

**THE EFFECT OF
REFLECTIVE LISTENING TECHNIQUE
ON FIRST GRADE STUDENT'S LISTENING SKILL**

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ABSTRACT

The aims of this research were to find out whether there was a significant difference of students' listening skill who are taught by reflective listening technique and students who are taught by directed listening. The researcher used non-randomized control group pre-test post-test that involves two groups, namely: Class XA as experimental group and Class XB as control group. As the instrument of the research, the listening test was used to analyze the data in which the significance was determined by $p < 0,05$.

The result showed that mean of pre-test of experimental and control group are 75.65 and 75.31. It means that both groups have same ability before any treatments are given. While, the mean score of post-test in experimental group is 83.94 and control group is 79.89. The result of t test using SPSS based on the table above, the value of t is 2.793 with significance value 0.007. It showed that the probabilities value of the students' listening skill lower than 0.05 level of significance. So, the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted. From the mean score between experiment and control group, it can be seen that group that taught by reflective listening technique get better score than those who are taught by directed listening. It means that this strategy had positive impact on students' listening skill.

Keyword: Listening skill, Reflective listening technique, Directed listening

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui adanya perbedaan kemampuan listening siswa yang diajarkan menggunakan reflective listening technique dan siswa yang diajarkan menggunakan directed listening. Peneliti menggunakan non-randomized control group pre-test post-test yang terbagi menjadi dua kelompok, yaitu : kelas XA sebagai kelompok eksperimen dan kelas XB sebagai kelompok kontrol. Sebagai instrumen penelitian, tes listening digunakan untuk menganalisa data yang signifikannya ditentukan dengan $p < 0,05$.

Hasil dari pre-test menunjukkan skor rata-rata dari kelompok eksperimen dan kelompok kontrol adalah 75.65 dan 75.31. Hal ini membuktikan bahwa kedua kelompok mempunyai kemampuan yang sama sebelum perlakuan diberikan. Sementara, hasil dari post-test menunjukkan skor rata-rata 83.94 pada kelompok experiment dan 79.89 pada kelompok kontrol. Hasil dari t test yang ditentukan menggunakan SPSS adalah 2.793 dengan skor signifikan 0.007. hal itu menunjukkan bahwa kemampuan listening siswa lebih rendah dari 0.05. Jadi, hipotesis nol (H_0) ditolak dan hipotesis kerja (H_a) diterima. Dari skor rata-rata antara kelas eksperimen dengan kelas kontrol, dapat diketahui bahwa kelompok yang diajarkan menggunakan reflective listening technique mendapat skor lebih baik daripada kelompok yang diajarkan menggunakan directed listening. Hal ini membuktikan bahwa teknik ini mempunyai pengaruh yang positif terhadap kemampuan listening siswa.

Kata Kunci : Listening Skill, Reflective Listening Technique, Directed Listening

INTRODUCTION

There are four skills in English language which should be mastered by students, they are reading, writing, listening and speaking. Students are hoped to be able to master all of English skills. From the four skills above, listening is one of important skills to be mastered by students.

Listening is the process of making sense out of what we hear. Katz & McNulty (1994) says that listening is following the thoughts and feelings of another and understanding what the other is saying from his or her perspective.

Considering the importance of this spoken language, listening is needed to be taught at schools. Listening helps the students to acquire language subconsciously even if teacher does not draw attention to its special features. By listening, students will get special information not only about grammar and vocabulary but also about pronunciation, rhythm, pitch, and stress.

However, learning listening skill for senior high school students is not easy as we think. It is not easy for senior high school students to use English spoken. Because, the students need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningfully and naturally.

Harmer (2007:135) says that students need to be able to listen to a variety of things in a number of different ways. In the first place, they need to be able to recognise paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc) and sometimes for more general understanding (when they are listening to a story or interacting in a social conversation).

Zaida and Etman (2009:5) proposes that there are six difficulties faced by the learners when they learn listening. They are as follows:

1. Students have trouble with sounds. Most of the listeners rely on context for comprehension, so that they find themselves unaware of inaccurate sound perception. It seems that they have no enough practice time with sounds of L2.
2. Students think that they have to understand every word. The common perception of the students is they think that they have to understand every word said by native

speakers. It means the students believe that everything said consists of important information. The effort to understand everything often results in ineffective comprehension.

3. Students cannot understand fast, natural native speech. As L2 learners, students will get difficulties in catching the utterances said by native speaker in their normal speech. They frequently ask the teacher to slow down the speed of the passage being played. So that they can hear the pronunciation of each word clearly. If it is done by the teacher, it means that he is not helping them to learn to cope with everyday speech.
4. Students need to hear things more than once. Students who are learning second language often needs to hear things more than once. This is normal because the second language has different rules as in their native tongue has. In the effort of increasing the students' listening skill, the teachers can, for example, try to use texts that include redundant passages in which the essential information is presented more than once and not too intensively; and give learners the opportunity to request clarification or repetition during the listening.
5. Students find it difficult to keep up. When the learners feel overloaded with incoming information, they find it difficult to keep up. The solution is not to slow down the discourse, but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.
6. Students get tired. This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short „chunks“ through pause, listener response or change of speaker.

The problem of the listening teaching is that the method is less communicative and meaningless faced by the teacher as described above. It needs to be overcome or solved by conducting an experiment collaboratively with the English teacher by applying the technique of reflective listenings to use English as means of communication through listening skills. According to Akilandeewar (2011) by using different techniques, the student will get more information from the different sources and will increase others' trust in you, and will reduce conflict, better understand how to motivate others, and also will inspire a higher level of commitment in people you manage.

Katz & McNulty (1994) Reflective listening is a special type of listening that involves paying respectful attention to the content and feelings expressed in another person's communication. In this case, reflective listening technique is defined as the students' hearing and understanding what the other person is communicating through words and body language and responding to the other person by reflecting thoughts and feelings you heard in his or her words, tone of voice, body posture and gestures.

Team FME (2013:12-13) states that using reflection, the speaker can see that you are paying attention to them and making a conscious effort to understand what they mean. If you want to do this verbally, you can use phrases or supportive sounds such as 'yes', 'Go on', 'OK', 'Mm'. Altering your posture slightly (for example, moving forward) or nodding your head shows you are taking on board what they are saying. You can also use the appropriate facial expression or make eye contact to signal to the speaker you are listening to them. It will make the speaker believe that you are listening to what they are saying. The advantages of this technique are therefore: It increases students' own understanding, It helps the students to clarify their own thoughts, It can reassure them that they (listener) are interested in their point of view, and the students can be aware with others.

In accordance with the theories previously presented, the present study aims to investigate whether there was a significant difference in students' listening skills who are taught by reflective listening technique and students' who are taught by directed listening.

METHOD

This research is an experimental research. Experimental research is the way to find the cause and effect relationship between two variables (Arikunto, 2010:9). In addition to this, Ary et al (2010:265) state that the goal of experimental research is to determine whether a causal relationship exists between two or more variables. In conducting this research, the researcher used quasi-experimental design, non-randomized control group pretest-posttest. This research involves two groups, experimental and control group. The experimental group is given treatment which is taught by reflective

listening technique and control group is not given treatment, it was only taught by directed listening.

Group	Pretest	Independent Variable	Posttest
E	Y ₁	X	Y ₂
C	Y ₁	-	Y ₂

Notes :

E : experimental group

C : control group

Y₁ : pre-test

Y₂ : post-test

X : treatment

Ary et al, (2010:316)

The population of this research was all the first grade students at MA Ash-Sholihin in 2015/2016 academic year. There were two classes that used by the researcher. They are XA is consisting 34 students as experimental group and XB is consisting 35 students as control group.

In collecting the data, the researcher used pre-test and post-test. Pretest was administered in order to find out the students' listening skill both of experimental and control group before treatments, and post-test was administered in order to find out the difference significant effect of students who taught by reflective listening technique and students who are taught by directed listening after being given treatments. Pretest and posttest were used to get data to analyze the hypothesis.

RESULTS AND DISCUSSION

This research was primarily aimed at answering the question whether there was a significant difference of students who are taught by reflective listening technique and students are taught by directed listening.

According to Katz & McNulty (1994) says that reflective listening is hearing and understanding and then letting the other know he or she is being heard and understood. It means that the listener not only listen to the speaker, however, they have to understanding what the speaker are saying and show expression that they are also feel the same with the speaker's feeling such as showing their body language, facial face or intonation in speaking. In experimental group, the students were divided into pair as speaker and listener and they have to make conversation base on their problem. It is focus on the listener that they were understood with the speaker are saying or not. Based on their conversation, the students were able to be aware with others and they could give their opinion or advice.

In contrast, the control group that taught only by directed listening. They only listening to the teacher and did not do conversation with other friends. Furthermore, they could not improve their listening.

The result of the analyzing of t test shows that the value of t is 2.793 with the significance value 0.007, it showed that probabilities value of the students' listening skill lower than 0.05 level of significance after the post test of the experimental and control group, showed that there was significant effect of applying this technique in experimental group. The score increases on the listening test from pre-test to post-test which pre-test mean score of the experimental and control group are 75.65 and 75.31 then post-test mean score increases into 83.94 for the experimental group and 79.89 for the control group, the result shows that the experimental group's mean score is higher than the control group's mean score. It shows that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. The results revealed that the students learned to follow the steps of the expression of conversation with their friends by using the form of reflective listening technique to listen to the speaker, understanding what the speaker are saying and to show expression that they are also feel

the same with the speaker. Therefore the students' performance on posttest showed significant results after being taught this technique. Another important result which should be taken in this research is that the students were able to be aware with others and they can give their opinion or advice. The results support the idea that taking a reflective listening technique helps the students for increase their own understanding, clarify his or her own thought, reassure them that they are interested in their point of view (FME , 2013:12).

From the information obtained the researcher conclude that the students of experimental group which taught by reflective listening technique get better result than the control group that taught by directed listening. In other word, the used of reflective listening has significant effect on first grade student's listening skill.

CONCLUSION AND SUGGESTIONS

Referring to the discussion, the researcher concludes that there is a significant difference of students' listening skill who are taught by reflective listening technique and students who are taught by directed listening. It showed that there is positive impact on students listening skill in experimental group taught reflective listening technique. It can be concluded that applying reflective listening technique has significant effect in the form of improvement of students' listening skill of the first grade students.

Reffering to the conclusion above, some suggestions can be listed as follow:

1. This research found positive impact in students' listening skill applied reflective listening technique, so the English teacher is suggested to teach by using reflective listening technique when teaching listening in the classroom.
2. In reflective listening technique, the students are taught to follow the steps of the expression of conversation with their friends by using the form of reflective listening technique to listen to the speaker, understanding what the speaker are saying and to show expression that they are also feel the same with the speaker. Therefore the students' performance on posttest showed significant results after being taught this technique. Another important result which should be taken in this research is that the students were able to be aware with others and they can give their opinion or advice.

3. This research applies Experimental Research in conducting the reflective listening technique, and it has positive impact on students' listening skill.

Other researchers are suggested to:

- a. Conduct reflective listening technique using another research design
- b. Conduct reflective listening technique in another dialogue of expression
- c. Conduct reflective listening technique to improve students' ability understanding what the speaker are saying

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