

THE LEVEL OF LISTENING ABILITY OF SELECTED TWELFTH GRADERS

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Abstract

It is undeniable that listening English is a fundamental learning in English. This is supported by several journals that discuss listening skills, one of the crucial talents in improving English is listening. This is due to the fact that listening is how we comprehend and understand what others say and discuss when conversing. This study aims to determine the level of listening ability of the twelfth grade of high school using a film Frozen (2013) that has 5 participants as subjects. The method used in this study uses qualitative with several methods, namely interviews, observations, tests and documentation. The results of this study showed that students had poor grades in test I, most of which contained intonation, meaning of word, sentences and utterance. While in the results of the second test, students get good grades, most of the material in the second test contains students' understanding of dialogues and monologues in the film. The difficulties that students face are mostly about less familiar words and accents.

Keywords: Listening, Frozen (2013) Movie.

INTRODUCTION

Language is essentially a tool for communication with other people or groups of people. The concept of communication encompasses the ability to express information, thoughts, and feelings ¹. Understanding and expressing the meaning of the oral or written communication are key components of communication activities. In them, interlocutors are expected to precisely encode meanings or messages and decode the written symbols or spoken signs in order that they perceive what is being communicated ².

English is the first foreign language taught in Indonesia. As a global language, English is a language that the government is paying close attention to, as demonstrated by the existence of English as one of the requirements for school graduation and the inclusion of English lessons in the school curriculum in Indonesia, from junior high school to college. In the curriculum practice, English language learning in Indonesia entails improving language skills, such as listening, speaking, reading, and writing³. These abilities are mutually related because they are strongly tied to one another. One of the most crucial skills to develop in English is listening. This is due to the fact that listening is how we comprehend and understand what others say and discuss when conversing. More than 40% of our daily communication is focused on listening, 35% on speaking, 16% on reading. Only 9% for writing⁴. The study concludes that listening plays a significant role in a communication.

There are factors in the development of listening ability, such as concept, the process of listening, coping with listening problems, listening strategies, listening activities, and principles in the listening activities⁵. What is more, it is also emphasized that students' listening skill is still low⁶, one reason contributing to this may rely on the learning process in the classroom, which is based on mostly the instructor approaches, such as explaining in front of the class and the use of traditional media such as sound. For students, this strategy is less pleasant and monotonous. Other aspects that contribute to a lack of listening practice include a lack of or insufficient context about English⁷ that can be applied to stimulate listening skills, teacher confidence or examples of good English speakers, and a dependence on traditional teaching strategies.

PREVIOUS STUDY

The previous studies were carried out in different fields.

According⁸ improving listening ability to students can be significantly conducted by using media such as songs, and movies. In their journal they applied Classroom Action Research (CAR) as the approach. Classroom Action Research is an approach to improve education by making changes towards improving educational and learning outcomes, the root of the problem appears in the classroom and is felt directly by teacher (Arikunto, Suhardjono, & Supardi, 2008).

Using modern technology will be better than traditional method. One of the modern technologies that can be applied and give a big contribution in improving listening ability is

using movie as a media of teaching. Stated that watching films can help the language away from the artificial classroom norm, because they see or hear the language in a more natural setting. Movies present language in a way that is often more natural than that found in course-books, the fantastic visual context aids understanding and boosts listening, and students just simply love them. Listening skills should be interestingly taught in order to make students feel natural is studying it. With a good technique, students listening can be improved and is expected that English movies is one of the ways of assisting students to understand native speakers' speech ⁹.

To improve listening ability skills on this journal using Pre-experimental design, the researcher collected information first before deciding the sample (Arikunto, Suhardjono, & Supardi, 2008).

In the third journal improving listening ability using modern technology too. The modern technology they used is movie. ¹⁰, the procedure of movie activity can be done under the following procedures: As a warm-up or schema building activity, ask students what they know about American movie. You might also want to bring some pictures or CD's of popular actors or singers to class, Pass out the cloze activity handout, and have students read the subtitle and figure out what the missing words might be, using their knowledge in grammar. Have the students compare their guesses with their neighbors. Ask for volunteers to share their guesses with the class, Students listen for the missing words. Play the cut scene on the movie once, and ask students whether they need to listen to the cut scene again. If they do, play it one more time, After the second listening, go over the answers with the class. If necessary, replay the parts where students had trouble understanding the words. Go over grammar points as necessary.

The method used by the researchers in the third journal is the same as the second journal, which used pre-experimental. This experimental design was pre-experimental

research design, one group, pre-test, and post-test. the data were collection by using pre-test and post-test.

METHODOLOGY

This research follows a descriptive qualitative research as a research tradition. The approach applied was intrinsic case study. Therefore, the study only qualitatively described the condition or phenomenon related to the twelfth graders' level of listening ability based on the narrative data gained from interview, observation, documentation and testing.

The subjects of this study were five selected twelfth-graders, both boys and girls attending senior high schools or vocational high school in Semarang. The sample was a purposive sampling technique because the study determined several criteria that must be met by members in order to be subjects of this study. Mainly because they met some problems in joining listening classes that this condition also affected their being reluctant in energizing their potential to be engaged in the listening class activities. Consequently, they considered listening activity is hard.

According to ¹¹, qualitative interview is a type of frame work in which the practices and standards be not only recorded, but also achieved, challenged and as well as reinforced. Observations was used to triangulate the narrative information gained from interview. Documentation was applied to gain the syllabus of English classes in the twelfth grade and the teaching materials.

The researcher also used tests. The test was used to find out the level listening ability of those twelfth graders taking the roles as the subjects in the research. This assessment system or determination of listening ability levels uses the 2013 curriculum assessment standards.

Rubric: assessment of the level of listening ability

No	Assessment Aspect	Score	Rate
1.	Phoneme discrimination:		
	- Can distinguish phonemes very well and accurately.	A	90-100
	- Can distinguish phonemes well and accurately.	B	75-90
	- Can distinguish phonemes quite well and accurately.	C	55-75
	- Can't distinguish phonemes.	D	0-55
2.	Identify intonation:		
	- Can identify intonation very well and accurately.	A	90-100

	<ul style="list-style-type: none"> - Can identify intonation well and accurately. - Can identify intonation quite well and accurately. - Can't identify intonation. 	B C D	75-90 55-75 0-55
3.	<p>Identify the meaning of words, sentences, and utterances:</p> <ul style="list-style-type: none"> - Can identify the meaning of words, sentences, and utterances very well and accurately. - Can identify the meaning of words, sentences, and utterances well and accurately. - Can identify the meaning of words, sentences, and utterances quite well and accurately. - Can't identify the meaning of words, sentences, and utterances. 	A B C D	90-100 75-90 55-75 0-55
4.	<p>Respond to an interpersonal speech:</p> <ul style="list-style-type: none"> - Can respond to speech in an interpersonal discourse very well and accurately. - Can respond to speech in an interpersonal discourse well and accurately. - Can respond to speech in an interpersonal discourse quite well and accurately. - Can't respond to speech in an interpersonal discourse. 	A B C D	90-100 75-90 55-75 0-55
5.	<p>Identify the meaning of short dialogue:</p> <ul style="list-style-type: none"> - Can identify the meaning of a short dialogue very well and accurately. - Can identify the meaning of a short dialogue well and accurately. - Can identify the meaning of a short dialogue quite well and accurately. - Can't identify the meaning of a short dialogue. 	A B C D	90-100 75-90 55-75 0-55
6.	<p>Respond to a monologue:</p> <ul style="list-style-type: none"> - Can identify the main thoughts, supporting thoughts and detailed information in a monologue very well and accurate. - Can identify the main thoughts, supporting thoughts 	A B	90-100 75-90

	and detailed information in a monologue well and accurate.		
	- Can identify the main thoughts, supporting thoughts and detailed information in a monologue quite well and accurate.	C	55-75
	- Can't identify the main thoughts, supporting thoughts and detailed information in a monologue.	D	0-55

Qualitative data analysis carries out along with data gathering ¹². Not only do two things, but researchers can interpret and write the reports simultaneously as data gathering and analysis. In this study, the procedures used in analysing the data are as follows:

1) Interview

- a. Segmenting the narrative data gained from interview
- b. Coding the narrative data into several categories, such as: interesting, boring, easy, moderate, difficult, short, too short, long, too long, relevant content, irrelevant content, complicated, simple.
- c. Making interpretation.

2) Observation

- a. Segmenting the narrative data gained from observation
- b. Coding the narrative data into several categories, such as: engagement, elaboration, practice

3) Documentation

- a. Gathering the necessary documents related to their English classes
- b. Coding the availability of the needed documents

4) Testing

- a. Looking for the "Frozen" film to show to students.
- b. Watching the film.
- c. Discussion about the content of the film
- d. Watching different part of the film
- e. Administering a listening test.
- f. Applying the rubric.
- g. Making interpretation.

FINDINGS AND DISCUSSION

Observation

From this study researchers observed how students' interest in listening practice. Before conducting the study, the researcher selected five twelfth grade students as subject and was buried at the same time. Data collection activities were carried out on Wednesday, July 20, 2022 at house of researcher on Jl. Karang Roto Barat 2 Semarang. Researcher presented a 1 hours and 30 minute "Frozen" film for data collection. In the activity, in the first minute of the film begin the twelfth grade students looked enthusiastic and watched carefully, the volume that the researcher used was also in accordance with the needs of the students so that in the listening activity students could hear the conversation between the characters clearly and easily understood.

In 30 minutes of seeing movie the students with the code N started to get bored and occasionally N looked at the cellphone to just scroll through social media or reply to whatsapp but N still followed the plot of the film being shown. In some parts the students with codes A and R asked some words that he thought were unfamiliar word like a "*coronation, decided, engaged, thaw, believe, dawn, and demand*" it can add new vocabulary to those who are unfamiliar word.

In some parts when the musical scene all of students singing the part, it indicates that the students is enjoying the film. Within minutes before the film ended the students were enthusiastic about the ending of the film was like. It indicates that the students is interested and the film does not make the students bored.

In these observations, researchers can conclude that listening learner using film can make it easier for students to learn listening and the addition of new vocabulary and accents.

Test I

Based on the observation test I above it was resulted that the average students got a low score, with an average score of 57,4 from 18 question. It can identify that students cannot describe the phoneme, identify intonation, and identify the meaning of words, sentences, and utterance.

Table 1 The Result of Test 1

No	Students Code	Rate	Score
1.	A	66	C

2.	R	55	C
3.	N	50	C
4.	I	66	C
5.	S	50	C

Test II

Based on the observation test II above it was resulted that the average students got a High score, with an average score of 85,4 from 18 question. It can identify that students more understanding about how to respond in interpersonal speech, identify the meaning of short dialogue and respond to a monologue than understanding the meaning of describe the phoneme, identify intonation, and identify the meaning of words, sentences, and utterance. Some students do not understand phoneme, intonation, the meaning of word, sentences and utterance because in English learning at school they do not teach the material in more detail. This can be understood if students get low score on that material.

The following is the second test of the score from 5 students who take the test:

Table 2 The Result of Test II

No	Students Code	Rate	Score
1.	A	100	A
2.	R	72	C
3.	N	61	C
4.	I	100	A
5.	S	94	A

Interview

In this interview the researcher provide questions for students to see students difficulties in listening English. Each students is given five questions to measure whether students encountered any problem in their listening ability. In the research method of interviewing researchers using coding, coding is carried out before analyzing the data by affixing code to the data obtained. This aims to organize and systemize data completely and in detail so that the data can bring up an overview of the topic being studied. The next stage is to study the data and mark the keywords and ideas in the data, find themes derived from the data, then interpret the data.

a. Listening Activities

Based on the students' interview, the researcher concluded that the students stated that the method of learning listening using movies is more fun and interesting than learning listening using ordinary conventional tools.

b. Students Problem in English Listening

From the results of the interview above, it can be concluded that 1 student with code S feels that listening English using movie is moderate, 3 students with code I/ N/ A feels listening English using movie is easy and 1 student with code R feels listening English using movie is difficult because he doesn't understand the meaning of word.

The results of the interview above, 3 students assumed that the dialogue in the film was long with the student code R/ A/ S and their thought that dialogue was also short. While 2 students with the code N/ I feels that the dialogue used was short.

c. Watching Movie is One of The Good Method to Learning English Listening

The interview results all students assumed that learning English using film is relevant content, students with code A/ R/ N/ I/ S agreed with the statement. And all students gave the opinion that learning English listening using the method of watching movies can make it easier and simple for them to learn.

Documentation

In this study, it was supported by documents and syllabus competency standards in English subject for high school and MA.

Rumusan standar kompetensi ini dalam Kurikulum Mata Pelajaran Bahasa Inggris untuk SMA dan MA sebagai berikut:

Berkomunikasi secara lisan dan tulis dengan menggunakan ragam yang sesuai secara lancar dan akurat yang diwujudkan dalam tiap keterampilan berbahasa berikut:

- a. **Mendengarkan:** Memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan interaksional dan monolog terutama yang berbentuk *deskriptif, naratif, spoof/recount, prosedur, repor, news item, anekdot, eksposisi,*

explanation, discussion, commentary, dan review..

b. **Berbicara:** Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan interaksional dan monolog terutama yang berbentuk *deskriptif, naratif, spoof/recount, prosedur, report, news item, anekdo, eksposisi, explanation, discussion, commentary, dan review.*

c. **Membaca:** Memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks tulis interaksional dan monolog terutama yang berbentuk *deskriptif, naratif, spoof/recount, prosedur, report, news item, anekdo, eksposisi, explanation, discussion, commentary, dan review.*

d. **Menulis:** Mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks lisan interaksional dan monolog terutama yang berbentuk *deskriptif, naratif, spoof/recount, prosedur, report, news item, anekdo, eksposisi, explanation, discussion, commentary, dan review.*

Nama Sekolah : SMA/MA
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi : Berkomunikasi secara lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lencer dan akurat dalam wacana interaksional dan atau monolog terutama dalam wacana berbentuk naratif, prosedur, spoof/recount, report dan news item (Tema disesuaikan dengan jenis teks yang sedang dibahas dan tingkat kemampuan linguistik siswa)

Kompetensi Dasar	Indikator	Materi pokok dan Uraian materi	Pengalaman Belajar	Penilaian			Alokasi Waktu	Sumber/Bahan/Alat
				Jenis tagihan	Bentuk Instrumen	Contoh Instrumen		
Kompetensi Tindak Bahasa: 1.1 Mendengarkan Memahami wacana transaksional dan interpersonal ringan (mis. Perkenalan, jual beli, instruksi guru, dan reaksi spontan) dan/atau monolog lisan terutama berkenaan dengan wacana berbentuk naratif, prosedur, spoof, recount, report, dan news item 1.2 Berbicara Mengungkapkan nuansa makna dalam wacana transaksional dan/atau monolog lisan terutama dalam wacana berbentuk naratif, prosedur, spoof, recount, report, dan news item	<ul style="list-style-type: none"> Siswa dapat merespon ujaran menawarkan bantuan Siswa dapat merespon teks berbentuk naratif Siswa dapat mengidentifikasi tense yang digunakan dalam teks Siswa dapat mengidentifikasi adjectives dan adverbs yg teruang dlm teks Siswa dapat menjawab terhadap ujaran yg menawarkan bantuan Siswa dapat menggunakan ujaran yg menawarkan bantuan Siswa dapat mengungkapkan ceritera dg menggunakan kata, frase dan ujaran yg sudah dipelajari 	<ul style="list-style-type: none"> Teks berbentuk naratif, ceritera Grammar: Simple past tense, adjectives dan adverbs Ujaran memberikan sesuatu seperti: Can I give you this?: Allow me to present you.. Tenses (simple past tense), kata, frase, dan ujaran yg digunakan dalam teks berbentuk naratif, ceritera, 	<ul style="list-style-type: none"> Merespon ujaran yg menawarkan bantuan Merespon teks berbentuk naratif Mengidentifikasi tense, adjective dan adverb yg terdapat dalam teks Melatih ujaran meberikan sesuatu/bantuan Berdialoag dengan menggunakan ujaran memberikan sesuatu atau menawarkan bantuan Berceritera dengan menggunakan tense, kata dan ujaran yg telah dipelajari 	Teks dan pertanyaan lisan	-Unjuk kerja bentuk molog lisan dan dialog	Listen carefully to the story, then decide whether the given statement is true or false -The story is about the stringest man in Greece etc.	2x 45 menit	Wachyu Sundayana,dkk. 2006 English in Context; Developing Competencies in English, Unit 1, Grade X. Bandung: PT. Grafindo Media Pratama
				-Pertanyaan lisan -Bermain peran	Unjuk kerja berbentuk simulasi atau bermain peran	Make a dialogue using the given role cards. Pretend that you are the King, Hercules, or Atlas. Act it out in the class. Card1: You are the King.You aks Hercules to fetch three golden apples. Etc.	2x 45 menit	s.d.a

CONCLUSION

The level of listening ability of twelfth graders is very diverse, this can be seen from the observation, written test I, written test II, interview and the last one with supported from existing documents related to syllabus and material that teachers use in listening learning. In the early stages, researcher concluded in the observation that 3 students had an interest in watching movies and they could understand the plot of movie well, while two other students went through movie watching activities by interspersing with seeing gadgets, sleepy or replying to someone's chat. But in the final stage of the study the atmosphere changed in the climax movie, the whole students watched carefully and could interest the students.

In the test I and test II researcher can concluded that the use of movie can make it easy for students to learn listening English and pay more attention in teaching and learning activities. In test I all students received a fairly low grade with an average score of 57,4 with the average score all students get an E score. In the 18 questions emphasizes describing the phoneme, identifying intonation and identify the meaning of word, sentences, and utterances. it can be concluded that all students are still unable to identify phoneme, identify intonation, and identify the meaning of words, sentences, and utterance. This is can be understandable because maybe students have not received in depth in material at class. In test II the question emphasizes more about how to respond interpersonal speech, identify the meaning of short dialogue and respond to a monologue. Students earned an average score of 85.4 out of 18 questions. From the results of these grades it can be concluded that students understand better about how to respond to interpersonal speech, identify the meaning of short dialogue and respond to a monologue.

Researchers conducted interviews to find out what problems students encountered in listening using film. Researchers can conclude that the problems that students encounter are only vocabulary that they are not familiar with, do not know the meaning of some dialogues, the pronunciation of words and the high and low of the voice.

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