

THE IMPLEMENTATION OF GROUP WORK TECHNIQUE IN TEACHING LISTENING COMPREHENSION

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan pemahaman mendengarkan siswa dan untuk meneliti masalah-masalah yang dihadapi siswa yang diajarkan melalui teknik grup kerja. Populasi dalam penelitian ini adalah kelas VIII_{U2} sebagai kelas try-out dan kelas VIII_{IT} sebagai kelas penelitian. Penelitian ini menggunakan model *one group pretest posttest* melalui tiga kali pengajaran. Hasil penelitian menunjukkan bahwa nilai rata-rata pretes siswa adalah 62.28 dan nilai postes adalah 70.24. Ini artinya diperoleh peningkatan 7.80. *T-test* menyatakan bahwa hasil *t-ratio* lebih tinggi daripada *t-table* ($6.748 > 2.060$) dengan signifikansi ($p < 0.05$, $p = 0.000$). Permasalahan pada siswa pada pengajaran pemahaman mendengarkan adalah kosakata, daya ingat mereka, kemampuan mendengarkan, dan tingkat kenyamanan. Hal ini dapat disimpulkan bahwa terdapat peningkatan dari pemahaman mendengarkan siswa setelah diajarkan menggunakan grup kerja.

The objectives of the research are to find out whether the improvement of the students' listening comprehension and to investigate the problems faced by the students who are taught through group work technique. The sample of the research was VIII_{U2} as try out class and VIII_{IT} as experimental class. This research applied *one group pretest posttest design* through three times treatments. The data were obtained by using *Repeated Measured T-test*, the students' mean scores of pretest was 62.28 and the posttest was 70.24. It means, the gain is 7.80. The t-test also revealed that the result was t-ratio is higher than t-table ($6.748 > 2.060$) with the level of significant ($p < .05$, $p = .000$). The problems of the students in teaching listening comprehension were vocabulary, their memory, their ability in listening, and comfortability level. It can be concluded that there is an improvement of the students' listening comprehension after being taught using group work.

Keywords: group work technique, listening comprehension, narrative text

INTRODUCTION

Listening is the most common communicative activity in daily life. Morley (1991: 82) says that we can be expected to listen twice as much as we speak, four times more than we read, and five times more than we write. It means that listening is the first important process in language learning before the other skills (speaking, reading, and writing). While listening, learner should be able to do speaking, reading, and writing. Therefore, before the students are able to speak, they should be capable in listening.

Listening is the first skill the students have to master before learning other skills of foreign language. Underwood (1990: 1) states that listening is the activity of paying attention and trying to grasp the meaning of something we hear. It means that the students able to communicate when they understand listening comprehension well and vice versa. Moreover, Oliver in Sari's study (2010) suggests that people spend about 9% of our communication for writing, 16% reading, 30% speaking, and 45 % listening. It indicates that listening is more important than the other skills and is responsible to incorporate other skills. Therefore, in language learning, the first step is listening. Based on these explanations above, listening skill is the largest proportion in communication rather than other skills.

There have been several studies concerning the teaching of listening skill (see e.g. Sari, 2010 and Putri, 2011). Sari (2010) showed that many students still got difficulty in learning listening through narrative text. She recommended some

factors in teaching listening comprehension, especially narrative text which should be considered in selecting the story that is interesting, exploitable, and not too long. Putri (2011) showed that many students could not understand the text in the listening class because they have low ability in listening. Besides, some students had difficulties in listening comprehension, especially in identifying the main idea and finding the specific information of the text. Based on the previous researchers, it concluded that many students had some difficulties in understanding the narrative text in listening comprehension.

In addition, based on the researcher's experience during her PPL in SMP Kalianda, Lampung Selatan, it was found out that the students had low ability in listening comprehension. When the students listened to the materials from the teacher, they looked confused it. Most of them lacked of vocabulary so that they get difficulties to understand the dialogue, short talk or monologues given by teacher.

The students' problems in listening might be caused by the teacher's technique in teaching listening. Referring to the statements above, the researcher chose group work technique as a technique in teaching listening. The implementation of group work could give an image about how the implementation of teaching listening by using group work technique. Therefore, it could give an image for the teachers in in teaching listening through group work technique.

Group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. (Brown in Buck, 2001)

Group work is one of the techniques for English teaching learning. The activity in group can practice the students' listening skills, improve their ability to gain information from other speakers while learning about the importance of the communication process. When the students are in a group learner, they would independently work together in group. Each group will help and support the member in a group to finish their work. In a group, the students are also sharing and discussing the materials and how they practice to solve the problems. In addition, the students become more active and more enjoyable to interact based on the materials among the members of the group and in teaching learning process.

Therefore, the objectives of the present article are to find out the improvement of the students' listening comprehension after being taught group work and to investigate the problems faced by the students who are taught through group work.

METHODS

This research was intended to investigate whether teaching listening comprehension through group work is able to improve students' listening comprehension. In conducting the research, the researcher used experimental research. In the quantitative research, the researcher used two classes, VIII_{IT} class as the experimental class and VIII_{U-2} class as the try out class. The researcher as

English teacher taught the student in second year of SMP. In conducting the quantitative design, the researcher also used the treatments through group work with *one group pretest posttest design*. It was aimed to see whether or not there is improving of students' listening comprehension after taught through group work.

The data of the research were obtained from pretest, treatments, posttest, and questionnaire. The result of the try out test was analyzed in order to know which items were good to be used in the pretest and posttest. The researcher used the validity, the reability, the level of difficulty, and the level of discrimination, in order to know the quality of the try out test as an instrument of the research. The test was multiple choices that consists of 45 numbers. The researcher used the same items for pretest and posttest taken from try out test that would be arranged. After analyzing the result of try out test, the researcher got 30 items was good and 14 items were dropped.

According to the result of reliability was 0.69 It could be inferred that the test had high level of reability, in the range 0.60-0.79. If the reliability test reached 0.50, the researcher would consider that it had been reliable. Based on the result of difficulty level analysis, there were 4 items that were dismissed. From the computation of discrimination power, it was found that 31 items were good (has higher than 2.00 index). Then, there were 14 items were less than 2.00 index.

RESULTS

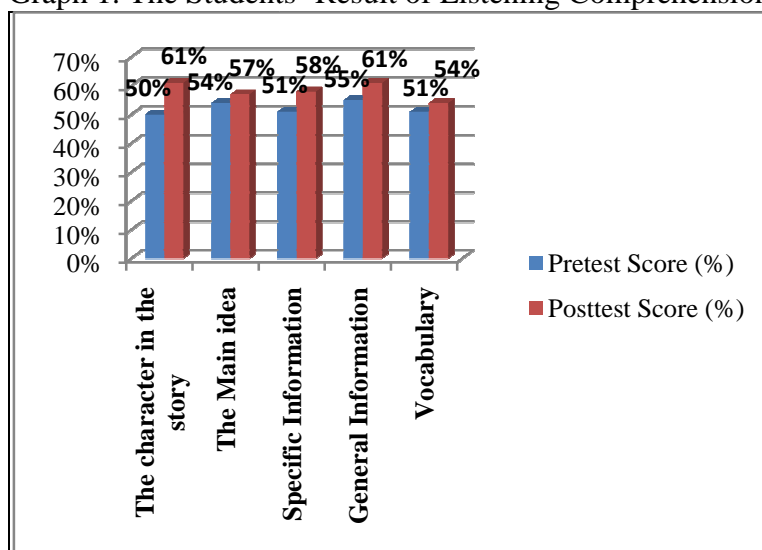
Before the researcher conducted the treatments in the experimental class, the researcher employed the pretest to find out of the students' listening comprehension before taught through group work technique. After that the researcher conducted three times treatments, and employed the posttest to know how the students' improvement of listening comprehension after the treatments are given. The researcher used statistical computation with *SPSS 17.0 for windows* to analyze the data of tests.

The results of the research showed that the students' macro skills of listening is improved after being taught through group work technique. The students' mean score after being taught through group work technique improved. The total score of the pretest was 1557. The mean score of pretest was 62.28; the highest score was 76.00; the lowest score was 46.00; the median is 63.00, and the mode is 66.00. There were 6 students who obtained 70.00 (24%). While there were 19 students obtained less than 70.00 (76%). It indicated that their achievement in listening is still low.

The total score of posttest was 1756. The mean score of the posttest was 70.24; the highest score was 83.00; the lowest score was 56.00; the median was 70.00, and the mode was 76.00. There were 16 students who obtained 70.00 (64%). While there were 9 students who obtained less than 70.00 (36%). It indicated that there was an improvement of students' achievement from pretest.

By comparing between pretest and posttest' mean scores, it was obtained that the gain was 7.80. It indicated that the group work technique positively improves the students' listening comprehension. Besides, it supported the previous research finding conducted by Hammond (2010) who says that group activities help students practicing their listening skills, improving their ability to gain information from other speakers while learning about the importance of the communication process. For more details can be seen in Graph 1.

Graph 1. The Students' Result of Listening Comprehension



According to the analysis of the result of pretest and posttest in listening' macro skill, it showed that there is an improvement of each aspects. From all aspects of listening' macro skill, it can be found that *the character in the story* gained the highest improvement than other aspects. The improvement of the character in the story was 24 from the mean score of pretest was 104 and posttest was 128 with maximum score was 175 and the total percentage was 11%. The improvement of *the main idea* was 5 from the mean score of pretest was 97 and posttest was 102 with maximum score was 150 and the total percentage was 3%. The improvement

of *the specific information* was 14 from the mean score of pretest was 91 and posttest was 105 with maximum score was 150 and the total percentage was 7%. The improvement of *the general information* was 13 from the mean correct score of pretest was 132 and posttest was 145 with maximum score was 200 and the total percentage was 6%. The improvement of *the vocabulary* was 3 from the mean correct answer of pretest was 46 and posttest was 49 with maximum score was 75 and the total percentage was 3%.

Therefore, group work technique can positively improve the students' listening comprehension in all aspects in macro skill, such as the character in the story (11%), the main idea (3%), the specific information (7%), the general information (6%), and vocabulary (3%). It means that there was the difference of improvement of each aspect consider with their understanding in macro skill. Although even there was low improvement but this technique proved that it was effective to be able to improve the students' macro skills of listening.

In the research, the researcher conducted three times treatments with the topics were *Takatuliang, The Woodcarver; Why Do Hawks Hunt Chicks?; The Cowardly Lion*. In the first treatment, for the first step, the researcher told the topic that would be discussed, that is, narrative text. She asked the students about narrative text based on their opinion and their problems concerning about comprehending narrative text in the listening. Most of students still had difficulties in comprehending because they lack of vocabularies.

When the researcher asked about main idea, specific information, and general idea, the students said that sometimes they could not understand and capable in difference about the text. The researcher clearly explained about definition of narrative text, the component of narrative text, and the difference of main idea, specific information, and general information to the students. Then the researcher mentioned the difficult words that they would find when they listened to the story later. The researcher asked the students to practice pronouncing the difficult words and asked them to look for the meaning before they listened to the material. In understanding the meaning of vocabulary, they would spend much time looking up their dictionary to see the meaning of that unfamiliar vocabulary, so they were able to understand the meaning of words and able to understand the story and answer the questions.

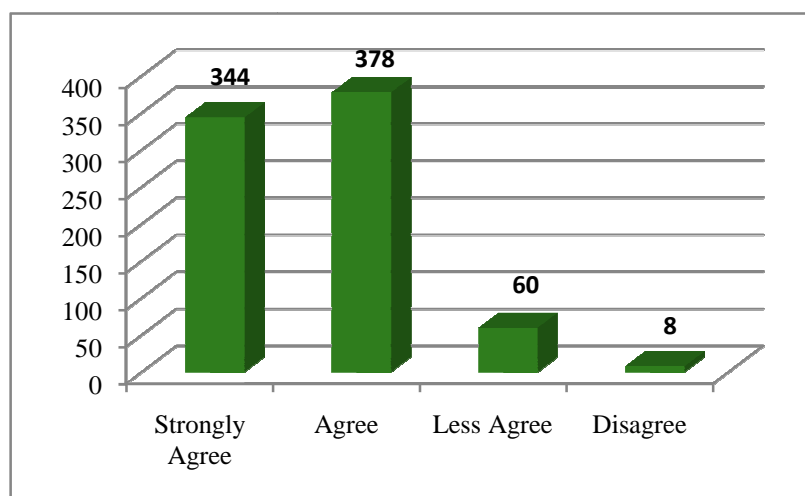
The next step, the researcher divided the students into five groups in the form of learning teams to work in each group made based on the students' attendance list and in one group consisted of five students. Then, they sat in a group based on students' grouping. Based on Bredeimeier & Stephenson (1986) the members of each group were assigned their roles, such as a leader, a secretary, a time keeper, brainstormer, and a co-leader. The researcher explained the task of each person in the group, so the time was effective. In this step, there were only few students who pay attention. The researcher asked the students to prepare themselves then started to play the recording of listening text.

After playing the recording, the students are still confused about the story. Therefore, the researcher played it two times again and suggested to the students to take a note based on the story. Then the researcher controlled the students' activities while they worked in their groups. The next step, the teacher gave the evaluation to the students and work individually. Finally, the researcher asked students' opinion about their activity.

In last treatment, the researcher conducted the questionnaire. The questionnaire consisted of 10 number of questions. The researcher used Likert Scale to analyze the questionnaire. Each question asked the students' understanding, interest, their experiences, and responses when they stayed in their grup. The result details of the questionnaire assessment of 25 students showed that the total score of all item was 790. The assessment was from 4 categories, rated with a score item of 344 (strongly agree), rated with a score item of 378 (agree), rated with a score item of 60 (less agree) and rated with a score item of 8 (disagree).

For more details can be seen in Graph 2.

Graph 2. The Analysis of Questionnaire of Students in VIII-IT Class



In relation to the questionnaire, it was found that most the students felt that it was new thing from them because they knew that group work was usually used in speaking or reading but it used in listening so that some students felt confused in the first treatment. Besides, in the relation to their experience, it gave them motivation how to solve their problems of the assignments from the teacher independently. They could be active learning in the group, and it helped the lower students to learn because in the group they must shared the material in their teammates.

Moreover, in the implementation of group work, there were many factors that could affect the failure to master this technique. Buck (2001) states that there are many reasons why the listening may go wrong. This could be due to background noise, or listeners may had their attraction distracted, or be thinking of something else. Then, language listeners could have other difficulties: unknown vocabulary, complex syntax, or the text could be just to fast. He also added that because of the speaker generally speak quickly. Therefore, the listener have to make the right connection between the ideas and the text.

In other words, the researcher found that students were not easy to actively participate in discussions and work on tasks. Besides, the implementation of the group work needed a long time in each meeting. It made the researcher could not control and encourage every student to be active maximally. The other weakness was that the students often have imperfect in memory of text that was heard. Moreover, in comprehending the listening text, the students needed background

knowledge. It means that in interpreting the meaning, the listeners should understand the text that was very complex. Brown in Buck (2001) adds that different listeners often understand different things from the same text.

Listening comprehension is receptive skill. Based on the reality, in relation of what happened in the field, the treatments would be better when the listening comprehension was combined with speaking ability in group work activity. The statements was supported by Oller (1979) who states that listening is the most naturally combined with speaking. Much of our interaction using language involves a constant exchange of listening and speaking.

In addition, different listeners often have different motivations for listening, due to different interests and different necessary. It means that, listeners will pay more attention to the features of a text which they think more interesting and more relevant. Thus, what listeners get out of a text based on the purpose the listening as well as their background knowledge, and interpretations will often differ from listener to listener (Buck, 2001).

In summary, when the students learned listening comprehension by using group work, they got their motivation and enjoyed the learning process. Most students felt more comfortable to share their difficulties with the other students in the group. Besides, students can learn from another friends than the teacher. It means that the implementation the group work can positively improve the students' listening comprehension in teaching learning process.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the data analysis, the researcher states a major conclusion as follow:

1. Group work is able to improve students' listening comprehension, since it have been prove that it can improve the students listening comprehension tests both of pretest and posttest of them. Based on the t-test results which showed that the students' mean score of posttest in experimental class (62.28) was higher than pretest (70.24) with the gained score was 7.80. It also can be seen from the result of the hypothesis testing which showed that the $\text{sig.} < \alpha$ by $p < 0.05$, $p = .000$. Thus, hypothesis was accepted.
2. The problems of the students are the students ability in listening, such as: vocabulary, memory, the low ability in listening, and comfortability level.

By considering the conclusions above, the researcher proposes some suggestions as follow:

1. The teachers are suggested to use group work as an alternative technique in teaching listening comprehension since it can impact in improving the students' listening comprehension.
2. In future research, it would be better to add the other instrument by observation the students activity in their group, how their participation and interacting of the students. Since, the teacher used group work technique as a technique in teaching and learning process.

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