

THE EFFECTIVENESS OF USING INDIVIDUAL LEARNING IN TEACHING LISTENING

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Abstract

This research was aimed to find out the effectiveness of using individual learning in teaching listening of song and conversation. The research was experimental research and the design that was used was the one group pre-test post-test design. The population of the study was the second grade students of MTs. NW. Lingsar which consisted of one class and this research took all population as sample, consisting of 27 students. Data of the research were primarily gathered from the pre-test and post-test of listening test, in which the result of pre-test was used as control class and the result of post-test was as the experimental class. In analyzing data of the research, the researcher used t-test formula. Based on the analysis, it was gotten that t-test score was 27.76 with the degree of freedom (df) = 26 and t-table was 2,056 at the significant level = 0.05. Because t-test is higher than t-table meaning that individual learning is effective in teaching listening at the second grade students' of MTs. NW. Lingsar in the academic year 2017/2018.

Key Words: *Individual Learning and Listening*

Abstrak

Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan pembelajaran individu dalam pengajaran mendengarkan lagu dan percakapan. Penelitian ini merupakan penelitian ekperimental dan model yang digunakan adalah model satu kelompok prates- postes. populasi penelitian adalah siswa kelas dua MTs NW Lingsar yang terdiri dari satu kelas dan penelitian ini mengambil seluruh populasi sebagai sampel, terdiri dari 27 siswa. Data di kumpulkan melalui prates dan postes dari tes mendengarkan, dimana prates digunakan sebagai kelas control postes digunakan sebagai kelas eksperimen. Dalam menganalisis data penelitian, peneliti menggunakan rumus uji t. berdasarkan hasil analisis didapatkan skor t-test 27,76 dengan derajat kebebasan (df)= 26 dan t-table adalah 2,056 pada tingkat signifikasi = 0.05.karena t-test lebih besar dari t-table berarti bahwa pembelajaran individual efektif dalam pengajaran mendengarkan siswa kelas dua MTs NW Lingsar tahun ajaran 2017/2018.

Kata Kunci: *Pembelajaran Individu dan Mendengarkan*

INTRODUCTION

Listening is one of the most important skills to mastering English well. Listening is the way of learning the language (Nation/Newton, 2009: 38). From the statement, listening means the activity of paying attention and trying to get meaning

from something hears. After getting the meaning, the learners build up the knowledge then the learner can begin to speak. Individual learning is defined as the capacity to build up knowledge through individual reflection about external stimuli sources and through the personal

elaboration of individual knowledge and experience in light of interaction with others and environments. Meanwhile, in junior high school the students are must to improve their listening skill. However, there are some problems to improving students' listening skill especially in English because every word has different meaning and need a concentration, so that's why the teacher should have a good method and media to motivate the students in teaching and learning process.

Based on an observation conducted on October 10, 2016 at second grade students of MTs NW Lingsar, there were problems rise up, such as students cannot understand about listening English, it cause of they do not have ability in listening, students also have difficulty in listening when explain them by using English. The researcher also found the students cannot distinguish between one words to another which has same pronunciation. So it makes them feel English was the most difficult subject to learn. It means the way in teaching learning process were inappropriate unsuitable, uninterested, and made students bored in learning the materials. The method was used by the teacher before in teaching listening was speech only, the teacher explain the material first, after that the teacher gave the test for the students to know the student's ability. To solve the problems above, the researcher applied "individual learning" for teaching listening. Individual learning is one of the methods that can help the students in teaching English especially for English listening. This method can build up knowledge and concentration through individual reflection without

interaction with others. By using individual learning the students are hoped to be able to interest in learning English. It is also hoped can helped the students mastering English easily. Based on the reasons above, the researcher chosen the title "The effectiveness of individual learning in teaching listening: an experimental study at the second grade students of MTs. NW Lingsar in academic years 2016/2017."

Review of the Related Literature

According to Nation & Newton (2009: 38), Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. Thompson & Rubin (1996: 331) defined listening process as an active process through which the listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. To be a good listener, the listener need focused on what they hear for getting the meaning. As Duzer, C V (1997: 1) states listening is a critical element in the competent language performance of adult second language learners, whether they are communicating at school, at work, or in the community. Almost every day listening was more used by the learners than any other skill. To conclude, listening comprehension skills should have two important processes. Firstly, the processing sound by which the listener can recognize word utterance, sentences recognize significance of language related features such as, intonation, pitch, and tone. Secondly, the processing

meaning, by which the listeners can organize the heard speech into meaningful sections, to identify the language data to understand what speakers are going to say, and to store information in memory and know how to get them back later, by organizing meaning and details.

Indicators of listening

Listening is the one of for skill of a language. It involves an active involvement of an individual. Listening involves a sender, a message and a receiver. It is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or nonverbal messages. (1) The students can understanding intonation and stress. (2) The students can find the meaning of words and phrases. (3) The students can find the specific information. (4) The students can find the main idea and messages in text or oral forms.

Individual learning is “the capacity to build knowledge through individual reflection about external stimuli and sources and through the personal re-elaboration of individual knowledge and experience in light of interaction with other and the environment” (Siniitsa, 2000). This capacity is demanded to be practiced whether within a group or not. According to Dehaan& Doll (1964: 11), learning is personal, unique, unstandardized. Furthermore, learning has numerous dimensions and it is without limit. In individual learning, the learning objectives and content preferences are not uniform, one learner may wish to maximize the amount of content for the allowed time, and the other will look for the most enjoyable wax of doing it. The content may be studied in depth or scanned to evaluate the

coverage of the resource. According to Dehaan & Doll (1964: 11), learning is personal, unique, unstandardized. Furthermore, learning has numerous dimensions and it is without limit. In individual learning, the learning objectives and content preferences are not uniform, one learner may wish to maximize the amount of content for the allowed time, and the other will look for the most enjoyable wax of doing it. The content may be studied in depth or scanned to evaluate the coverage of the resource. In teaching listening skill, teachers need planning for the teaching and learning process. It is generally the teacher who takes the main responsibility for planning learning. However, by having well-organized planning, the teacher can model how planning can take place and inculcate good planning for the future, especially in teaching listening. So, the teacher must prepare a good planning if he/ she want to be success in teaching learning process mainly in teaching listening.

The researcher tries giving teacher strategy in teaching listening using individual learning. According to Nunan (1999: 200), listening comprehension requires the active construction of the original meaning of the speaker using incoming sounds as clues while using prior knowledge of the context and situation within which the listening take place. It seems that the individual learning or the learners’ cognitive style might have an effect on their listening comprehension ability. There are the Planning models of individual learning: (1) Established what needs to be taught. First, consider the standards, benchmarks, essential questions, or

expectation to be taught. It should be clear what the students should know, to be able to do, or be like after the learning experience. (2) Identify the content, including facts, vocabulary, and essential skills. (3) Activate. Determine what students know and what they need to learn next. (4) Acquire. Decide what new information and skills students need to learn and how they will acquire the knowledge. Also decide whether the acquisition will take place in a total group setting or in small groups.

Now it is time to lay out the plan. Determine how the information is the best taught to this particular group of students.

RESEARCH METHOD

The research was conducted by using experimental research method. Experimental research is the research that is purposed to investigate whether there is an effect of something that is treated to subject of the research. The type of Experimental method has been used in this research was Pre Experimental design, where in this design there was only one group without control group. So that way, the researcher used one group pre-test post-test design.

In conducting one group pre-test post-test design, the researcher gave the pre-test to the students to know the ability of students before the students getting the treatment, after that the researcher giving the treatment to the students, the treatment was individual learning, this strategy has been used in teaching students of listening skill. After the researcher giving the treatment, the researcher gave the post-test to the students, to know the ability of students after getting the

treatment by using individual learning.

According to (Sugiyono, 2013:117), population is the generalization which consists of objects and subjects that have a certain quantity and characteristics defined by researcher to learn term population is use in statistics to refer to all possible object of particular type.

The researcher took the numbers of population were limited, it just only 27 students as population

After identifying a list of possible participants, the next step is selected a sample. Sampling technique is the selection process in determining sample (Sugiyono, 2014: 62). In this case, the researcher used surfeited sampling. Surfeited Sampling is the technique to determine sample if the whole of population used as sample and the population is less than 30 students (Sugiyono, 2014: 85). Based on the construct above, the researcher used the whole of population as sample, the population were 27 students and it also for sample.

The researcher will take conclusion the research instrument is the tool or facility that used to measure the nature or social phenomena that being research and collecting the data. The test in form of multiple choices which is consists of 50 questions.

This test is aims to find out how well the students understand the spoken English and to know the student's ability. The research gave the student test of listening. In this test the research use pre-test and post-test.

Pre-test was conducted before the treatment given to the students. The test is aims to know the

student's initial ability in listening before treatment.

Post-test was conducted after treatment. This test is aims to find out of the students listening ability after treatment.

The data was analyzed descriptive it used to know mean, mode, median and standard deviation. Besides, t-test (inferential analysis) is to know the significant after collecting data, the next step is analyze the carefully.

RESEARCH FINDING

The research has been conducted since 26 July to 03 August 2017. The researcher gave students pre-test and the researcher treated the students by individual learning in several meetings. In giving treatment the researcher gave students material about song and conversation. Testing hypothesis is procedure for deciding if the null hypothesis should be rejected or the alternative hypothesis should be accepted. The hypothesis was tested by using t-test. The hypothesis of this research is t-test > t-table value at significance level of 0.05 (95%) with 27 samples. The researcher determined the levels of significance as well as the degree of freedom of samples minus one with the numbers of samples were 27 students. The degree of freedom used here was $df=(N-1)$. Therefore, the degree of freedom is $df = 27-1=26$. Level of significance or influence of freedom degree was determined as follow:

T-test = 27,76 > t-table = 2,056 (0,05) (95%)

Based on the condition above the researcher concluded that individual learning is effective in teaching listening (Ha). Meaning that, individual learning was very appropriate in teaching students'

listening skill. Therefore, it also was clear that t-test was higher than t-table in which the degree of difference of the mean scores was significant in confidence level 0.05, meaning that H_a is accepted, the H_o is rejected. According to Nunan (1999: 200), listening comprehension requires the active construction of the original meaning of the speaker using incoming sounds as clues while using prior knowledge of the context and situation within which the listening take place. It seems that the individual learning or the learners' cognitive style might have an effect on their listening comprehension ability.

There was only one statement of the problems proposed as follows:

"Is there any significant effect of individual learning in teaching listening at MTs NW Lingsar?"

This statement of the problems had been answered based on the research result above. Based on previous chapter, there was explained about the comparison between t-test and t-table, where if t-test is smaller than t-table or t-test equal with t-table, therefore H_o is accepted and H_a is rejected, but if t-table smaller than t-test, H_o is rejected and H_a is accepted.

In previous chapter, it was analyzed that, the value of pre-test and post-test of students listening by using descriptive analysis. It was found that, in pre-test the value of mean was 36.42, median was 36,375, mode was 34,4 and the standard deviation was 70,96. Then the value of descriptive analysis of students listening skill in post-test were; the value of mean was 73,37, median was 80,37, mode was 77,3, and the standard deviation was 153,81. From the explanation above, it can be seen

that, there was significant different between the results of pre-test and post-test .

To make a conclusion or to draw a conclusion about the population, this research used inferential analysis by using t-test formula. It was found that the value of **T-test = 27,76 > t-table = 2,056 (0,05) (95%)**. From the result of comparison between the results of *t-test* with the value of *t-table* above, it can be seen the result of *t-test* is higher than the value of *t-table*. It means that, individual learning was appropriate in teaching listening song and conversation, individual learning gave much contribution to the students in studying English especially English listening. Where the students can describe the real condition that has been drawn on individual learning.

Based on the discussion above, the researcher concluded, the effectiveness of individual learning in teaching listening at MTs NW Lingsaris accepted. In other word, the alternative hypothesis (Ha) is accepted

CONCLUSSION AND SUGGESTION

Conclusion

Based on the data analysis and the discussion in previous chapter, the researcher finally comes to the conclusion: (1) Under testing students' listening skill, the researcher found there were a lot of students having poor listening skill. (2) Teaching English listening at MTs. NW Lingsar by using individual learning produced much greater change in the students' listening skill. On the other words, individual learning had significant effect toward students' listening skill.

(3) Under the application of t-test formula, it was found out that the t-test was 27,76 with t-table degree of freedom (df) = 26 was 2,056 it was shown that t-test was higher than t-table. It means that the null hypothesis (Ho) was rejected because the t-table is lower than t-test; therefore, the alternative hypothesis (Ha) was accepted it can be seen that, the t-test is higher than t-table and it means that individual learning is effective in teaching listening.

Suggestion

English teachers should be creative in teaching and creating comfortable situation during the teaching learning process, so that the students will be interested in learning English especially in listening. The English teachers should consider selectively the suitable teaching method which will be used in teaching English for all stages of education. The teacher also has to train student to listen English through songs or conversation for make student habitually in listening and sharpen them memorize the word and comprehending the meaning of the word that shown by songs or conversation itself.

The students student should habitually listening for sharpen them memory as listening a song because songs is entertain and while listening, student encourage to find out the difficult word to add them vocabulary.

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