

DEVELOPING TENTH GRADE STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL LISTENING COMPREHENSION : A CASE STUDY

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Abstract

Listening is one important aspect in the process of learning English listening. In connection with the explanation above, the writer is interested in conducting research Developing a Tenth Grade Students Listening to Listening MA (Case Study) MA Al Rosyid Kendal – Dander Bojonegoro. The purpose of the this study was to know students listening comprehension development and To find out students responses in learning listening. By using qualitative research. The research findings consist of all activities in the study. The activity is interviewing students and observing activities in learning. The researcher presents the researchers' findings in one part is the interview. The implication of this research give assigning. Giving assignments to students to do both in class and at home can improve students listening comprehension, because students fell they have the responsibility to do it.

Keywords : *Listening ,comprehension ,listening comprehension*

ABSTRAK

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Mendengarkan (Studi Kasus) MA Al Rosyid Kendal – Dander Bojonegoro, Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Refi Ranto Rozak, S.Pd, M.Pd, (II) Siti Ermawati, S.Pd.I, M.Pd.I.

Kata Kunci : Mendengarkan, Pemahaman, Pemahaman Mendengarkan

Menyimak merupakan salah satu aspek penting dalam proses belajar bahasa Inggris menyimak. Berkaitan dengan penjelasan di atas penulis tertarik untuk melakukan penelitian Mengembangkan Siswa Kelas Sepuluh Pemahaman Mendengarkan MA (Studi Kasus) MA Al Rosyid Kendal – Dander Bojonegoro.

Permasalahan yang penulis ajukan adalah : (1) Untuk mengetahui perkembangan pemahaman mendengarkan siswa (2) Untuk mengetahui respon siswa dalam belajar menyimak.

Metode penelitian yang penulis gunakan adalah metode wawancara. Adapun kesimpulannya sebagai berikut :

- 1) Kemampuan menyimak siswa tahun ajaran 2019/2020 termasuk dalam kategori sedang.
- 2) Keterampilan menyimak siswa tahun ajaran 2019/2020 dikategorikan cukup.
- 3) Berdasarkan hasil interview data dapat disimpulkan bahwa kemampuan menyimak memiliki hubungan dengan keterampilan menyimak.

Berdasarkan hasil penelitian yang telah dilakukan, dapat disimpulkan bahwa mengembangkan pemahaman menyimak dapat meningkatkan keterampilan menyimak siswa kelas sepuluh MA Al Rosyid Kendal Dander – Bojonegoro.

INTRODUCTION

Listening is the activit of paying attention to the speaker and trying to get meaning from something heard (Underwood 1989 : 1). In receiving something, the listeners will hear language produced by other people first and he or she is going to respond what they mean and their goals. The language learners will be successful, if they master the language they learn to the point of using it in communication. That idea is supported by Littlewood (1981 : 1)

According to Henry Guntur Tarigan (2008 : 31). “Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages and understand the meaning of

communication that has been conveyed by the speaker through spoken or spoken language”. From this understanding listening is a skill that people can have through the sounds of language converted into meaning then evaluated which is concluded through communication. The quotation explains listening is a skill that people can have through the sounds of language converted into meaning then evaluated which is concluded through communication.

According to Suhendar and Supinah (1992 : 4)

on the results of research that has been done, Yana Heryana (2008) can conclude as follows : Yana Heryana is able to carry out the use of special studies to improve listening skills in class IX of Padamulya Middle School,

Tanjungmedar District, Sumedang Regency. This is evident from the results of student learning in the form of increased grades. At the first meeting (before the model was piloted) there were only 15 students (53.5%) out of 28 people who passed the KKM. In the first cycle (after the model was tested) there were 17 students (60.7%) who passed the KKM and in the second cycle students who passed the KKM reached 21 people (75%).

In this study Edy Budianto (2011) found that the use of Case Study learning models can improve student learning outcomes and activeness in listening skills. The results of the study are as follows. (1) The average value of learning outcomes in pre-action was 60.97, the first cycle reached 71.29 and the second cycle was 88.06 or an increase in the score in the second cycle was 16.77 (23.52%), (2) The average activeness of students in the first cycle 67% with sufficient criteria, then experienced an increase of 33%, so the average student activity score in the second cycle reached 100% with very good criteria.

From the description that has been presented before, listening skills can be measured through a multiple choice response test. The Case Study learning model is able to make students actively participate in learning, because the model is very appropriate. With the Case Study learning model students can re-express the results of the simulation both in writing and orally with maximum results. It can be concluded that the use of Case Study learning models in learning English, listening skills of Class X Senior High School have increased.

Research on English subjects has been done before, namely a thesis from Hidayatul Isnainy (2011) entitled "Understanding Listening Through Case Study Strategies" Class II Middle School Sida Mulya Kemranjen Banyumas Academic Year 2010.

Previous research equations : same time discusses about the ability to listening to the type of research that is case study.

Differences in previous research : previous research discussed the improvement in listening skills of seventh grade students. While this study discusses the developing tenth grade student of Islamic senior High School listening comprehension a case study.

Therefore, the research questions that would be answered through this true experiment were as follows : (1) In what ways do students develop their listening comprehension? (2) What are the responses of the students in learning listening?

This research is about developing students listening ability. Its findings, of course, would give direct contribution to both the learners language development and successful achievement in national test, in particular for the students of Senior High Schools in MA Al Rosyid Kendal Dander – Bojonegoro. The findings also give better English teaching improvement in the future in particular in teaching of listening.

METHOD

Data collection techniques are a way to collect data needed to answer the research problem formulation. Data collection techniques used by researchers in this study are interview. The data analysis technique used in this study is the analysis of Miles and Huberman data models. Data analysis is performed when the data collection takes place and after the data collection is completed within a certain period. Miles and Huberman (in Sugiyono, 2011 : 246) suggest that the activities in qualitative data analysis are carried out interactively and take place continuously until they are finished so that the data is saturated.

FINDING AND DISCUSSION

The research findings consist of all activities in the study. The activity is interviewing students and observing activities in learning. The researcher presents the researchers' findings in one part is the interview.

1) Students Listening Comprehension Development

a) Assigning

Giving assignments to students to do both in class and at home can improve students' listening comprehension, because students feel they have the responsibility to do it.

b) Holding

Test material or exams given to students is one way to foster student motivation in learning, because most students are motivated to learn because there will be an exam given by the teacher. The teacher effort to improve student listening comprehension is to find out the teacher efforts to improve student listening comprehension, the supporting factors in the teacher efforts to improve listening comprehension and the inhibiting factors in the teacher effort to improve student listening comprehension and as an alternative in improving listening comprehension, so that it can help for beginners to use the efforts that have been made by the teacher.

Based on the data exposure above, some of the research findings regarding the teacher efforts to improve students listening comprehension are explained as follows :

a) Notifying Results

The teacher always tells the results of tests to students. This is done so that students know the developments that occur in him, by informing students of learning outcomes with the aim that students become motivated to improve the value that is lacking for students whose grades are lacking and be enthusiastic to maintain or even increase it again. This can increase student motivation to study harder, because for students who have good grades, can maintain it so that they will get better grades and for students whose grades are less able to improve it to become better too.

According to my conclusions this is effective because it can make students learn continuously about the development of listening comprehension

1) Students Responses in Learning Listening

Some factors supporting teachers in improving students listening comprehension are as follows :

a) Conducive Classroom Atmosphere

A conducive classroom atmosphere is certainly very supportive of the teaching and learning process in the classroom, because with a conducive classroom atmosphere students will be easy to concentrate and understand the material explained by the teacher. The teacher will also be easier to control students so that the objectives of learning can be conveyed.

b) Adequate Infrastructure Facilities

The infrastructure in the classroom is certainly very supportive in efforts to understand listening to students. The learning process in the classroom, will be more varied if decorated with adequate facilities, especially when the material that does require facilities such as audio when listening to the material, because the ability of each student is not the same, so the level of student understanding is different. Students will find it easier to understand the material, if the teacher can show something concrete like audio.

c) Good Relationship between Teachers and Students

With a good relationship between teacher and student can improve the quality of learning, teachers and students are equally comfortable if there is a good relationship between the two. Students feel comfortable in learning and the teacher also feels comfortable in teaching.

d) There Is Awareness From Students

The awareness of students is the main factor in efforts to improve listening comprehension. If there is already an awareness in students about the importance of learning, then the teacher will be easier to increase student motivation.

The conclusion from my existence of the awareness of these students is also effectively applied because the existence of self-awareness can make students active in learning to listen.

A. Discussion

This research was conducted at MA Al Rosyid Kendal Dander - Bojonegoro by applying audio media to grade X students to improve listening skills.

The results of the research that can be described are the data obtained about the students' initial abilities in listening before the interview and after the interview.

The research was carried out in listening learning, class X students in a row ie, Monday, June 15, 2020, Wednesday, June 17, 2020, Friday, June 19, 2020, and Sunday, June 21, 2020. The data was taken when online listening learning, both before and after the interview.

The learning process is listening by using audio media and completing the points in the sentence. Enough to make students interested in participating in listening learning. This is evidenced by an increase in student behavior in listening to both the process and product after an interview with students.

In the process, the improvement can be seen from the increase in students' activeness and enthusiasm in attending listening learning. Student learning activities are more communicative with the teacher and fun during online learning. This study has limitations such as the following :

- 1) The results of this study cannot be done directly, but online in class X MA Al Rosyid Kendal Dander – Bojonegoro, so it is not optimal in conducting interviews with students due to inadequate networking.
- 2) This research can only be done online because of the Covid-19 Pandemic.

CONCLUSION

Based on the results of research that has been done, it can be concluded that developing listening comprehension can improve the listening skills of tenth grade MA students Al Rosyid Kendal Dander – Bojonegoro.

In the process, improvement can be seen from the increase in students' activeness and enthusiasm in participating in learning. Students become more active in asking the teacher related material being studied. Student learning activities are more communicative and fun. Students appear more confident and excited when answering questions from the teacher, so that the classroom atmosphere becomes more lively.

The data that has been obtained in this study, the conclusions can be drawn as follows :

- 1) The ability to listen to students in the 2019/2020 school year is included in the medium category.
- 2) Listening skills for students in the 2019/2020 school year are considered sufficient.
- 3) Based on the results of the interview data it can be concluded that the ability to listen has a relationship with listening skills.

To increase students' success in listening skills, an appropriate effort is needed. Based on the results of the research that has been done, it is suggested a number of things as follows :

- 1) To improve listening skills, language instructors, especially English, are advised to use more varied listening skills learning methods, namely using a language lab, bringing in native speakers of the relevant language (native speaker), and organizing tourism programs to become tour guides or tour guide for foreigners.
- 2) Students must often get used to practicing listening skills by often conversing with native speakers, listening to songs in English, and watching films in English.
- 3) From the results of research showing that listening ability is not a dominant factor of listening success, the authors suggest that other researchers conduct similar studies with different variables that can support the success of listening skills learning.

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