

Teaching Model Development of English Listening Skills by Using Lingoclip to Increase Students' Listening Skills at SMP Swasta Pelita Kasih School Tanjung Morawa

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Abstract

This research shows that there are several problems experienced by junior high school students in learning listening skills. This research aims to find out the development of listening teaching model using lingoclip in increasing listening skill. The researcher tried to reveal the problems that occur in the ability of junior high school students. Type of research was a class action research descriptive quantitative. Based on the results of the pre-test, the pre-test mean score was 56,94 and the mean score in the post-test was 80,47. It can be seen that the students' skill in listening by using AIR Learning model was increased. From these calculations, it can be inferred that there was a difference of students' scores before and after receiving the treatment. The development from the research is when using the AIR Learning model, the results obtained increased by approx. 48%. Based on the data analysis, the researcher found that AIR Learning can improve students' skill in listening. As the result from the pre-test and post-test mean scores which were given. The improvement of mean score was 56,94 to 80,47. It means that there was a significant difference of achievement between the students who were taught by AIR Learning model and the students who were taught without AIR Learning model. The data also showed that students felt that AIR Learning model could help them in listening. Most of them also responded that they attempt to use AIR Learning model in their daily listening.

Keywords: Teaching model development, Listening Skill, AIR Learning

Introduction

Listening plays an important role in mastering English. The development of listening has caught the attention of many English teachers in many countries. In general, listening is considered the simplest process to receive spoken language and also listening is considered the easiest skill to master because it only takes a short time than other skills such as speaking, writing and reading.

Listening is one of the important skills that students have to learn in learning a language like learning English, but listening is not as easy as it seems. This cannot be separated from the influence of listening in building students' vocabulary and increasing language use. Listening has the potential to develop students' listening skill, word stress, and syntactic acquisition. It also contributes to language expertise and proficiency. In addition, listening facilitates students to acquire 45% of the total language competency. It involves not only cognitive processes but also several behavioral and affective processes.

According to Fahriany(2014: 37), the functional model of input processing in SLA by Tomlin & Villa(1994) states that "attention has three components with neurological correlation: (1) alertness, namely overall readiness to deal with incoming stimuli, (2) orientation, namely the

direction of the source of attention to the type specific stimuli, and (3) detection, which is the registration of cognitive stimuli". Based on this explanation, listening is one of the stimuli which is a series of neurological processes that start from hearing and receiving to interpreting then understanding spoken language and the content that occurs between communicators during the listening process. These processes are called sub-skills and cognitive processes of listening. In addition, there will be a process of giving verbal and nonverbal responses during the communication process as part of aspects of listening behavior which are generally unavoidable. This explanation is in line with Devito's explanation of the listening process which includes receiving, understanding, remembering, evaluating, and responding to the words spoken (DeVito & DeVito, 2007). Giving feedback or responding is the last process in listening. Feedback is very important to this communication process because without feedback the whole idea of effective communication will be passive and ineffective communication.

When in the school environment to foster students' interest in listening skills here teacher may use several models that can attract students' interest to get even better listening skills. The model of listening skills can be used by the teacher is the Auditory, Intellectual and Repetition (AIR) model, so students' listening skills will be high and learning objectives will be achieved. One effort to improve listening ability is to choose the right learning model. The researcher will try to create a teaching model for listening skill. Indeed, Auditory, Intellectual and Repetition (AIR) model has been used by another researcher, but the researcher wants to use a new model, namely using the AIR method.

Recent studies have proven that listening skills especially in English affect their other language skills such as reading, writing, and speaking performance. For example, if students watch an English film once a day in their free time, their listening skills can improve and so will their speaking skills because when they watch, they not only hear the spoken language but also they see the film path. Students who are good and mature in listening are considered to be better at other English skills namely reading, speaking or speaking, and writing than students whose listening skills are immature or good. Another advantage of having mature listening skills is that it facilitates personal and professional development for the students themselves. For students being a good listener not only gives them benefits in learning languages, but also in other subjects. The basic purpose of listening is to get information, so being a good listener means that students can get a lot of information just by listening. Iwankovitsch (2001: 6) gives one example of the benefits of being a good listener, Ron's example if someone had a report to do or figured out how to build a deck or table he would prefer someone who was already good at building decks or tables and listening to them for only a few hours would have a lot of information about it instead of spending a week or maybe a month reading or researching what to do.

Listening has provided many benefits for students' language development, but as previously explained, listening is not an easy skill to master. In addition, because in Indonesia English is treated and taught as a foreign language, not a second language, the quality and quantity of teacher input to students cannot make up for their deficiencies in spoken and written English in the target language.

In conducting pre-research at SMPS Pelita Kasih School TanjungMorawa, the authors found that currently, the school is a National Plus School. A national plus school is a school that continues to use the national curriculum but also adopts an international curriculum. The language of instruction used by national schools is English and Indonesian. Even though they adopt an international curriculum, national schools still study Religion and Civics as a local identity.

Students in public schools learn the four skills of English. They listen, speak, write, and read. Based on Iwankovitsch, (2001: 5), the importance of listening skills is a requirement that must be met by students. Appropriate and interesting materials for grade VII students of SMP Pelita Kasih School need to be provided as needed to encourage and motivate them to learn and improve their listening skills.

Method

The research design used in this study was a pre-experimental design type of One-Group Pretest-Posttest Design. An initial test is given in the form of a pretest, before being given treatment/treatment and at the end of learning is given (final test) in the form of a posttest. In this study, the results of the treatment can be known more accurately, because they can be compared with the conditions before being given treatment (treatment).

The population in the study was the entire students' seventh grade of SMP Pelita Kasih School Tanjung Morawa by Total Sampling. There are two classes in the seventh grade, VII. The sample is part of the population (part or representative of the population being studied). The research sample was part of the population taken as a data source and can represent class VII students consisting of 39 students, each class consist of 19 (control class) and 19 students (experiment class) .

The data collected is in the form of pretest scores and posttest scores and then compared. Comparing the two values by asking the question of whether there is a difference between the scores obtained between the pretest scores and the Post-test scores. Testing the difference in values is only carried out on the average of the two values, and for this purpose, a technique called the t-test is used.

Result

Data Analysis of the Development of The Teaching Model Using Lingoclip Affect The Listening Skills

The development of teaching using the AIR model was carried out through the LingoClip application where students were asked to listen to several songs that researchers had prepared, including: Fight Song, Titanium, and Unstoppable. In the application there is a timer that runs automatically. In this case, the researcher asked students to open the song on their respective smartphones, and students had to be able to focus on the song and answer the missing lyrics. This research ran in three stages. These stages have different frequencies:

Stage I: Students listened to the song and complete the missing lyrics. At this stage, most students failed to complete the missing lyrics in a timely manner and many students make mistakes in completing the missing lyrics.

Stage II: Students listened to the song and completed the missing lyrics. At this stage, students started to get used to using the Lingoclip application. So the failure rate in completing the missing lyrics was reduced and most students were able to complete the missing lyrics.

Stage III: Students listened to the song and completed the missing lyrics. At this stage, students were familiar with using the Lingoclip application so that students did not run out of time to complete the missing lyrics. Students were able to complete the missing song lyrics very well.

The experimental and control group are given the same test. And then the result of the data showed as follow :

AIR LEARNING		CONTROL	
Pre-Test	Post-Test	Pre-Test	Post-Test
75	80	60	60
60	85	50	70
70	80	60	60
55	100	50	70
85	90	50	70
70	80	30	70
40	85	70	70
60	95	60	70
55	90	50	80
95	95	70	90
45	100	60	70
90	90	50	70
100	100	50	70
55	75	30	80
50	75	60	80
60	85	60	70
55	75	50	80
60	65	60	90
60	70	50	90
90	75	40	80
95	60	50	70
60	65	50	70
65	75	50	80
85	80	40	80
70	80	50	80
60	80	50	70
65	85	55	80
90	70	70	70
55	75	50	70
75	75	60	70
40	85	63	70
55	90	60	60
55	90	50	70
60	80	60	60
65	75	50	70
65	80	50	70
60	85	30	70
50	90	70	70
2500	3110	1645	2300
65.79	81.84	53.06	74.19

From the data above, the researcher gave pre-test to both groups, experimental and control group to see ability of each student before doing the treatment. The next step, the researcher gave treatment by using AIR Learning model to the experimental group while the

control group without using Air Learning model. After applying the treatment, the researcher gave post- test to both group, experimental and control group with the same test.

The data analysis was utilized to the students' listening capacity within the listening skill some time recently and after being given AIR learning model in the exploratory lesson and conventional method in controlled class, The data showed as follows:

Table 1 Descriptive Statistic of the Data

Data	Experimental (AIR)		Control	
	Pre-test	Post-test	Pre-test	Post-test
Total	1233.1	1763.5	1367.1	1629.2
Mean	56.050	81.159	62.141	74.055
Median	58.300	79.200	62.500	72.950
Min	46	68	46	60
Max	70.8	100.0	83.4	91.6
Varian	134.988	76.180	122.274	97.393
Range	33.3	37.5	45.9	33.3
Std Deviation	11.6184	8.7281	122.274	97.393

Based on table 1, the greatest score post-test of the experimental (AIR Learning) group was 100 and 91.6 for the controlled group, while the minimum value of the experimental (AIR learning) model group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean. The greatest score post-test of the experimental (AIR Learning) group was 100 and 91.6 for the controlled group, while the minimum value of the experimental (AIR Learning) group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean. As a result, the mean score with in the experimental class was top than the cruels core within the controlled class.

In this research, the researcher used a pre-experimental research to measure improved the students' Listening through the used AIR Learning model at the seventh grade students of Pelita Kasih School in academic year 2023/2024. The result of improved students'listening skill could be present in the following:

Table 2. Mean Score of Pre-Test and Post-Test

Kind of Test	Mean Score	Improvement
Pre-Test	56.94	48.19%
Post -Test	80.47	

The table above showed that the students' mean score of pre-test was 56.94 while the students' mean score in post-test was 80.47. It was analyzed that there was improved of students' listening after applied AIR Learning model by using Lingoclip application in the class (48.19%).

After getting the data, the researcher analyzed the data by used t- test. The t-test value was 11.501 and it was higher than t-table value 1.68957. It was revealed that used AIR Learning Model by using Lingoclip application to improved students' listening of seventh grade at SMP

Pelita Kasih School. The researcher compared t-test value and t-table to know whether the used of AIR Learning model by using Lingoclip application in taught listening was significant, to find out the degree of freedom (df) the researcher used formula $N-1=36-1=35$, for the level significant ($p=0,05$ and $df=35$, t-table got score 1.68957. After calculating the t-test value got score 11.501, so the value of t-test and t-table was ($11.501>1.68957$), and it means that there was different result of the value of t-test and t-table.

Discussion

Based on the findings result, the students' scores of Listening before using English AIR Learning by using the Lingoclip application showed that the students' listening at the seventh-grade student of SMP Pelita Kasih School TanjungMorawa especially class VII were poor. It was because most of the students' had difficulty listening. In treatments, at the first meeting, the researcher found that there were most of the students had problems in listening because the most of students still difficult pronouncing some sounds. From the second meeting until the last, they tried to listen to some words well and also they paid attention to the explanation given by the researcher them at the end of each meeting.

When the researcher had applied the AIR Learning model by using the Lingoclip application in English teaching and learning until the last meeting for doing treatment, the researcher gave a post-test to measured the students' scores. after giving a post-test, the researcher tried to measure the improvement of the students' listening skills. In the pre-test, the students got 51.94 % as the mean score and the post-test got 63.47% as the mean score. The researcher found that the improvement of the students' listening in pre- test to post-test was 22.19% It means that after gave some treatments by used AIR Learning model , the students' listening skill was improved.

1) Significant Testing of the Students Listening Improvement Through AIR Learning Model

From the t-test, the researcher found that the value of t-test (11.501) was greater than the value of t-table (1.68957) on alpha level @ or level of significance $p=0.05$ at the degree of freedom (df) of 35. It's the result of teaching the students' Listening through AIR learning model. The greatest score post-test of the experimental (AIR Learning) by using Lingoclip application group was 100 and 91.6 for the controlled group, while the minimum value of the experimental (AIR learning) model by using Lingoclip application group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean. The greatest score post-test of the experimental (AIR Learning) group was 100 and 91.6 for the controlled group, while the minimum value of the experimental (AIR Learning) group was 68 and the controlled group was 60 and the mean score from the experimental group was 62,500 and 58.300 for the controlled group mean

Based on the result of the t-test, the researcher found that there was an improvement of the students' listening skills. It means that there was a significant difference results of the pre-test before and after teaching and learning processed through used AIR Learning model in the classroom. It was because the students learned and practiced pronouncing some words through the AIR learning model by using the Lingoclip application in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the students in VII at SMP Pelita Kasih School Tanjung Morawa were improved.

Conclusion

Based on the result of data analysis of findings and discussions in the previous chapter, the researcher concludes that the cooperative learning system, especially, the model of

Auditory, Intellectually, Repetition (AIR) is effective in improving the students' listening skills. The listening skill included in the research were content, missing lyrics, and improving the vocabulary in the speaking. The listening skills included in the research were fluency, connecting information or words, and understanding the topic.

The research was conducted at SMP Swasta Pelita Kasih School Tanjung Morawa. The improvement was proved by the students' mean score of pre-test and post-test from the listening test, where the mean score of post-test is higher and has significant improvement than the mean score of the pre-test after conducting treatment. The development through Auditory, Intellectually, and Repetition (AIR), by using LingoClip as the media of teaching, was caused by the activities which provided fun, interesting, and enjoyable ways in learning English listening so that students were active and had high enthusiastic to listen the material which is given.

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