

The Annexation of “Repeated Listening and Role Play Technique” to Improve the Students’ Ability

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ABSTRACT

It aims (1) To know what extent can the annexation of repeated listening and roleplay technique improve the listening ability of the students, and (2) whether the using of this technique can motivate the students in listening comprehension. The respondents consist of 35 students; they were Second Semester students at Universitas Muhammadiyah Buton. The data of this article were collected using two kinds of instruments: listening test, questionnaire. In analyzing the data on students listening ability and students’ motivation, the article used quantitative analysis. The result of data analysis showed that (1) the annexation of repeated listening and Role-play technique could improve the students’ ability in listening comprehension. The students’ ability on pre-test gained category “poor” the mean score was 54.28. In this pre-test, the students’ successful was only 57.14 percent. After the treatment by using this technique, the students got mean score 70.14 with the students’ passing grade increase becomes 80 percent. (2) Based on the questionnaire of motivation showed mean score 72.94 or 80 percent of the total respondents was categorized “motivated”. It could be concluded that (1) The annexation of repeated listening and Role-play technique could improve the students’ ability in listening comprehension. (2) The using this technique could motivate students in improving their listening ability.

Keywords: *teaching, repeated listening, role-play, motivation, listening ability*

1. INTRODUCTION

Listening plays a significant role of people as the essential part of communication process. Students spent the majority of each school day in listening. It is the skill that frequently used in both the classroom and daily life. Osada (2004) stated that listening is vital in language learning in that provides input for the learner. Clearly, much of the educational process is based on skills in listening. Students have to spend most of the time listening to what the teacher says, for instance, giving lectures, asking questions, or telling directions. Floyed in Bozorgian (2012) defined listening as a process entailing, hearing, attending to, understanding, evaluating and responding to spoken messages.

The fact, in English language teaching, listening has been ignored and even misunderstood. The English teachers still use traditional method which focuses on the rule of English Language. Therefore, despite the students having mastered the basic elements of English grammar and vocabulary their listening comprehension is often left behind.

This condition causes not only that the students do not want to join the listening class but also that they do not have self-confidence with their listening skill. Consequently they do not have any motivation in listening activities. Locke & Latham (1990) found that if teachers help students set specific, short term, achievable goals for learning, students will be motivated to learn, because very general or

unrealistic goals tend to disappoint and frustrate students. To have an effective listening lesson, the teacher should realize first his responsibilities in the course. The students require teaching technique which is different from what the English teacher usually uses in their teaching listening. Many English teachers make efforts to make their class interesting with various methods, techniques, instruments, and materials in order to stimulate the students to learn English. But not all the teachers can successfully overcome their instructional problems.

Repeated listening and role-play technique is not a new technique in teaching English as foreign language. Many countries have applied this technique to overcome the problems at school such as in Korea and China that learning any foreign language requires effort, time and commitment, especially when there is a big difference between one’s native tongue and learning a new language. In Audio lingual method, repetition drill was employed. Students are asked to repeat the teacher’s model as accurately and as quickly as possible. This drill often used to teach the lines in the dialogue. By using one or the combination of these skills will maximize the effectiveness, minimize time, and at the same time make the learning fun and enjoyable.

However, Repeated listening and role-play Technique used in present study is rather different from what had been previously used. This technique is used to help students’ difficulties in listening. It is derived from integrated skill technique which involves two activities namely Repeat Listening and role-play. “Repeated Listening” means there are repeated opportunities to listen to the same text by using a tape-recorder, DVD or video or using input from the teacher (Nations & Newton, 2009). It means that Students listen carefully to the type of speech event such as word, phrase or sentence in form conversation text in several

times. Role-play means the using listening texts to demonstrate to students how speaker of English behaves in a situation and then ask the students, in pairs or in groups to play the various roles. Attention is focused on imitating the sounds, stress or the pronunciation of the word, phrase or sentence that they hear when they are listening and the students begin to practice them by role-play immediately (Underwood, 1989).

Hulstjin in Vandergirt (2004) describes step procedure by which listeners can practice word acquisition, namely listen to the text or recording, ask themselves whether they have understood what they heard, replay the recording as often as necessary to understand all of the oral text and listening practice by role playing to develop the automaticity in word recognition. Richards (2008, p.16) explained that in restructuring activities that involve productive use of selected items from the listening text. Such activities could include: dialog practice that incorporates items from the text, Role plays in which students are required to use key language from the texts.

2. METHOD

This research aimed to investigate the listening ability of the Second Semester students through the annexation of repeated listening and role-play technique. It used experimental research design. The students' amount was 35 (thirty-five). The instruments of this article were listening test and questionnaire. Listening test was designed to measure the students' ability in listening comprehension. It is intended to reveal the effects of the use of repeated listening and role play technique on the students' progress in their listening comprehension. The questionnaire was used to find out the students' motivation toward the use of technique in teaching listening. The students answered 20 questions which indicated the state of their motivation toward the teaching listening using the scales; strongly motivated, motivated, fairly motivated, demotivated, and strongly demotivated. Data on students' listening comprehension collected and the results of students' listening test would be analyzed quantitatively. It was the collection and analysis of numerical data in order to explain, to predict, and control phenomena of interest. (Gay: 2006). To determine whether the action was successful or not, the researcher used techniques of data analysis. They were SPSS 16.0 and t-test of two tailed.

3. RESULTS AND DISCUSSION

The result was reported based on the analysis of data collected and there were two types of data, they were qualitative and quantitative data which would be analyzed descriptively. The quantitative data was obtained from the result of pre-test and post-tests, while qualitative data was obtained from questionnaire given at the end of teaching process.

3.1. The score distribution of pre-test in listening comprehension

Table 1 shows the beginning students' ability in listening comprehension before treatment. When the researcher gave listening test which consists of 20 items, there were two students of 35 students as the respondents of this article were able to answer the questions of listening test. They could answer 18 questions correctly, then the scores were converted to a set of maximum of 100, so they got final score were 90. There were 3 students got score 80 or 8,57 percent was good listening. They could answer 16 questions, 5 students or 14, 28 percent were average, 28,57 percent was fairly average. The researcher stated that, there were 57,142 percent or 20 students were successful in this listening comprehension test. While 42, 86 percent or 15 students were failed of this test. The mean score of their ability in listening comprehension was 54, 27. Based on the researcher's analysis, the result of students' work in pretest was categorized "poor" It was stated that most of the students got difficult in listening comprehension. Because of the result of students' work in pre-test was poor. The researcher tried to take an appropriate teaching technique to overcome students' problem in listening comprehension. This technique was the annexation of repeated listening and role-play to help the students listen more effectively.

3.2. The score distribution of post-test in listening comprehension

The table 2 indicated that the result of the students' listening test in cycle 2 showed that among 35 students, there were 4 students (11,428 percent), stated very good, It means that students had understood the whole dialogs, 6 students (17,142 percent) stated were good or, It means that they had understood a large part of dialogs, there were 13 students were categorized average or 37,142 percent, 5 students were category fairly average or 14,428 percent, 7 students were category poor or 20,142 percent and the average score of the students' ability in listening comprehension was 70,142.

3.3. The students' ability in listening comprehension

Based on the researcher analysis, the result of students' work in pretest was categorized "poor". The table 1 indicated that the result of the students' listening test showed that among 35 students, there were 4 students category very good or 11, 428 percent, 6 students were category good or 17,142 percent, 13 students were category average or 37,142 percent, 5 students were category fairly average or 14,428 percent, 7 students were category poor or 20,142 percent and the mean score of the students' ability in listening comprehension was 70,142. While the mean score in the pre-test was 54,27. There was increase mean score 15,86. In this cycle students' successful in listening test were 28 students or 80 percent, it means there were increasing 22,858 percent, while there were 7 students not

successful or 20 percent, it means there were declining about 22, 857 percent of the total respondents. In this case, this is indicated that the students had given good respond to the use “the annexation of repeated listening and role-play technique to improve students’ listening ability in listening comprehension and It was only 7 students or 20 percent of the total respondents were still had problems in their listening comprehension. Then the data in pretest and posttest were analyzed by using t test of two-tailed and SPSS 16.0. That there is significant difference between pretest and post-test. So, the students were successful to improve their listening ability and it could increase the students’ motivation in listening activities. The analysis of questionnaire showed that the using of annexation of repeated listening and role-play technique in teaching listening skill could influence the students’ motivation in listening activities.

3.4. The students’ motivation in listening activity in a classroom

The analysis of questionnaire showed that among 35 students only one student stated “ demotivated” to the use of Repeated listening and Role-play” technique, while other students stated as follows; 4 students (11,43 percent) were fairly motivated, 28 students (80 percent) were motivated, and 2 students (5,71 percent) were strongly motivated, and the mean score is 72,94. It was categorized as motivated. It means that through “Repeated listening and Role-play” technique most of the students indicated that they were motivated and their motivation enhance students’ listening ability in learning English.

3.5. Repeated Listening and Role Play Technique

After the data in pretest and posttest had analyzed by using t test of two-tailed ($t_{\text{observed}} > t_{\text{table}}$, $\alpha = 0,05$). and SPSS 16.0. The researcher has got result of the accountings ‘t test’ is 15,38 when it is compared with the ‘t’ table is 2,04 with significant standard $\alpha = 0,05$. While based on test statistics by using SPSS 16.0, we can see on the sig (2-tailed) that the asymptotic significance is .000 or the probability is lower than .05 ($.000 < .05$). It means that the hypothesis of this article (H1) is accepted and null hypothesis (H0) is rejected and result of the questionnaire on students’ motivation, the analysis of questionnaire showed 80 percent was categorized ‘motivated’ It means that majority of the students indicated that they were motivated in teaching-learning listening process in class, so that, the using of the annexation of repeated listening and role-play could improve the students’ ability in listening comprehension and It could increase their motivation in listening activity. In learning English as foreign language, we should remember the language acquisition process on how the small child acquires his or her language or his/her mother tongue. He/she listens, copies, and practices, after listening to the words many times he/she comes to know what they mean and at last he/she can say the words correctly. This

brings us to the must of integrating language skills. They are listening and speaking skill. Integrated activities on the other hand, provide a variety in the classroom and thus maintain motivation and allow the recycling and revision of language which has not been taught separately in each skill. The use of “Repeated listening and Role-play” technique has shown that integrating learning activities and language skill practices is helpful in increasing students’ listening achievement. Repeated listening and role-play made students better understanding of the text after listening several times, the participants are more likely to succeed in their attempts of inference. Finally, listening to a text repeatedly may also promote the use of affective listening. After repeated listening, participants can achieve better comprehension and also parts of the text will have become automatic therefore, they may begin to think about the listening text and have a personal response to the listening text. In brief, the above discussion suggests that repeated listening and role-play may have the potential to promote students to use more listening that include cognitive and affective. Researcher indicated that the use of “Repeated listening and Role-play” technique could motivate the students to improve their listening ability in learning English as well as Motivation is important for the students to encourage their effort to achieve the goal of listening comprehension. If the students have motivation, it will help them to reach the high achievement of listening skill. The students’ motivation was the indication of the degree of success for the second language learners.

4. CONCLUSION

The annexation of repeated listening and role-play technique could improve the students’ ability in listening comprehension and increase the students’ motivation in listening activity in a classroom. The researcher would like to suggest that teaching listening skill should not be separately with speaking skill, the teacher should be more creative and make students feel enjoyable and create good atmosphere in teaching listening by using this technique. The teacher should do several ways that makes listening easier namely repeated listening (repeated opportunities to listen to the same text), role- play (learners use listening text to demonstrate how to speakers of English behave in a situation) and non-linguistic support to the students (information transfer pictures, power point note and real objects)

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