

IMPROVING LISTENING COMPREHENSION BY USING TV NEWS PROGRAM

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2016

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Abstract

This study was aimed to describe the use of TV news program in improving the tenth grade students' listening comprehension. The research methodology in this study was classroom action research where the subject of this study was the tenth grade students of SMA Muhammadiyah 2 Wuluhan especially the tenth grade students of A class. The total numbers of students was 30, all together consisted of 13 males and 17 females. The data was in the form of observation checklist in every meeting of each cycle and a test at the end of each cycle. This research was conducted in two cycles and each cycle had three meetings.

Before applying the method into teaching and learning process, the researcher did preliminary study by asking the English teacher about the students last score in listening. It was known that the mean of students' last score in listening was ≤ 70 which only 48.38% of students passed the target score (70). It means that the students' ability in listening was low.

The result of Cycle 1 showed that the mean score of students was 68 and the percentage of students who scored ≥ 70 was 57%. While, based on the observation checklist it was found that only 61% of students were involved in class or active and 39 % students were passive. Then, the result of Cycle 2 showed that the mean score was 79.4 and the percentage of students who scored ≥ 70 was 76.7%. While, based on the observation checklist it was found that 79.5% were active during the process of learning. These results clearly described that the teaching listening skill by using TV news program to the tenth grade students of SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year could improve the students' listening comprehension and also increased the students' active participation.

Key Word: *Improving, Listening Comprehension, TV News Program*

MENINGKATKAN KEMAMPUAN MENDENGAR DENGAN MENGGUNAKAN TV NEWS PROGRAM

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Abstrak

Tujuan penelitian ini adalah untuk menjelaskan penggunaan TV News Program dalam meningkatkan kemampuan pemahaman mendengar siswa kelas X. Penelitian ini tergolong dalam penelitian tindakan kelas dimana subjek penelitian adalah siswa kelas X di SMA Muhammadiyah 2 Wuluhan terutama kelas XA. Jumlah siswa sebanyak 30, dengan rincian 13 siswa laki-laki dan 17 perempuan. Data diperoleh dari observasi di setiap pertemuan dan pemberian tes pada akhir siklus. Penelitian ini diadakan dalam dua siklus dan ada tiga pertemuan dalam satu siklus.

Sebelum menerapkan metode baru dalam proses pembelajaran, peneliti mengadakan studi pendahuluan dengan menanyakan guru Bahasa Inggris tentang nilai terakhir siswa dalam keterampilan mendengarkan. Dari studi pendahuluan diketahui bahwa nilai rata-rata siswa dalam keterampilan mendengarkan adalah kurang dari atau sama dengan 70. Yang mana hanya 48.38% siswa mendapat nilai 70 atau lebih. Artinya, kemampuan mendengar siswa masih rendah.

Hasil siklus 1 menunjukkan bahwa nilai rata-rata siswa pada keterampilan mendengar adalah 68 dan persentasenya ≥ 70 adalah 57% sedangkan berdasarkan pada observasi di kelas, diketahui bahwa hanya 61% siswa yang aktif atau terlibat dalam pembelajaran dan 39% siswa pasif. Hasil siklus 2, nilai rata-rata siswa adalah 79.4 dan persentase siswa yang mendapat ≥ 70 adalah 76.7%. Sedangkan, berdasarkan observasi di kelas, ada 79.5% siswa aktif selama proses pembelajaran. Dari hasil tersebut, dapat disimpulkan bahwa pembelajaran pemahaman mendengar dengan menggunakan Program Berita TV terhadap siswa kelas X SMA Muhammadiyah 2 Wuluhan dalam tahun ajaran 2015/2016 dapat meningkatkan pemahaman mendengar siswa dan juga meningkatkan partisipasi aktif siswa.

Kata Kunci : Meningkatkan, Pemahaman Mendengar, Program Berita TV

Introduction

Listening is one of the basic skills which must be mastered in learning a language. There are four skills that students should master in learning a language, namely listening, speaking, reading, and writing. If they are not able to listen, then they will not have an ability to speak. If they are not able to speak, then they will not be able to read, those explanations show how skills in language are related and influenced each other. From this explanation, it can be concluded that listening is the very basic skill in learning a language.

When students are learning a new language, listening helps them to recognize the sounds of that language. How to get the real characteristics of a certain language is by listening to people who always use the language as often as possible and it will be more effective if the people who talk to each other are native speakers. Harmer (2010:133) says that Listening skill is good for our students pronunciation, too. The more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sound of both individual words and those blended together in connected speech. In other words, the more students listen the better they become, not only in understanding speech, but also in speaking. It is impossible for people to be able to speak without learning to listen first. It is supported by Vandergrift (1999:163) who says that listening is a complex, active process in which a listener must discriminate between sound, understand vocabulary and grammatical structures, interpret stress and intonation, retain what is gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance.

Giving appropriate material can generate the students' motivation in listening class. But good and appropriate listening materials at the school where this research was conducted were still less compared with other skill. To solve the problem, the teacher needs to find the material and give effective techniques and media. Ur (1997:66) says that films, television or video program could also provide some enjoyable listening if they were based on good stories or interesting topic. There is plenty of visual reinforcement to the spoken text, television and films which is associated with the students' minds with pleasurable recreation. TV news program is chosen to be used in the listening class because it is important to get the students' participation in the listening class. In other words, the students will be active if they are interested in the material. It is necessary to help the students understand the lesson well.

It is believed that authentic material can increase listening because learners are learning spoken English from a real communication setting. Authentic video includes movies, TV news programs and news broadcasting . They can provide realistic view American culture and motivate learners to enhance their comprehension (Burt, 1999:1). So TV news program is one of the authentic materials that can be used because it provides visual and auditory material that make the students more interested. In addition, TV news program is used because it provides important contribution in foreign language learning (Lonergan. 1984:2). Through TV news program, the students could learn the intonation of the speaker, new vocabulary,

accent, facial expression, and the body language in the meantime. Therefore it is necessary to use TV news program as a teaching material in listening class to help the students understand the lesson well.

Based on the preliminary study and the observation that is conducted by the researcher, the students have some difficulties in listening because they have limited vocabulary and grammar as well as they have difficulty in writing a sentence. From the observation, it is known that the average of all students scores is 63.33 and the minimum score is 70. It means that the students score in listening is not achieved, because only 48.38 % students who gets score upper 70. It can be concluded that students listening ability is necessary to improve.

The reasons why the students get minimum score is caused by some factors, such as the students bored and lack of interest, the media in teaching listening activity was not optimally used. Besides, the students lacked of experience in listening to real life situation such as television news, radio news, announcement on public places, etc.

Based on problems in the class, there are some appropriate medias. One of them is TV news program that is expected to increase students' listening comprehension achievement and active participation. The researcher and the English teacher of the tenth class of SMA Muhammadiyah 2 Wuluhan agreed to conduct Classroom Action Research with that media.

Based on the explanation above, a Classroom Action Research entitled "Improving the Tenth Grade Students' Listening Comprehension by Using TV news program at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 Academic Year" is conducted.

RESEARCH METHOD

The Objectives of the Research are:

1. To describe whether TV news program can improve the tenth grade students listening comprehension at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year.
2. To describe whether TV news program can improve the tenth grade students' active participation at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year.

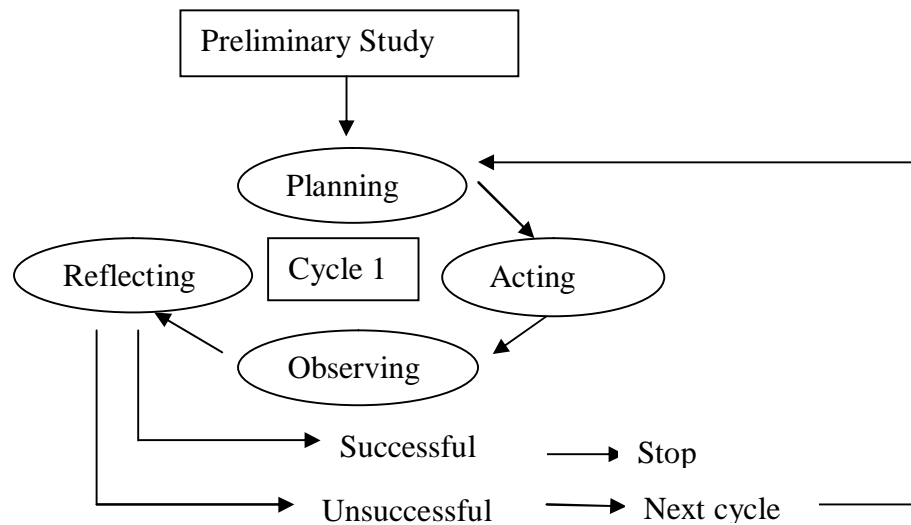
Action Hypothesis

1. The use of TV news Program can improve the tenth grade students listening comprehension at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year by comprehending general and specific information on the material.
2. The use of TV news Program can improve the tenth grade students' active participation at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic year by comprehending general and specific information on the material.

Kind of Research

This research belongs to a classroom action research (CAR). CAR is a research that is conducted by the teacher in the class to complete and improve teaching learning process, there were four components of action research, they were planning, acting, observing, and reflecting.

Arikunto (2013:134) says that Classroom Action Research belongs to qualitative research and it's a kind of recurring and sustaining process. Although Classroom Action Research belongs to qualitative research, the data in taking decision could be in the form of quantitative in order to make it more accurate.



Adapted from Kemmis and Taggart in Arikunto (2010:137)

Criteria of Success

The research would use analytic scoring rubric to score students work. The students could be listed in “pass” level if their score have achieved 70 or more. The students result would be analyzed using the following formula:

$$\text{The students score} = E = \frac{n}{N} \times 100\%$$

Notes:

E= the percentage of the students score of writing test

n= the number of the students achieving the target score

N= the total number of the students.

(Ali, 1993:186)

This research could be said succeed when at least 70% of students pass the target score of listening which was 70. While, for the students’ active participation, it was needed 70% of students participated during the teaching and learning process while implementing TV News Program.

THE RESULT OF THE RESEARCH

1. Result of Listening Test in Cycle 1

There were two meetings in Cycle 1. The first meeting was held on May 30, 2016 from 06.45 am to 08.15 am, the second meeting was held on May 31, 2016 from 06.45 am to 08.15 am, and the listening test was held on June 1, 2016 from am 08.15 to 09.45 am.

Cycle 1 was carried out through certain procedures with cycle model which consists four components of action research, they are (1) planning (2) acting (3) observing and (4) reflecting (Arikunto:2013:131).

Based on the listening test, it was found that the mean was 60 and the percentage of students who scored ≥ 70 was 57%. Based on the listening test result of Cycle 1, it can be concluded that the criteria of success of the mean score and the percentage score of the student in listening comprehension was not achieved yet.

2. Result of Observation Checklist in Cycle 1

In Cycle 1, there were two data that had been analyzed. The first data was the students' involvement during teaching and learning process by implementing TV News Program. The data was gotten from the classroom observation by using an observation checklist. For the observation result of Cycle 1. Based on the calculation, 61 % of 30 students were actively involved in the teaching learning process.

3. Result of Listening Test in Cycle 2

After conducting the two meetings in Cycle 2, the researcher gave a test to find out the significant impact of TV News Program on the students' listening comprehension. The test was held on June 6 2016. The researcher asked the students answered the question based on the video given. Based on the test result, the mean score was 79.4 and the percentage of students who got ≥ 70 was 76.7%.

4. Result of Observation Checklist in Cycle 2

From the analysis of Observation checklist in Cycle 1, it can be concluded that the requirement of students' active involvement in the teaching learning process of listening comprehension (70%) had already been fulfilled. In Cycle 2, the students were more actively involved in the teaching learning process than in the action in Cycle 1.

5. The Result of Reflection in Cycle 1

Based on the listening test result of Cycle 1, it can be concluded that the criteria of success of the mean score and the percentage score of the student in listening comprehension was not achieved yet. It was because the students still did not accustom in using TV News Program as a new media used in teaching listening, and the material given from the teacher was not appropriate for students level, which showed in observation checklist that only 61% of students were involved in class or active. Since the result after doing reflection did not achieved the target score yet, therefore, the researcher continued to the next cycle.

6. The Result of Reflection in Cycle 2

Based on the calculation, the mean score was 79.4 and the percentage of students who scored ≥ 70 was 76.7%. It means that the target requirement of the

mean or average score of the students in listening subject had already been achieved. The action can be stopped in Cycle 2. While, the result of students' active participation was 79.5% of students were active during teaching and learning process.

In conclusion, the TV News Program is able to improve the Listening Comprehension by giving opportunity for students to open their dictionary to find the difficult words and the material given was based on students level. Furthermore, it also helped the students to participate during the learning process.

Table: The Improvement of students listening score and active participation in Each Cycle

Cycle	The percentage of students' listening score	The percentage of observation checklist
Cycle I	57%	61%
Cycle II	76%	79.5%

DISCUSSION

This research was aimed to improve the students' listening comprehension by applying TV News Program during teaching and learning process especially for XA grade students at SMA Muhammadiyah 2 Wuluhan. The results from the preliminary study showed that there were some problems that students faced during learning English especially in listening. They were students' low listening ability, they got difficulty to listening to find the general and specific information from the material. Moreover, they also had low motivation. Therefore, this media was applied to help the students listening comprehension.

In Cycle one there were two data that have had gathered by the reasercher and the English teacher, first was the students' listening test score and the second was their involvement during the implementation of TV News Program. The result of their listening score showed that the mean score of students was 68 and the percentage of students who scored ≥ 70 was 57%. While, based on the observation checklist it found that only 61% of students were involved in class or active. Based on the listening test result of Cycle 1, it can be concluded that the criteria of success of the mean score and the percentage score of the student in listening comprehension was not achieved yet.

Therefore, the researcher and the English teacher did investigation to find out what were the students problems in Cycle 1 and it was found that the students still had low motivation to study because they were still not accustom with the new technique that had been used by the researcher and also they needed more exercises. Since the result of Cycle 1 was not reach the target requirement of this research, so the researcher conducted the next cycle.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research and discussion :

1. The use of TV news program can improve the tenth grade students listening comprehension at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic years. By giving opportunity for students to open their dictionary to find the difficult word and the material given was based on students level.
2. The use of TV news program can improve the tenth grade students' active participation at SMA Muhammadiyah 2 Wuluhan in the 2015/2016 academic years. By giving opportunity for students to open their dictionary to find the difficult word and the material given was based on students level.

Suggestion

Based on the conclusions, there are several suggestions proposed to the students, the English teacher and other researcher.

1. The English teacher

Based on the results of the research, it is suggested that the English teachers apply TV news program in their teaching listening class to improve the students' listening comprehension. This authentic video is useful to arouse the students motivation in listening class because it is spoken by the native speaker.

2. The Students

The students are suggested to be familiar with the native speakers use of the language. It can be done by experiencing learning themselves using TV news program which provides oral and visual stimuli to help them comprehend the news content, which is interesting and giving real life language learning experience from TV news because they are familiar with the language used in the news.

3. The Other Researchers

It is expected to be useful for other researchers to use this research results as an input, reference or information to conduct a further research dealing with similar topic by using the same or different research design and modification.

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