

## **INCREASING STUDENTS' MICRO SKILLS OF LISTENING THROUGH DRILLS AT THE SECOND YEAR STUDENTS**

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The objective of this research is to find out whether there is improvement of students' micro skills of listening achievement after being taught through drills technique. This research was quantitative research using one group pretest-posttest design. The researcher used one class as the experimental group and it was selected by using simple probability sampling. The population of this research was the second year students of SMP Negeri 3 Bandar Lampung that consists of seven classes. The result of the research showed that there is a significant difference of students' achievement in micro skills of listening. The mean score of pre-test was 47.52 and post-test was 57.55. By comparing between the mean of pre-test and post-test, it can be found that the increase of the mean was 10.03. It proved that the students' scores increase significantly because the value of t-ratio is higher than t-table ( $9.229 > 2.042$ ). It can be concluded that there is a significant difference of students' achievement in micro skills of listening before and after being taught through drills technique.

Keywords: drills, increase, listening, micro skills.

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan dalam pencapaian mendengarkan siswa pada tahap mikro setelah diajar dengan teknik berpola. Penelitian ini adalah jenis kuantitatif yang menggunakan model satu kelompok pretest-posttest. Peneliti menggunakan satu kelas untuk kelompok percobaan yang dipilih melalui penarikan contoh sederhana. Kelompok penelitian ini adalah siswa-siswa kelas 2 SMPN 3 Bandar Lampung yang terdiri dari tujuh kelas. Hasil dari penelitian ini menunjukkan bahwa terdapat perbedaan yang signifikan dari pencapaian siswa dalam aspek mendengarkan tahap mikro. Rata-rata nilai pretest adalah 47.52 dan posttest adalah 57.55. Dengan membandingkan antara rata-rata pretest dan posttest, ditemukan peningkatan rata-rata sekitar 10.03. Ini terbukti adanya peningkatan dalam nilai siswa secara signifikan karena nilai dari t-ratio lebih besar dari t-table ( $9.229 > 2.042$ ). Dapat disimpulkan bahwa terdapat perbedaan pencapaian siswa dalam kemampuan mendengarkan tahap mikro sebelum dan setelah diajar dengan teknik latihan berpola.

Kata Kunci: kemampuan mikro, mendengarkan, peningkatan, teknik latihan berpola.

## **INTRODUCTION**

Listening is an active process requiring participation on the part of listener. Lukong (1988: 19) states that listening is an active process which the listener plays a very active part in construction the overall message that is eventually exchanged between listener and speaker. At the same time, there is a process of understanding the message of the first speaker. It indicates that the listeners should digest the message of the speaker carefully due to one can expect to listen twice as much as one speak, four times more than one read, and five times more than one write. Wood (1985: 56) states that the essence of listening is the listener; the listener should be encouraged to engage in active process of listening for meaning.

There are two skills required in listening process (Hughes 1991: 134), they are macro and micro skills. In macro skills, a listener would be directly related to candidates needs or to course objectives, and might includes: listening for specific information, obtaining gist of what is being heard or the listener should get the general idea of the information, following instructions or directions etc. In micro skills, the listener has to interpret intonation pattern (e.g recognize stresses and rhythm), recognition of faction of structures (interrogative as request, imperative e.g. sit down), cohesive devices (e.g. such as and which, detect sentence constituent e.g. subject, verb, object, preposition), recognizing discourse marker (e.g. well; oh; another thing is; now; finally).

But the fact it is difficult to achieve listening skills because students are often discouraged and lose of interest when they find that foreign language study is just like other complicated subjects. It was found when the writer did pre-observe at

SMPN 3 Bandar Lampung. In this program, the writer gave the students listening test using audio records. In playing record process, they seemed bored and sleepy even chatted with their friends to answer the questions. It was caused by the facts that they were not confident with what they heard and they claimed that this skill was very difficult.

Based on the test in pre-observation , the students lack micro skills in varieties of aspects (1) they cannot differentiate the words which have similar sounds, (2) they lack of vocabularies, (3) they can not recognize grammatical, (4) they cannot detect key words such as those identifying topics and ideas. This problem might be caused by their lack of times practicing listening. It might also be caused by uninteresting technique of presenting the material in the class such as the teachers explain and the students do exercises. These problems can make students insecure. That insecurity can be said as the feeling of lossing confidence in the students since they find themselves incompetent in listening. So, in teaching learning activity, teachers should have a way to choose a learning technique that is suitable with his or her classroom situation.

Students always have problems in facing listening lesson. Brown and Yule (1983) in Nunan (1991) suggest that there are four factors which can affect the difficulty of listening tasks: these are related to the speaker (how many there are, how quickly they speak, what type of accent they have); the listener (the role of the listener whether a participant or not, the individual interest in the subject); the content (grammar, vocabulary, information structure, background knowledge assumed); support (whether there are pictures, diagrams or other visual aids to support the text). Low on concentration is another problem that happened in

listening process. Flowerdew and Miller (1992: 60-80) indicated difficulty in concentration and maintaining concentration for a long time.

By considering the statements above, the researcher intends to develop students' micro skills of listening by drill technique. The researcher considers that this technique is interesting and is able to encourage spirit in learning process. In this research, the researcher wants to know whether or not there is any increase of students' micro skills of listening after being taught through drills: 1. *Repetition Drill*. This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says. This may be used for the presentation of new vocabulary and will be useful for pronunciation. 2. *Cued Response Drill*. In this drill, language learners are provided with a cue before or after the question. 3. *Transformation Drill*. Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending on the instruction from the teacher.

## **METHOD**

This research saw the difference between the result before and after the application of drills as the technique. Therefore, a quantitative study that applies one-group pretest-posttest was chosen as the design. The research design is outlined as follows:

T1    X    T2

Where:

T1 : Pre-Test (a test that is given before the treatment is applied)

X : Treatments (teaching listening through drill technique)

T2 : Post-Test (a test that is given after the treatment is applied)

(Hatch and Farhady, 1982: 20)

The population of this research was the second year students of SMPN 3 Bandar Lampung which consists of seven classes VIII-a until VIII-g. The total number of students were 238 students. Each class consists of 32-36 students. In relation to the design, the researcher took two classes, VIII-e as the experimental class, and try out was conducted in VIII-b. Those classes were chosen randomly by lottery. It was applied based on consideration that every class in the population has the same chance to be chosen and in order to avoid subjectivity in the research (Setiyadi, 2006: 39). So, there is no ranking of the classes from superior to poor.

In this research, the instrument for data collection was in the form of questions of listening tests which included some aspects of micro skills. The questions were used as the measurement that consisted of a number of conversations with 40 multiple choices items. Each item had four options (A, B, C, and D) with one correct answer and three distracters. Then, to carry out the research, the researcher used the following techniques to collect the data such as pretest and posttest. Try out test was administered before pretest to know the quality of the test in order to take the data. The class that was used for the try out test was the class which did not include in the experimental class. The number of the test items was 50 items and time allocated was 120 minutes. This test was given to the students in order to know the quality of the test before it was used to get the data on the research. The

try out test was said to have a good quality if it has good reliability and good validity, and the test was not too easy and too difficult.

## **RESULT AND DISCUSSION**

Before the pre-test was conducted, the researcher administered a try-out test first. It was chosen randomly to analyze the reliability, level of difficulty, and discrimination power to achieve a good instrument for this research. The number of the try-out test was 50 items. After analyzing the data, the researcher got 40 items were good while 10 items were bad and should be dropped. To know the result of reliability of the try-out test, the researcher used *Spearman Brown Formula*. The result showed that the reliability of the test was 0.78. It could be inferred that the test had high level of reliability, in the range 0.60-0.79 by referring to the criteria of the reliability proposed by Hatch and Farhady (1982).

After analyzing the data of try out test and got 40 average items. The researcher administered the pre-test in the experimental class before giving the treatments. Using Statistical Computation with SPSS 17.0 for Windows to analyzed the scores on the pre-test in the experimental class. The total score of the pre-test was 1616. The mean of the pre-test was 47.52; the highest score was 75; the lowest score was 27; the median was 46; and the mode was 55.

From the table of the distribution of the students' pretest score in the experimental class shows that the frequency of students who got the lowest score (27.00) was two students; the highest score (75.00) was one student. The frequency of the students more than 60.00 was 4 students with the percentage 12.5%. While the

frequency of students who got score less than 60.00 was 28 students with the percentage 87.5%. It can be said that their achievement in listening is still low.

we also can see the distribution of students' pre-test achievement in each element of micro skills. it can be seen that the students have better achievement in discrimination among sounds (59%) and recognition of vocabularies (52%). The table also showed that the students still have low achievement in detecting key words (41,25%) and recognition of grammatical structure (40,75%). In this test, the students were forced to be able to dicriminate among sounds, for example: *Reserve a super **shutter***; and *just let me know and I can take a super **shuttle***. They had to recognize unfamiliar vocabularies, for example: *I can always **book** a super **shettle** to pick me up; you can save 10% on all your **purchases**, etc.* They had to be able to detect key words, for example: *I was **looking at** some of **your pants**, but they are all **a bit too long***. Then, they also had to recognize grammatical structure, for example: Where **did** Alice go to look for some medecine?

From the data in the distribution of students' pre-test achievement in each elements of micro skill, it can be seen that the students have better achievement in recognizing discourse markers (66.66%) with total answered 120 from maximum answered 180, detect sentence constituents (66.20%) with total answered 143 from maximum answered 216, and intonation pattern (57.40%) with total answered 124 from maximum answered 216. The result also showed that the students still had low achievement in recognition of function and structure (47.22%) with total answered 102 from maximum answered 216 and cohesive devices (38.88%) with total answered 28 from maximum answered 72. The

students are forced to know and able to differentiate the classification of each sub-skills of micro skill.

After implementing the treatments of teaching listening comprehension through drills technique in three meetings, the post-test was administrated to know the students' score whether there was a significant different of students' micro skills of listening after being given the treatments. There were 40 test items conducted in 90 minutes. The post-test was the same as the pre-test but in random order. The total scores of the post-test in the experimental class was 1957. The mean of the post-test was 57,55; the highest score was 80; the lowest score was 40; the median was 57; and the mode was 57.

The distribution of the students' post-test score in the experimental class was showed with the frequency of students who got the lowest score (40.00) was one student; the highest score (80.00) was two students. The frequency of the students more than 60.00 was 14 students with the percentage 43.75%. While the frequency of students who got score less than 60.00 was 18 students with the percentage 56.25%. It can be said that there was an increase of students' achievement from pre test.

The result of post test in achieving the elements of micro skills has students who answered correctly for discrimination among sounds was 164 or 60,5%; recognition of vocabularies was 225 or 66,2%; detecting key words was 207 or 50,75%; and recognition of grammatical structure was 190 or 56%. In this section, the percentage of all of sub-skills got better achievement from the pre-test. It can



be inferred that there was an increase of students' understanding in these listening sub skills.

After implementing both pre-test and post-test in the experimental class, the researcher compared and analyzed the result of them and finally found that by using drills technique can increase students' micro skills of listening significantly. The total score of the pre-test to the post-test had increased from 1616 up to 1957. There was an increase 341 points. The mean was from 47.52 up to 57.55. There was an increase 10.03. It can be seen from the table below:

**The Increase from the Pre-test to the Post-test**

| Mean     |           | The Increase |
|----------|-----------|--------------|
| Pre-test | Post-test |              |
| 47.52    | 57.55     | 10.03        |

**Increase from Pre-test to Post-test for each Elements of Micro Skills**

| No | Elements of Micro Skills      | Total Answered |           | Increase | Percentage |           | Increase |
|----|-------------------------------|----------------|-----------|----------|------------|-----------|----------|
|    |                               | Pre-test       | Post-test |          | Pre-test   | Post-test |          |
| 1. | Discrimination between sounds | 160            | 164       | 4        | 59%        | 60.5%     | 1.5%     |
| 2. | Recognition vocabularies      | 176            | 225       | 49       | 52%        | 66.2%     | 14.2%    |
| 3. | Detecting key words           | 168            | 207       | 31       | 41.25%     | 50.75%    | 9.5%     |
| 4. | Recognition grammatical       | 138            | 190       | 52       | 40.75%     | 56%       | 15.25%   |

This table showed the increase of each aspects of micro skills in listening that was achieved by the students of SMPN 3 Bandar Lampung. The highest increase was in recognition of grammatical structure element (15.25%) while the lowest increase was in discrimination among sounds element (1.5%). The increase of recognition of vocabularies was 14.2%, and detecting key words was 9.5%. It happened due to drills technique succeeded to make the students better in listening, so there was improvement after being given the treatments by this technique.

The increase of the students in each treatment can be seen from their work in answering the question based on their understanding in classifying each sub-skill of micro skills (*discrimination among sounds, recognition of vocabularies, detecting key words, and recognition grammatical structure*). In the class, most students can classify the sentences belong to be. For example, the researcher gave them the questions such as:

What does Miss A do if Mrs. B does not pick her up?

- a. not go home
- b. book a super shuttle.
- c. call Mrs. B
- d. reserve a super shutter

I can always book a super shettle to pick me up, the word book has the closest meaning with?

- a. reserve
- b. buy
- c. search
- d. note

What will Karen buy?

- a. a silk Scarf
- b. a good necklace
- c. a heavy wool scarf
- d. a pearl ring

Where did Alice go to look for some medicine?

- a. she went to a pharmacy
- b. she went to a shop
- c. she goes to a pharmacy
- d. she go to a shop

In the first question, most of students could not differentiate between *shuttle* [ʹʃʌt!] and shutter [ʹʃʌtə], but after drilling by using repetition drill, they were trained to remember the different pronunciation both of *shuttle* and *shutter*. In the second question, some of the students did not know the meaning of *book* besides *buku*. So, they answered *note* as a synonym of *book*. But, after drilling by using cued response drill, they were trained to make a sentence based on a cue in order to know about that cue. In the third question, some of the students also could not detect the key words to get the information. *A silk scarf, a good necklace, a heavy wool scarf, and a pearl ring* were things that were mentioned in the conversation, most of them answer *a silk scarf*, but the key words of the question was What will *Karen buy*? After drilling by using cued response drill too, they were trained to detect the key words based on a cue. In the last question, the students were still confused to differentiate between present tense and past tense so most of them answer *she goes to a pharmacy* because they assumed that *she met go* should add *es*. Then after drilling by using tranformation drill, they were trained to change

one positive sentence into negative, from present tense into past tense in order to be able to recognize *did* belongs to past tense, so the answer of this question should be *she went to a pharmacy*.

In conclusion, the students who are taught by using drills technique can stimulate students' active participation and enhance students' listening ability in the lesson as an effective teaching technique is able to improve students' listening ability significantly. It is reasonable, since with this technique, the students do not only listen but also they should repeat what they hear.

## **CONCLUSIONS AND SUGGESTIONS**

Having conducted the research in the second grade of SMPN 3 Bandar Lampung and analyzing the data, the researcher would like to state conclusion related to the results and discussion as follows:

There was significant difference of the increase of students' micro skills of listening before and after pre-test and post-test after being taught through drills technique at SMP Negeri 3 Bandar Lampung. It was proved from the increase of the students' mean score in the post-test which was higher than in the pre-test. Their mean score in experimental class which increased from 47.52 up to 57.55 with gain score 10.03. Drill technique improved the students' micro skills of listening in type of listening conversation, such as recognition of grammatical structure from 40.25% up to 56%, recognition of vocabularies from 52% up to 66,2%, discrimination among sounds from 59% up to 60,5%, and detecting key words from 41,25% up to 50,75. The sub-skills of micro skills was mostly

improved: recognition of grammatical structure with percentage 15.25%. It was caused by drilling students used transformation drill that was able to train their ability of grammatical structure. It also can be seen from the result of the hypothesis testing which showed that the sig.< $\alpha$  ( $p < 0.05$ ,  $p = 0.000$ )

Considering the finding reserach, the researcher would like to suggest:

1. Since there is increase on the students' micro skills of listening after being taught through drills, English teachers are suggested to use this technique to improve their students' micro skills of listening in the class.
2. In implementing drills in teaching listening, the teacher should explain clearly to the students what drill is and the instructions of drill. Before starting to teach the material using this technique, the teacher should give some examples of drills that will be used such as *repetition drill* used to improve students' pronunciation in order to be able to recognize intonation and strees of words, *transformation drill* to recognize grammatical grouping words, and *cued response drill* to improve students' background knowledge to recognize words.
3. Drills technique is a simple technique that suitable to trasnfer the material to the students in listening class especially the students of junior high school. In this level, they are able to develop their listening ability from little aspects but necessary like micro skills to be able to continue the next skill like macro skills.
4. In this research, the researcher applied three types of drills to improve students' micro skills of listening. For next research, it is suggested to apply

other type of drills as mentioned in chapter 2 to improve students' listening ability or another skill such as speaking ability.

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