MENINGKATKAN KEMAMPUAN MENDENGAR PADA SISWA KELAS DELAPAN MTs MUHAMMADIYAH AL-HAQ PALU MELALUI STRATEGY PERCAKAPAN SINGKAT

IMPROVING LISTENING SKILL OF THE EIGHTH GRADE STUDENTS OF MTs MUHAMMADIYAH AL-HAQ PALU THROUGH SHORT CONVERSATION STRATEGY

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ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan bahwa penggunaan strategi percakapan singkat dapat meningkatkan keterampilan mendengarkan siswa kelas Delapan MTs Muhammadiyah Al-Haq Palu. Desain penelitian ini adalah menggunakan pra-eksperimental dan sampelnya adalah siswa kelas Delapan MTs Muhammadiyah Al-Haq Palu yang terdiri dari dua puluh lima siswa. Peneliti menggunakan teknik total samling dan mengadopsi satu kelompok pre-test dan post-test. Dia menggunakan tes sebagai instrument yaitu pre-test dan post-test. Hasil analisis data menunjukan bahwa hipotesis diterima. Terbukti bahwa analisis t_counted (4,92) lebih tinggi dari t_table (1,711). Dengan kata lain, penggunaan percakapan singkat dapat meningkatkan keterampilan menyimak siswa kelas Delapan MTs Muhammadiyah Al-Haq Palu.

Kata kunci: Meningkatkan kemampuan mendengarkan dan strategi percakapan singkat.

ABSTRACT

The objective of this research is to prove that using short conversation strategy can improve students' listening skill of the eighth grade students of MTs Muhammadiyah Al-Haq Palu. The research design was pre-experimental research and the sample was the eighth grade students of MTs Muhammadiyah Al-Haq Palu which consist of twenty five students. The researcher employed total sampling technique and adopted one group pre-test and post-test. He used test as the instrument namely pre-test and post-test. The result of the data analysis indicates that the hypothesis was accepted. It is proved that the analysis of t_counted (4.92) is higher than the t_table (1.711). In other words, the use of short conversation can improve the listening skill of the eighth grade students of MTs Muhammadiyah Al-Haq Palu.

Keywords: Improving listening, skill, short conversation strategy.

INTRODUCTION

As a foreign language in Indonesia, English has four skills (reading, listening, writing, and speaking) that have to be mastered by the students. From these skills, listening is a skill that the students get difficult to be mastered because it needs more attention and concentration to comprehend the sounds (listening materia). It can be said that listening is not a passive skill; the process of listening is a complex process in which many things happen simultaneously inside the mind. Gilakjani and Ahmadi (2011:977-988) state, that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

In this verse, Allah, Subahana Wata'ala forbids the Prophet Muhammad *Salallahu Alaihi Wasalam* to read the revelation before he listen it firstly. Furthermore, listening skill is one of the basics of learning languages and acquiring them is very important in language learning. Moreover, with the development of high technology, we more and more rely on our ears to get information. There is no doubt that the speed of getting information is faster through listening than reading. Thus, it is crucial to improve the level of listening comprehension of the students.

Based on the researcher's experience when conducting teaching practice or *Praktik Pengalaman Lapangan (PPL)* simultaneously conducting preliminary research at MTs Muhammadiyah Al-Haq Palu, the researcher found some problems in the students about listening skill, especially in the eighth grade. There are two factors that make students get difficulty to understand listening skill: Firstly, the students are not accustomed to listening speak English, so they get confused to listening skill. Secondly, the students seldom listen to the music, videos, and short story about in English, so they get bored to listening skill. When the are listening the students have not even got the meaning of the first sentence, before the second sentence has already passed. Their results show that they have missed the whole passage

In addition, when the researcher asked the students about the content of audio material played, almost all of them did not answer or did not understand what they heard. The researcher attempts to solve the problem by applying a strategy to improve students' listening skill through short conversation strategy, because this strategy is easier, simple and make fun for the students learn about listening skill.

RESEARCH METHODS

In this research, the researcher used a pre-experimental research design. The sample of the research was only one group. There was is not control group, but the experimental one was given pre-test and post-test. The pre-test was given before the treatment. It aims to find out the prior knowledge of the students. Then, the researcher treated the students by using short conversation strategyfor six meetings. After the treatment, the researcher gave post-test. It aims to find out the result of the students after the treatment and to see whether short conversation strategy can improve the students listening skill or not. The researcher conductted the research based on the research design proposed by Suprapto (2013:26) as follows:

O_1 X O_2

Where:

O_1 =	pre-test
X =	Treatment
O_2 =	Post-test

The population of this research is the eighth students of MTs Muhammadiyah Al-Haq Palu. It consisted of one class. The total number is twenty five students. In this research, the sample was the eighth grade students of MTs Muhammadiyah Al-Haq Palu. They were twenty five students: fifteen males and ten females. The researcher used total sampling technique in choosing the sample. It means that the researcher took all the number of the population available. There are two kinds of variables, namely dependent variable and independent variable. The dependent variable can be influenced when it is given a treatment, while the independent variable influences the dependent variable. The dependent variable of this research is listening skill of the eighth grade students of MTs Muhammadiyah Al-Haq Palu, whereas short conversation strategy as the independent variable applied during the treatment.

RESULTS AND DISCUSSION

On this section, the researcher has proved that the hypothesis is accepted or rejected. The researcher has done testing procedure that is intended to find out whether short conversatin strategy can improve students' listening skill or not. Criteria of testing hypothesis are: if $t_{counted}$ value is greater than t_{table} value, the alternative hypothesis is

accepted. Using short conversation strategy can improve students' listening skill of the eighth grade students of MTs Muhammadiyah Al-Haq Palu. In other words, the treatment conducted has significant effect toward the improvement of students' listening skill.

The researcher has analyzed the data by using formula of t_{test}. The researcher presents that $t_{counted}$ value was 4.92. Although $t_{counted}$ value was greater than t_{test} value, but they are not too significance difference. It is caused that there are about three samples of this research that have minus score of post-test. Besides, one sample as constant score between the pre-test and the post-test. The researcher realizes that during the treatment, he got many interventions around the enviroment. For instance: Some students often go out of classroom while he was teaching, because they have to paticipate in the extracuriculars of that school.

To find out the significant difference of t_test, the researcher compared between value of t_counted (4.92) and t_table (1.711), by consulting twenty five students. In the conclusion that t_counted value was greater than t_table value, thus the hypothesis of this research (Ha) is accepted. In other words, it proves that short conversation strategy can improve the listening skill of the eighth grade students of MTs Muhammadiyah Al-Haq Palu.

CONCLUSION AND SUGGESTION

The result of this research proved that the mean score of the post-test is greater than the mean score of the pre-test. In addition, the value of t_counted (4.92) is greater than the value of the t_table (1.711). It indicates that short conversation strategy can improve students' listening skill of the eighth grade students of MTs Muhammadiyah Al-Haq Palu.
The researcher has several for the people who are active in educational world, particularly in improving of English teaching and learning process in the school or university. First, English teachers should teach English integratedly on four skills. Based on the reality in the field, listening is one and only skill that was rarely included in their teaching and learning process particularly. They should find out an appropriate approach, method, strategy, even technique to teach listening for the students. Second, students have to habituate their ears to listen some English conversation or English spoken of the native speaker frequently. It can be from English musics, movies, and discourse. Third, researchers can use this research as their references. They can conduct their research about listening.

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ATTACHMENT

Table 1

No.	Initials	Kinds of Test		Obtain Score	Total Score
		Blank Sentences	True or False		
1	A	8	7	15	75
2	AA	6	3	9	45
3	AN	7	6	13	65
4	D	6	4	10	50
5	DS	8	6	14	70
6	FP	6	6	12	60
7	FR	6	5	11	55
8	H	5	3	8	40
9	HA	7	5	12	60
10	HT	7	6	13	65
11	I	8	6	14	70
12	IQL	6	5	11	55
13	JA	7	6	13	65
14	M	6	5	11	55
15	MA	5	3	8	40
16	MAD	7	6	13	65
17	MF	6	5	11	55
18	MR	6	3	9	45
19	MT	5	5	10	50
20	NA	6	4	10	50
21	NS	8	7	15	75
22	R	5	4	9	45
23	REP	7	5	12	60
24	RM	7	6	13	65
25	S	6	3	9	45
TOTAL					1425

Result of the students' pre test

Table 2
The Post-test Score of Students

No.	Initials	Kinds of Test		Obtain Scores	Total Score
		Blank Sentences	True or False		
1	A	7	6	13	65
2	AA	8	7	15	75
3	AN	9	9	18	90
4	D	8	7	15	75
5	DS	7	6	13	65

No.	Initials	Blank Sentences	True or False	Obtain Scores	Total Score
6	FP	8	7	15	75
7	FR	8	8	16	80
8	H	7	7	14	70
9	HA	9	8	17	85
10	HT	9	8	17	85
11	I	7	6	13	65
12	IQL	8	7	15	75
13	JA	9	8	17	85
14	M	8	7	15	75
15	MA	8	7	15	75
16	MAD	9	8	17	85
17	MF	8	6	14	70
18	MR	8	7	15	75
19	MT	9	7	16	80
20	NA	8	7	15	75
21	NS	9	9	18	90
22	R	8	6	14	70
23	REP	8	7	15	75
24	RM	9	8	17	85
25	S	8	7	15	75
TOTAL					**1920**

Table 3
Deviation of Pre-test and Post-test

No.	Initials	Kinds of Test		Obtain Scores	Total Score
		Blank Sentences	True or False		
1	A	75	65	10	100
2	AA	45	75	30	900
3	AN	75	90	15	225
4	D	50	75	25	625
5	DS	70	80	10	100
6	FP	60	75	15	225
7	FR	55	80	25	625
8	H	40	70	30	900
9	HA	70	85	15	225
10	HT	65	85	20	400
11	I	60	70	10	100
12	IQL	55	75	20	400
13	JA	65	85	20	400
14	M	55	75	20	400
15	MA	40	65	25	625
16	MAD	65	85	20	400
17	MF	55	70	15	225
18	MR	45	75	30	900
19	MT	50	65	15	225
20	NA	50	75	25	625
21	NS	75	90	15	225

22	R	45	65	20	400
23	REP	60	75	15	225
24	RM	65	85	20	400
25	S	45	75	30	900
TOTAL					$\sum$ 495
$\sum$ 10775					