

The description of the data collected through listening test as explained in the previous section showed that the students' listening achievement was improved. It can be seen in the result of their tests. The mean score of the students on posttest was greater than pretest. It proves that there was a significant difference between the results of the students' pretest and posttest.

Based on the t-test the writer found that there was a significant difference between the results of pretest and posttest. It means that the students' listening achievement improved after giving treatment by KangGuru English learning packages.

From the discussion above, it can be concluded that the second year students of SMA Negeri 1 Sungguminasa have good achievement after learning subject by using KangGuru English learning packages. Finally, the researcher concludes that the using KangGuru English learning packages can help the students to improve their listening achievement. In addition, KangGuru English learning packages are the way that can be expected to motivate the students to study listening material. KangGuru English learning packages will be able to improve the students' language skill.

CONCLUSIONS

Based on the result of the data analysis and finding in the previous chapter, the researcher forward the following conclusion:

1. The listening comprehension of second year students of SMA Negeri 1 Sungguminasa improved after giving treatment by using KangGuru English learning packages material.



2. Through KangGuru English learning packages, the students are able to improve their language skills, they learn various kinds of topic with interesting material and cross culture understanding.
3. There is a significant difference between the result of pretest and posttest where the means score of posttest was 90.69 (good) which higher then the means score of pretest were 62.33 (fair). In addition, the standard deviation of the pretest was 14.64 while the standard deviation of posttest was 5.87. From the value of t-test 11.57 was greater than t-table 1.689 ($11.57 > 1.689$). It means than KangGuru English learning packages is effective in improving listening achievement of the second year students of SMA Negeri 1 Sungguminasa.

SUGGESTIONS

In relation to the conclusion above, the researcher formulates some suggestion in the following points:

1. Teachers of English should apply KangGuru English learning packages in teaching and learning process especially in teaching listening to stimulate the student's attention and motivate them in learning English.
2. Before using the activities included in this KangGuru in the Classroom Teacher for SMA, teacher should be very familiar with the activities themselves.
3. Remember, the materials in this package have not been designed as test, but as activities to provide students with extra listening practice.
4. This research only identifies the improvement listening achievement through KangGuru English learning packages, it is suggested for other researchers to do research of others skills through KangGuru English learning packages.

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