THE STUDENTS' PERFORMANCE IN LISTENING

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Abstract

This study aims to find out the effect of the listening supports on the students' listening performance. The students under concern were the second-semester students taking the English II subject at STIKOM Bali. The data source in this study is a primary data, which has been got directly from one class of listening comprehension in semester II year in 2017. This class was chosen since the students of this class have already learned the listening comprehension for seven meetings. Theory of listening comprehension was used in this research. There were 34 students' listening test results analyzed by using the qualitative method in collecting data. This research used a descriptive research in describing the result. The finding shows that the percentage of students' performance in Listening Comprehension I which used the two listening supports prior the test was 55.2%, this was higher than the percentage of the students' performance in Listening Comprehension II which did not use the two listening supports only 48.5%. It can be concluded that the two listening supports prior the listening test affect the students listening test result.

Key words: Listening Performance, Listening Comprehension, Listening Support.

I. INTRODUCTION

English is the international language and must be taught in all countries in the world. The first step in learning English as the foreign language is to listen to the vocabularies. There are so many vocabularies in English. Some of them have the similar meaning but it depends on the context of situation. One of the significant skills to be learnt by the foreign language learner is listening skill. Most international students find it harder to listen to English than to read it, due partly to the physical differences between written and spoken language, and partly to the ways in which we listen and read (Tony Lynch and Kenneth Anderson, 2012). People almost listen twice as much as they speak, four times more than they read, and five times more than they write because it is the first skill when they learn a language. Listening is also an important skill to be learned by the English Foreign Learners. Through listening, the learners listen to the pronunciation of the vocabularies, and then they will able to repeat it. In the environment of foreign language, L2 learners' native language usually dominates most of the communication, therefore they usually deprived of opportunities for sufficient input.

In English language, most of the vocabularies or the written words have different pronunciation and it is not pronounced exactly as it is written. Besides that, some of the vocabularies sometimes are hard to say correctly. The English Foreign Learners must to get use with those different things. The fact is, the English Foreign Learners found a hard time in improving their listening performance. They usually found that understanding the conversation of native speakers is very hard. They sometimes do not know how to comprehend between the information that they received with the questions. According to the previous research, there are many factors may affect the ability of the students in English comprehension.

Referring to the above problems, it is necessary to investigate whether there is any different result between the listening test with listening supports and the listening test without the listening support prior the listening test. The listening test result was used as the data to be

analyzed. Through this study, it is hoped that can be such a reference for the teachers who have the same concern in teaching the listening comprehension.

II. MATERIALS AND METHOD

This phase is to explain the literature reviews that are used in this study. Besides that, the research method of this study is also described in this part.

2.1 Previous Research Review

There were two previous researches taken as the main references in this paper. Both of them were published in journal. The first Journal is from Asghar Kameshianfar, Mohammad Taghi Shahnazari, and Mansoor Tavakoli (2015) with the title "The Effects of Two Pre-Listening Vocabulary and Enhanced Content-Related Supports on Iranian Intermediate EFL Learners' Listening Comprehension Sub-Skills". This was published in Journal of Applied Linguistics and Language Research Vol. 2, Issue 8, 2015, pp. 284-302. This study was focused on the effects of two pre-listening supports. They are vocabulary instruction and enhanced content related support, including input repetition plus background knowledge and vocabulary instruction plus background knowledge on EFL intermediate learners' overall listening comprehension and its sub-skills. The
Result of this study showed that the type of support by providing input repetition and background knowledge was the most effective support, then followed by vocabulary instruction and background knowledge. This study gives contribution to the learning process particularly in listening comprehension by introducing the enhancement of the listening supports to the students' listening test result. The second journal is from Abbas Pourhossein Gilakjani, Mohammad Reza Ahmadi with the title "*A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement*". This was published in Journal of Language Teaching and Research, Vol. 2, No. 5, September 2011. The study found that the English listening competence is a complex skill which needs to be developed. The development in teaching listening can be best with practice. Any guidance given to the students through the listening process provides the students to be able to complete the listening test successfully. Besides that, this method also can motivate them and put them in controlling their learning. Focusing on the listening process can acquire the students to use a useful tool to improve their English comprehensive competence. Levels of the Listening comprehension affect the improvement capacity of the other language skills such as speaking, reading, writing and translating. This study suggests the reason to emphasize on the listening comprehension that highlights the importance of spending more time in doing it.

Those results of studies can be used as references in analyzing, describing, and finding the enhancement of the pre-listening supports effect the students' listening test result. The similarities of this study toward those two researches are on the object, where the object is the students' listening results and on the type of listening support. The difference is the first research was about the two pre-listening supports and the second was focused on the factors affected the listening ability of the L2 students. The first journal was used as the main theory of this study regarding to the type of the listening support.

2.2 The Process of Listening Comprehension

Bottom-up processing (the first type of models) is activated by the new incoming data. The features of the data pass into the system through the best fitting, bottom-level schemata. Schemata are hierarchically formed, from the most specific at the bottom to the most general at the top. It acknowledges that listening is a process of decoding the sounds, from the smallest meaningful units (phonemes) to complete texts. Thus, phonemic units are

decoded and connected together to construct words, words are connected together to construct phrases, phrases are connected together to construct utterances, and utterances are connected together to construct complete, meaningful text. That is to say, meaning is arrived at as the last step in the process. A chain of incoming sounds trigger schemata hierarchically organized in a listener's mind— the phonological knowledge, the morphological knowledge, lexical and syntactical knowledge (syntactical knowledge aids to analyze the sentence structure). Thus, the listener makes use of ―his knowledge of words, syntax, and grammar to work on form in the bottom-up processing (Rubin, 1994, p. 210). This process is closely associated with the listener's linguistic knowledge. However, bottom-up processing has its weak points. Understanding a text is an interactive process between the listener's previous knowledge and the text. Efficient comprehension that associates the textual material with listener's brain doesn't only depend on one's linguistic knowledge. Top-down processing (the second type) is explained as employing background knowledge in comprehending the meaning of a message. Carrell and Eisterhold (1983) point out that in top-down processing, the system makes general predictions based on ―a higher level, general schemata, and then searches the input for information to fit into these practically satisfied, higher order schemata. In terms of listening, the listener actively constructs (or reconstructs) the original meaning of the speaker employing new input as clues. In this reconstruction process, the listener employs prior knowledge of the context and situation within which the listening occurs to understand what he/she hears. Context and situation involve such things as knowledge of the topic at hand, the speaker or speakers, and their correlation with the situation, as well as with each other and previous events. We must realize if the incoming information the listener hears is unfamiliar to him, it can't evoke his schemata and he can only depend heavily on his linguistic knowledge in LC. Besides, although the listener can trigger a schema, he might not have the suitable schema expected by the speaker.

The interactive processing (the third type) overcomes the disadvantages of bottom-up processing and top-down processing to augment the comprehension. In the early 1980s, it was the tendency that only top-down processing was acknowledged to improve L2 (second language) listening comprehension. However it is now more generally accepted that both top-down and bottom-up listening processing should be combined to enhance LC. Complex and simultaneous processing of background knowledge information, contextual information and linguistic information make comprehension and interpretation become easy. When the content of the material is familiar to the listener, he will employ his background knowledge at the same time to make predictions which will be proved by the new input. As opposed with this, if the listener is unfamiliar with the content of the listening text and deficient in language proficiency, he can only depend on his linguistic knowledge, especially the lexical and syntactical knowledge to make sense of the information. From the cognitive perspective, Anderson (1985) elaborates that comprehension consists of perception, parsing and utilization. Perceptual processing is the encoding of the acoustic or written message. In listening, this covers chunking phonemes from the continuous speech stream (Anderson, 1995, p. 37). With the rise of Communicative Language Teaching (CLT), listening instruction began to involve the use of more authentic listening materials. In these activities, teachers typically activate background knowledge of the topic prior to listening by discussing the listening topic or pre-teaching vocabulary, then guiding learners through communicative tasks (e.g., information-gap activity) that require the use of information from the input to complete (Vandergrift & Goh, 2012).

2.3 Pre-Listening Activities

In listening comprehension, giving pre-listening activities are assumed to facilitate in making connections between the background and the thing that students encounter in

listening task. Besides that, it can also activate the students or learners' existing knowledge of the topic. As argued by Richards and Burns (2012), pre-listening activities aim to motivate the learner, to provide background knowledge, and to activate key vocabulary. According to Li & Renandya (2012), L2 learners have often been facing problems in L2 listening comprehension tasks due to text factors, processing factors, processing factors, listener factors, task factors, task factors, or an amalgamation of some of them.

On the vocabulary support, Farrokhi and Modarres (2012) attempted to find out the importance of "glossary of unknown vocabulary items" on Iranian EFL language learners' performance on listening comprehension questions across low proficiency (LP) and high proficiency (HP) levels. The results confirmed the beneficial effect of this support in low proficiency level.

On the term of previewing the test question, some SLA researchers (e.g., Buck, 1991) assert that previewing questions might be able to focus on the aim of the task, recognize clearly what learners are supposed to focus on, and pay more attention to the targeted input. According to Buck (1991), L2 learners understand better and obtain useful clues about the content of listening task when they preview questions. Another listening support is repetition of input which is usually used by language teachers in EFL contexts. Repetition has the potentiality to increase processing time which enhances the clarity between syntactic forms (Chang & Read, 2006). L2 learners might benefit from listening to the input more than twice. Repeating input is likely to allow L2 learners to check their comprehension.

2.4 Time and Place of the Research

This research took place in Sekolah Tinggi Ilmu Komputer Bali at Jalan Raya Puputan Renon No. 86 Denpasar, Bali. STIKOM Bali is the first computer institution in Denpasar. It was built in 2002 and has a strong commitment to provide high qualified teaching and learning program. This study took about 6 months and the output of the result is expected to help the English teacher in teaching English particularly in listening comprehension.

2.5 Data Source

Data source is the subject from which the data is taken. The data source in this study is a primary data, which has been got directly the test in listening comprehension in semester II, intake 2017 in Regular Program STIKOM Bali. The code of the class was class of AE171. The total students in this class were 34 students. The reason for choosing this class is because they have learned English II and listening in every meeting after discussing the passage. Although they have already learned it, almost all of them got low marks on the listening comprehension task. Therefore, their results were chosen to be analyzed.

2.5.1 Type of Data

Since the data source of this study was the students' listening test, then the type of data was a qualitative data. Qualitative data was chosen to explore the phenomenon that was happened in the process of teaching and learning English particularly in listening comprehension and listening conversation.

2.5.2 Technique of Collecting Data

Technique of collecting data plays an important role in this study. The listening comprehension test was used as the data of this study. The material as of this study dealt with conversation between two speakers. The types of listening were listening comprehension where the students have to mark the statement as True or False based on their understanding regarding to the conversation, and the second type was to fill the blank with the word that

they have listened on the conversation. They were allowed to read the passage and the pre-read the information before doing the listening test. The listening was played three times. The students listened to the tape through the speakers, and directly circle the answer when they listened to the single speaker, then they continued to answer the listening conversation by filling the blank.

2.6 Analyzing Technique

In analyzing the data, the writer used a descriptive qualitative analysis technique. The procedures are as follows:

a) Collecting data

The test of the students' listening comprehension was taken by the writer as the data to be analyzed.

b) To analyze the data, scoring was made on the principle-one word, one mark. The mark 1 was awarded to correct answer and 0 mark was awarded for the incorrect answer.

c) Identifying the students' result between female and male students.

The writer identified the students' listening comprehension result to be able to find their problem.

Based on Nakano, et al (1999) and Kaga, the procedure of scoring that was used in this test to the present study divides into four categories, they are:

1. Exact Word: A word is considered as a test item. If the word is written in the exact spelling and in the correct order, the item is assigned one point.
2. Garbling: An answer is given, not in the exact spelling. This is assigned no point.
3. Losing: An answer is not given and there's no space for the word. This is assigned no point.
4. Failing: An answer is not given and there's the blank for the word. This is assigned no point.

III. RESULT AND DISCUSSION

Data of this research was the students' listening test. The type of the listening test was listening comprehension and listening conversation. The students listened to the tape trough the speakers in the class. The class was divided into two sessions with the different listening comprehension and conversation.

Listening Question (First Conversation)

Part 1

Listen to the conversation between client and a web design company employee. Mark the following statements as true (T) or false (F).

1 …The multimedia section is not finished.
2 …The client decides to use Flash player.
1 …The client wants the site to go online today.

Part 2

Listen again and complete the conversation!

C: I see. And how is that 1….. ……?
E: Actually, we're having a little trouble with it.
C: Why's that?

E: Well, the 2……….. …….. you requested won't work on all computers. I'd suggest using 3……….player instead.
C: I just don't think Flash player has a 4……….. ……….. ……….. . I want my potential clients to be able to see everything clearly.
E: I understand, but using flash player will 5……… ……… ……… ……… the media you've given us.
C: I'll think about it, but everything else is finished?
E: Yes. Actually, the rest of the site could 6………… ……….. today.

3.1 Result on The Effect of Listening Supports

This part is to find out the comparison between the listening score of the students in their listening one (1) and listening two (2) using the different method. On the listening test one, there were two listening supports used in this test. They are pre-teaching of content and vocabulary, previewing the test questions and repetition of the input. On the other hand, for the listening two (2), the students were not given any of those listening supports.

In this listening test one (1), the listening supports were used. The first step was to teach the students the background knowledge indicating to the listening conversation that they will listen. They were also given the vocabulary related to the topic. The other listening supports that were applied in this listening test was the previewing test questions, and repetition of the input. The students were previewed the test questions before they start the listening test. This aims to let the students able to imagine the answer, to focus on understanding the conversation and it can also help the students concentrating to the input. The second listening support is the repetition of the input. The repetition of the input is a strategy for the second language learning and teaching in making comprehensible information, particularly in listening test. This is the most popular strategy to be used to improve the listening comprehension. In finding the comparison, the score of the students' listening test is needed.

Table 3.1 Performance of Students in Listening Comprehension 1

| Student | Part 1 | | | Part 2 | | | | | | Correct |
No.	1	2	3	1	2	3	4	5	6	Answer
1	x	x	x	x	x	√	x	x	x	1
2	√	x	√	x	√	√	x	x	√	5
3	√	x	√	x	√	√	x	x	√	5
4	√	x	√	x	√	√	x	x	√	5
5	√	x	x	√	√	√	x	√	x	5
6	√	√	√	√	√	√	x	x	√	7
7	x	x	x	x	√	√	√	x	x	3
8	x	√	x	x	√	√	√	√	x	5
9	x	√	x	x	√	√	x	√	√	5
10	√	√	√	x	√	√	x	x	x	5
11	√	√	√	x	√	√	x	x	√	6
12	√	√	√	x	√	√	x	x	√	6
13	√	x	√	√	√	√	x	x	√	6
14	√	√	x	x	√	√	x	x	√	5
15	√	x	√	√	√	√	x	x	√	6
16	√	√	√	√	√	√	x	√	√	8
17	√	x	√	√	√	√	√	x	√	7
18	√	x	√	x	√	√	√	x	√	6

19	√	√	√	x	x	√	√	x	√	6
20	√	√	√	x	√	√	√	x	√	7
21	√	√	x	x	√	√	x	x	x	4
22	x	x	x	x	√	√	x	x	x	2
23	x	x	x	√	√	√	x	x	x	3
24	x	√	x	x	√	√	x	x	√	4
25	x	x	x	√	x	√	x	x	x	2
26	x	√	x	x	√	√	x	x	√	4
27	x	√	√	x	x	√	√	x	x	4
28	√	x	√	√	√	√	x	x	√	6
29	√	√	√	√	√	√	x	√	√	8
30	√	√	√	√	√	√	√	√	√	9
31	√	√	√	x	x	x	x	x	x	3
32	x	x	x	x	√	√	x	x	x	2
33	√	√	√	x	x	x	x	x	x	3
34	x	√	x	√	√	√	x	√	√	6
								Total		**169**

Table 3.2 Performance of Students in Listening Comprehension 2

Student No.	Part 1		Part 2						Correct Answer
	1	2	1	2	3	4	5	6	
1	x	√	X	x	√	√	x	x	3
2	x	√	X	x	√	√	x	x	3
3	√	√	X	x	√	x	x	√	3
4	x	√	X	x	x	x	x	√	2
5	x	√	X	√	√	x	x	x	3
6	x	X	X	x	√	√	√	√	4
7	x	X	X	x	√	√	√	x	3
8	x	√	√	x	√	√	√	x	5
9	x	√	√	x	√	√	√	√	6
10	x	X	X	x	x	√	x	√	2
11	x	X	X	x	√	√	x	√	3
12	√	√	X	√	√	√	√	√	7
13	x	X	√	x	√	√	x	√	4
14	√	√	X	x	√	√	√	√	6
15	x	√	√	x	√	√	√	√	6
16	√	√	√	x	√	√	√	√	7
17	x	X	X	x	x	√	x	√	2
18	x	X	√	√	√	√	x	√	5
19	x	X	√	√	√	x	x	√	4
20	x	√	√	x	√	√	x	√	5
21	x	X	X	√	x	√	x	x	2
22	x	X	X	x	√	√	x	x	2
23	x	X	X	√	√	√	x	x	3
24	√	√	X	x	x	√	√	√	5
25	x	√	√	x	√	√	x	x	4

26	x	X	√	x	x	√	x	x	2
27	x	√	√	x	√	√	x	√	5
28	√	√	X	x	x	√	x	x	3
29	√	√	√	x	√	x	x	√	5
30	√	√	√	√	√	√	√	√	8
31	√	√	X	x	x	x	x	x	2
32	x	X	X	√	x	√	x	x	2
33	√	√	X	x	x	x	x	x	2
34	x	X	√	x	√	√	x	√	4
								Total	**132**

Based on the Table 5.1 Performance of Students in Listening Comprehension 1, the percentage of correct answers is 55.2%, while based on Table 5.2 Performance of Students in Listening Comprehension 2, it was found 48.5% correct answers. This present study was to compare the listening students' test results. The result showed that the percentage of the correct answer with the pre-activities of listening support was higher than the percentage of the correct answer without pre-activities of listening support. Pre-teaching of content and vocabulary gave the students the background knowledge of the conversation on the listening test and also the vocabulary related to the topic. Therefore, it seems easier for them to answer the questions. Besides that, by previewing the test questions and repetition of the input built their understanding regarding to the topic and conversation on the listening test. The data analysis revealed that giving the pre-activities of those listening supports affected the result of the students' listening test result. The finding gave a positive effect in applying the listening supports prior the test. This finding also can prove the argumentation from Richards and Burns (2012), that pre-listening activities aim to motivate the learner, to provide background knowledge, and to activate key vocabulary.

IV. CONCLUSION

In conformity with the aim of this study, there was a problem that had been discussed. The problem was to find out the effect of the two listening supports on the students' listening performance. Based on the result of this study, giving the listening supports to the students prior the listening test was effected their listening performance. It can be seen from their listening test result. Giving the pre-listening supports can improve the students' understanding in doing the listening test, compare with the students' result without giving the listening supports. Most of all, giving the exercises are very much needed since listening skill is an integral part of language learning. Since language is a habit, then taking exercises in listening the native speakers is very useful. Furthermore, positive attention and background knowledge of the listening topic in doing listening test is very important.

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