

***BRITISH RECORDING AUDIO AS A MEDIA TOWARDS
STUDENTS' LISTENING COMPREHENSION AT THE ELEVENTH
GRADE OF SMA NEGERI 3 MAKASSAR 2021***

***BRITISH RECORDING AUDIO SEBAGAI MEDIA TERHADAP
PEMAHAMAN MENDENGARKAN SISWA KELAS XI SMA NEGERI
3 MAKASSAR 2021***

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ABSTRACT

The objective of the research is to know the influence of British Recording Audio as a media towards students listening comprehension at the eleventh grade of SMA Negeri 3 Makassar. In this study the writer used quantitative research to find the data and results of tests that have been done by the writer to see the ability of the students in understanding their listening. This research was conducted on December, 8th 2020 at the Eleventh grade of SMA Negeri 3 Makassar, in the academic year 2020/2021. The population of this research was Eleventh-Grade students of SMA Negeri 3 Makassar which of 270 students divided into nine classes which each class consists of approximately 30 students. The writer took 11 grade class which consisted of 30 students. The writer choose sample randomly depends on student's comprehension in listening. Based on research findings shows that the value of mean score in pre-test was 47 and posttest was 67. The t-test of this research was 19.287 was higher than t-table 1.697 with the significance 0,05. It means that British Recording Audio had a significance influenced towards students listening comprehension at the third-grade of SMA Negeri 3 Makassar. Based on the research conducted at SMA Negeri 3 Makassar, it can be concluded that there is a significant difference teaching student using British Recording Audio in listening comprehension for the eleventh-grade students of SMA Negeri 3 Makassar in academic year 2020/2021. It can be seen based on the student's post-test scores in teaching listening is higher than the student's post-test scores using British Recording Audio

Keywords: British Recording Audio, Listening Comprehension.

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh media British Recording Audio terhadap pemahaman menyimak siswa kelas sebelas SMA Negeri 3 Makassar. Dalam penelitian ini penulis menggunakan penelitian kuantitatif untuk memperoleh data dan hasil tes yang telah dilakukan penulis untuk melihat kemampuan siswa dalam memahami menyimak. Penelitian ini dilaksanakan pada tanggal 17 Januari 2020 di kelas sebelas SMA Negeri 3 Makassar tahun pelajaran

2020/2021. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 3 Makassar yang berjumlah 270 siswa yang terbagi dalam Sembilan kelas yang masing-masing kelas terdiri dari 30 siswa secara acak sampling, penulis mengambil satu kelas di kelas XI yang terdiri dari 31 siswa. Peneliti memilih sampel secara acak berdasarkan pada kemampuan siswa dalam menyimak. Berdasarkan hasil penelitian menunjukkan bahwa nilai rata-rata nilai pre-test 47 dan post test 67. Nilai t-test penelitian ini 19,287 lebih tinggi dari t-tabel 1,697 dengan signifikansi 0,05. Artinya British Recording Audio memiliki pengaruh yang signifikan terhadap kemampuan menyimak siswa kelas sebelas SMA Negeri 3 Makassar. Berdasarkan penelitian yang dilakukan di SMA Negeri 3 Makassar, dapat disimpulkan bahwa terdapat perbedaan yang signifikan pembelajaran siswa yang menggunakan British Recording Audio dalam pemahaman menyimak pada siswa kelas sebelas SMA Negeri 3 Makassar tahun pelajaran 2020/2021. Hal tersebut dapat dilihat berdasarkan nilai post-test siswa dalam pengajaran menyimak yang lebih tinggi dibandingkan dengan nilai post-test siswa yang menggunakan British Recording Audio

Kata Kunci: British Recording Audio, Kemampuan Menyimak

INTRODUCTION

Language is used to create a meaningful communication among human beings. In other words, communication is the main function of language. Communication is impossible without shared knowledge and assumptions between speakers and hearers. People conduct communication using a language or language is used to create a meaningful communication among human beings. In other words, communication is the main function. English is one of languages used as a means of communication among the learning activity.

Based on the writer's observation in SMA and the problems were: 1) when the teacher gave an explanation, the students talked each other. It made the students did not pay attention to the teacher, 2) the students had difficulties to listen some words in listening material, and 3) the students had difficulties catch what audio talking about. When the writer conducts an interview to some students, they are said that listening is a difficult part in studying English. Because some of the students don't like to listening material from audio listening. Based on the result of the researches' observation in SMA Negeri 3 Makassar, there are some problems in the motivation of students to learn listen carefully to what the teacher has said, some students are also enthusiastic to review the previous material, the teacher often gave instruction and students listen carefully to what has been explained by the teacher, students enthusiastic to read the text and imitate the teachers' pronunciation, teacher pronunciation is very clear when given an explanation to the students, the teacher is active to give an instruction to the students in order that the students can answer the questions, the teacher corrects their pronunciation that is less appropriate when they speak English.

Instead of some motivated students, there are also some problems faced by the students such as they got difficulties to speak English, there are also some students who are not enthusiastic to answer the question especially the boy students, the classroom environment is quite enough, but the atmosphere is very hot, and many of the students are getting sleepy and making a noise. And the last problem in the learning process, most of

them speak mother tongue. When conducted the observation in SMA Negeri 3 Makassar. The writer see most of them get easier to speak the mother tongue than English. Based on the explanation above, the writer took the title “British Recording Audio as A Media Towards Students Listening Comprehension at theeleveth grade of SMA Negeri 3 Makassar” and hopefully this is beneficial and important for English teacher, students, the reader, and especially for the writer herself.

LITERATURE REVIEW

Definition of Teaching

The word teaching is common for teachers but when in this study want to explain the definition of teaching, or teachers are still doubted. So, the writer has to look at the definition of teaching. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning. Teaching is a complex process that can be conceptualized in many different ways, using alternative, metaphor, and analogies. Then, teaching is a way how to prepare learning experience to the students. According to Paulson and Bruder (2009:59), teaching is simply to instruct the learner how to get the meaning across to be able to communicate some referential meaning in the target language. Therefore learners are capable of satisfying their own expression orally.

Listening

a. The Nature of Listening

Listening is not only hearing, but listening is also more than just hearing the words. Rost (2011:9) defines listening in terms of overlapping types of processing: neurological processing, linguistic processing, semantic processing, and pragmatic processing. Alice (in Goodith (2008:5) also defines that listening is not morally not talking, its means taking a vigorous human interest in what is being told us. A complete understanding of listening needs to account for all four types of processing, indicating how these processes integrate and complement each other.

b. Listening Process

Buck (2001: 274) also adds that comprehension is an on-going process of constructing an interpretation of what the text is about and then continually modifying that as new information becomes available. There are different processes in the listening process these processes are often referred to as bottom-up and top-down processing. Nation (2009:40) defines that Bottom-up and Top-down processes are conveyed.

- 1) Bottom-up Processes
- 2) Top-down Processes

c. The Aspects of Listening Comprehension

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and non-linguistic knowledge. Rost (2011: 9-15) describes linguistic knowledge a follows:

- 1) Speech sounds
- 2) Words
- 3) Parsing speech

d. Teaching Listening

Brown (2000: 347) states that the importance of listening in language learning can hardly be overestimated. While Larry and Chuen (2012: 4) state that the important skill in listening: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Compared with writing and reading, or even speaking, however, the development of listening receives the least systematic attention from teachers and instructional materials.

British Accent

According to Tom McArthur in the Oxford Guide to World English, British English shares "all the ambiguities and tensions in the word British and as a result can be used and interpreted in two ways, more broadly or more narrowly, within a range of blurring and ambiguity. When distinguished from American English, the term "British English" is sometimes used broadly as a synonym for the various varieties of English spoken in some member states of the Commonwealth of Nations.

Definition of Audio

Audio comes from the word audible which means "can be heard by a human being". While in the context of audio as one of the instructional media, it means voices and sounds that recorded to be heard again by students (Daryanto, 2012: 40-41). According to Anitah (2012: 37), audio is media to give message toward hearing. Audio language is something combines some voice elements, sound, and music that contain abstract value.

Teaching Listening Using Audio

After learning about the meaning of audio, proceed to the next discussion, which is about teaching listening using audio. Daryanto (2012:46) suggests some ways to use audio in the classroom:

- 1) Audio use can be integrated with printed media. So, it means audio not just recording of some voice but printed media also can be audio.
- 2) Audio use can be integrated with activity in the classroom. Teacher use audio to make activity in the classroom more have variation, so the students will not get bored to study listening material.
- 3) Audio use independently as interactive audio. Teacher use audio to make the teaching more interactive and easy to make the student's understand the material.

The Advantages of Using Audio

According to Anitah (2012: 37), (1) Audio-tape is economical enough, because audio record can be deleted and changed with new material, (2) physical defect of student (blind or illiterate) can learn toward audio media, and (3) to children, audio media can give language learning experience to beginner.

The Disadvantages of Using Audio

The audio medium has some disadvantages because audio can only be heard by the students, it makes the communication has only come from the speaker to the hearer (one-way communication). It also lacks in involving other sense besides hearing sense (Munadi, 2012: 65).

Anitah (2012: 38) further states that disadvantages of using audio are toward audio media without instructor that face to face directly with student, it can make students

not interest to the learning process, and when the students listen to the same audio in a long time without variation learning, sometimes it makes the learning process to be bored for students.

After conducting an observation in SMA Negeri 3 Makassar, the writer noticed that students of SMANegeri 3 Makassar especially eleventh grades are included in the type of extensive listening. Because when the writer does the observations then look at the way students' pronunciations and the way they listen to what the teacher has said. So, they can understand what the teacher has said when explaining in the classroom.

METHODOLOGY

In this study the writer used quantitative research to find the data and results of tests that have been done by the writer to see the ability of the students in understanding their listening. It is quantitative in the way the main data on the improvement of students' comprehension will be collected and analyze. The pre-test is administered before treatment (O_1) and the post-test is administered after treatment (O_2). The treatment applied in order to know the effect of treatments that have been given. Where, the pre-test and post-test are given only for one group, it means that there is no control group. Because it has been using the first test so that the magnitude from the effects of the experiment can be known with certainty. The success of the treatment is cause after comparing the pre-test to the post test result. This research was conducted on December, 8th 2020 at the Eleventh grade of SMA Negeri 3 Makassar, in the academic year 2020/2021. The writer conducted the research through 4 meetings. The population of this research was Eleventh Grade students of SMA Negeri 3 Makassar in academic year 2020/2021 which of 270 students divided into nine classes which each class consists of approximately 30 students. The writer took one class using cluster random sampling technique as a research sample. This technique is selected because the sample was a group of students without receiving the intervention from the writer. It means that the writer used the selected class that had been formed at the school. This sampling classes randomly selected which exists as a population. By random sampling, the writer has been taken one class on eleventh grade which consisted of 30 students. The type of instrument used in this study is a test. In the listening test, the writer gave a question for students. The test was given twice before and after treatment or teaching and learning. The students received a pre-test to know initial listening comprehension before using British Recording Audio as a Media and post-test administered to measure students' listening comprehension after treatment and the impact of using the Daily English Conversation application can improve or not affect students' listening comprehension. Calculating the mean score, finding out the standard deviation of pre-test and post-test, computing the frequency and the rate percentage if the students' scores and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of independent using t-test using (Puskur, 2006).

FINDINGS

After conducting the experiment, the writer obtained the desired data. The data which were analyzed in this research are pre-test and the post-test score of the experiment class. The pre-test and post-test scores of the experimental class were compared by using t-Test formula. Then, the writer uses a statistic formula of t-test with significance 5%. The test was arranged in a question sheet paper for pre-test and post-test. To know the result of the test, it could be presented on the table below:

Table 1 The Score, Frequency and Classification in Pre-Test

No	Classification	Score	Frequency	Percent
1	Poor	40	16	51.6
2	Average	50	10	32.3
3	Average	60	2	6.5
4	Good	70	3	9.7
Total			31	100.0

Based on the score and frequency in table 1 of experimental group showed that there were 16 students got 40 (51.6%), 10 students got 50 (32.3%), 2 students got 60 (6.5%), and 3 students got 70 (9.7). The result in pre-test shows that several of the students didn't pass the test and classified as poor. It also indicated that the students need practice to improve their listening comprehension. The writer gave the students treatment used British Recording Audio as a media to influence the students Listening Comprehension. The writer conducted the treatment twice.

Table 2 The Score of Frequency and classification in Post-Test

No	Classification	Score	Frequency	Percent
1	Average	50	2	6.5
2	Average	60	11	35.5
3	Good	70	12	38.7
4	Good	80	5	16.1
5	Very Good	90	1	3.2
Total			31	100.0

Based on the score and frequency in table 2 of experimental group showed that there were 2 students got 50 (6.5%), 11 students got 60 (35.5%), 12 students got 70 (38.7%), 5 students got 80 (16.1), and 1 student got 90 (3.2%). The result in post-test shows that most students score were raised after the writer conducted the treatment. It indicated that the after the students got treatment their listening comprehension was improved.

Table 3 The Mean Score and Standard Deviation in Pre-Test and Post-Test

		Post-Test	Pre-Test
N	Valid	31	31
	Mean	47	67
	Std. Deviation	.930	.965

Based on the mean score and standard deviation pre-test and posttest in table 3 showed the result after the writer conducted the research. The mean score in pre-test was 47 and standard deviation was 0.965. Besides that, the mean score in post-test was 67 and

standard deviation was 0.930. The result of the mean score was significant between post-test and pre-test. The gap between post-test and pre-test was 2.

Table 4 The Result of T-Test

				Paired Differences				
				Std. Error	95% Confidence Interval of the Difference			
		Mean	Std. Deviation	Mean	Lower	Upper	t	Df
Pair 1	POST_TEST - PRE_TEST	2.000	.577	.104	1.788	2.212	19.287	30

Based on the table 4 above the score of listening comprehension before the students were taught by listening used British Recording Audio was average. The mean score of listening comprehension between pre-test and post-test was 2.000. After the writer conducted the treatment used British Recording Audio found that t-test was higher than t-table. It can be seen that the T test 19.287. was higher than t-table 1.69726. It indicated that teaching listening comprehension used British Recording Audio improved the students listening ability.

DISCUSSION

The discussion of the data description contained the important point from the computation of the data analysis. The data were obtained from the pre-test and post-test scores in the experimental class. The data of pre-test scores in experiment class are to know the student's listening test before the treatment. The data of pre-test scores in experimental class show that the score is 40 up to 70. It means that the lowest score was 40 and the highest score was 70. Some students got score 40 in pre-test and 60 in post-test. Besides that, students got variative score in pre-test and post-test. Based on the researcher's experience in pre-test many students face some difficulties when they are listening to the audio. The students face several challenges, such as the pronunciation, speed of speech, and accent of the speaker. The limited and unfamiliar vocabulary also become a challenge that has a great deal of influence on their understanding.

Moreover, it also involves the ability of the students to process the information by using basic knowledge in order to understand the listening. The problems faced by the students come from the external or internal factors. The example of the external factor is the audio or material which it is related to linguistic aspect. The audio sometimes is hard to be followed because it is very fast. Therefore, the students cannot catch or forget what the speakers in audio are talking about. The limited mastery of vocabulary which belongs to the linguistic elements becomes the problem that is usually found in listening comprehension.

The data of the post-test score was to know the student's listening test after treatment. The data of post-test score in experimental class was 60 up to 90. It meant that the highest score was 90 and the lowest score was 60. From the computation of the pre-test and post-test, it shows that the result of the pre-test and post-test scores in the paired sample t-test that used by the writer was the mean in the pre-test score is 47 and the mean of the post-test score is 67. The writer also gets the computation of the standard deviation in the both of the experimental classes is the pre-test and post-test, the standard deviation of the pre-test was 0.965 and the post-test was 0.930

Furthermore, the result of the analysis could be clarified by the following reasons. Listening skill is important to explain in chapter II to learn the foreign language. Listening is more than simply taking in the words another person says. It often includes a requirement for us to empty our minds of personal agendas in order to connect directly with another.

The explanation above recommended the result of this research that there is a difference in listening comprehension between the students taught by drilling and dictation with the audio recording of the British Audio. In other words, teaching listening by using drilling and dictation with the audio recording of the British Audio more effective than teaching listening without drilling and dictation with audio recording of the British Audio.

Based on the explanation above, in order to facilitate the listeners, the teacher may use teaching media such as audio recording. Audiovisual information in audio recording is important in teaching and learning process, especially in teaching second-language listening. The teacher applied British Audio as the media in teaching listening comprehension and it one of strategies in implementing distance learning during COVID-19 pandemic at SMAN 3 Makassar. The application of this strategy aims to keep teaching and learning activities going on even in the COVID-19 pandemic. The obvious strategy on distance learning during COVID-19 pandemic adapted to the conditions, either by listening, using Laptop, using Google Drive, Google Forms, and how to manage students well. As state by the head of laboratory information technology communication

Appropriate strategy on implementation distance learning during COVID-19 pandemic namely the teacher assigns students to watch television shows in accordance with government recommendations. Then, carry out activities through mobile phones whose material has been prepared by the teacher through certain applications. Because the application requires internet access, directly both students and teachers must have an internet quota. Thus, a form of government concern for students is given a quota to access the internet through BOS funds. Some teachers who have taught at SMAN 3 Makassar for more than ten years and were interviewed stated that in the face of a pandemic COVID-19, distance learning using media is needed. With the appropriate media in distance learning, teachers use learning media that are not boring so students can still carry out learning. The media has been applied during distance learning at SMA Negeri 3 Makassar are Google Forms, Zoom, and how to communicate using WhatsApp and to monitor the response of the students. As state by the English language teacher

It supported by the information technology communication teacher described that the media used during distance learning are Whatsapp, Google Form. But the most effective is using Whatsapp which students can directly ask the teacher. The media used by teachers and students at SMAN 3 Makassar during the COVID-19 pandemic were using Laptop, Whatsapp, Google Form, Zoom, Facebook, and YouTube. All media used are internet-based media except television. So, it requires an internet quota to use it. Laptop is a medium that is used to view a question that is appropriate to the level of students and government recommendations. Whatsapp is used to deliver material, the results of the material, and also sometimes used for communication, monitoring students, or consultation between teachers and students. Then the teacher also uses Google Form to practice the students' abilities in the form of questions and use Zoom when the teacher carries out learning using audiovisual. Sometimes teachers use YouTube media for learning so that students don't get bored with the material provided and generate student interest in learning.

Moreover, the advantage used British Audio Recording in this research was the economical, flexible, Audio-tape is economical variative audio material, saving time, new teaching material and bring new strategy in teaching listening during the quarantine corona virus. Besides that, the disadvantages used British Audio was less communication with students during teaching activity, the audio only for students, one-way communication, and repeat audio sometimes it makes the learning process to be bored for students. The writer concluded that teaching listening using British Recording Audio had a significance effect to increase the students listening comprehension at SMA Negeri 3 Makassar.

CONCLUSION

Based on the research conducted at SMA Negeri 3 Makassar, it can be concluded that teaching students' using British Recording Audio for the eleventh-grade students' of SMA Negeri 3 could improve the students' listening comprehension. Based on the result of the data analysis in the pre-test and the post-test scores. The t-test of this research was 19.287 was higher than t-table 1.697 with the significance 0.05. It means that British Recording Audio had a significance influenced towards students' listening comprehension at the eleventh grade of SMA Negeri 3 Makassar

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