MENINGKATKAN KEMAMPUAN MENDENGARKAN SISWA MELALUI INFORMATION TRANSFER TECHNIQUE

(Sebuah Penelitian Tindakan Kelas pada Kelas Tujuh SMP WARGA Surakarta pada tahun pelajaran 2014/2015).

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah Information Transfer Teknik dapat meningkatkan kemampuan mendengarkan pada siswa SMP, khususnya SMP Warga Surakarta kelas VII A dan mengetahui penerapan dari Teknik Informasion Transfer pada proses belajar dan mengajar di kelas VII A SMP Warga Surakarta.


Hasil dari analisa nilai menggunakan t-table adalah $t_0 > t_1$. Pada tahap signifikan 5% ($6.87 > 2.042$). Analisa menggunakan t-test diantaranya post-test 1 dan post-test 2 adalah 9.02, menunjukan signifikan pada hasilnya. Dapat disimpulakan bahwa $t_0 > t_1$ pada signifikan 5% ($9.02 > 2.042$). Dengan menggunakan Information Transfer Technique, siswa menjadi lebih aktif selama pengajaran kemampuan mendengarkan. Berdasarkan pada temuan penelitian, peneliti menyimpulkan bahwa Information Transfer Technique dapat meningkatkan kemampuan mendengarkan siswa. Peningkatan pada kemampuan mendengarkan siswa dapat dilihat dari hasil pre-test 56,37 dan meningkat menjadi 64,68 pada post-test 1 dan post-test 2 adalah 73,37.

Berdasarkan temuan peneliti, dapat disimpulkan bahwa Information Transfer Technique dapat meningkatkan kemampuan mendengarkan siswa dan membuat proses belajar mengajar menjadi lebih menyenangkan.

Kata kunci: Information Transfer Technique, Kemampuan Mendengarkan, dan Penelitian Tindakan Kelas
IMPROVING STUDENTS’ LISTENING SKILL THROUGH INFORMATION TRANSFER TECHNIQUE

(A Classroom Action Research in the Seventh Grade of SMP WARGA SURAKARTA in 2014/2015 Academic Year).

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ABSTRACT

The objectives of this study are to know whether Information Transfer Technique can improve students’ listening skill in Junior High School, especially in SMP WARGA Surakarta class VII A and to know the implementation of Information Transfer Technique in teaching learning process in class VII A in SMP WARGA Surakarta.

The researcher used A Classroom Action Research in conducting the research. The subject of the research was the students of class VII A at SMP WARGA Surakarta. There were 32 students that consist of 19 boys students and 13 girls students. There were two cycles in this research, every cycle was held in two meetings. The researcher used qualitative and quantitative data analysis. The qualitative data involved observation, interview, and documentation. The quantitative data was taken from the test before and after the cycles were implemented. The researcher used t-test computation to analyze the results of the tests and mean score.

The results of analyzing the score used t-table was that t0>t1 in significance 5% (6.87>2.042). The analysis used t-test between post-test 1 and post-test 2 was 9.02, that is show the significant of the result. It could be concluded that t0>t1 in significance 5% (9.02>2.042). By using Information Transfer Technique, the students were more active during the teaching learning listening. Based on the researcher finding, the researcher concludes that Information Transfer Technique could improved students’ listening skill. The improvement in students’ listening skill could be shown by the results of pre-test and post-test. The mean score of pre-test is 56.37 and it improved in post-test 1 is 64.68 and post-test 2 is 73.37.

Based on the researcher finding, it can be concluded that Information Transfer Technique can improve students’ listening skill and make the process of teaching learning become more enjoyable.

Keywords: Information Transfer Technique, Listening Skill and A Classroom Action Research.
INTRODUCTION

Language is the most effective in this life, with the language we can communicate with other people. In various regions of the country, it would have its own language. But many people of these countries understand and learn the international language of English. The use of English is more and more important each day. It cannot be denied by all people. According to Celce (2001: 9) stated that “The purpose from communicative approach of language (and thus the goal of language teaching) is communication.” So people around the world, especially people who are not from native speaker, should learn English to communicate and understand the English language concerning on the cultural, social, ethnic, entertainment, and etc.

According to Brown and Yule (1993: 2002), listening is considered demanding not only because of the complexity of the process itself but also due to factors that characterize the listener, the speaker, the content of the message and any visual support that accompanies the message. And it said as a complex process because listening includes all the students’ knowledge of vocabulary, skill of listening itself, the rate of perception and the accuracy of recognition. 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.

In SMP WARGA SURAKARTA, the minimum score (Kriteria Ketuntasan Minimal) for English is 67. It is too hard for the 7th grade students to reach it, especially in 7A. The average value of Listening for class 7A is 67. The value under the minimum score (Kriteria Ketuntasan Minimal). In teaching learning listening, there are some reasons why listening is felt difficult to be mastered by the students.

One of the way to solve those problems are the use of technique. According to Hornby (in Miles 1992: 90), technique is the process of planning something or carrying a plan in a skillful way. Furthermore, he explained that technique is a plan designed for a particular purpose. A good technique that can be used is Information Transfer (IT). According to Palmer (1991:79), Information Transfer (IT) is an activity involving the reproduction of information either from a
diagrammatic or semi diagrammatic from into fully linguistics from or vice verse. From the definition that the Information Transfer (IT) can convert the content of the verbal language form into the non-verbal language form and vice verse to make the information easy to understand and convey. The use of Information Transfer (IT) method in teaching learning process is good especially for the students in class 7A because it is suitable with their characteristic.

The research objectives were : (1) to find out whether the use of Information Transfer Technique can improve the students listening skill at the seventh grade of SMP WARGA SURAKARTA in 2014/2015 Academic Year. (2) to describe the implementation of Listening Skill when Information Transfer Technique implemented at the seventh grade of SMP WARGA SURAKARTA in 2014/2015 Academic Year.

**RESEARCH METODOLOGY**

This research was conducted in SMP WARGA Surakarta. It was located at Jl. Monginsidi No. 21 Surakarta. This research was conducted on January 2015 to February 2015 in 2014/2015 academic year.

The subject of this research was the students of 7A at SMP WARGA Surakarta in the academic year 2014/2015. The class consisted of 19 male and 13 female students.

The researcher choose this class from the fact and the result of preliminary observation the researcher found that the most students had the lowest interest in achievement in English, especially in listening. The researcher found the problems why they had low interest in listening subject. The problem was boring and not enjoy it. Besides that, for them learning of listening material was difficult and the students in this class were passive during the process of teaching and learning listening.
In this research, the researcher used a Classroom Action Research (CAR). According to Ferrance (2000: 1) “Action Research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.”

In the Classroom Action Research, the techniques of collecting the data were tests (pre-test and post test) and non-tests (observation, interview, documentation). The result of the use of Information Transfer Technique could be seen in listening test. The observation was being done by the researcher as the observer.

In this Classroom Action Research the researcher used the simple model of the cyclical nature of the typical Action Research process based on Stephen Kemmis and Taggart (1988: 14 ). There were four steps: plan, act, observe, and reflect.

Simple Action Research Model by Stephen Kemmis and Taggart
In the Procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they were: identifying the problem, implementing the action, observing, reflecting, and revising the plan.

The researcher used two kinds of technique of analyzing data. They were qualitative and quantitative data analysis. In the qualitative data analysis the researcher used interactive model by Miles and Huberman’s. It could be seen on the figure below:

Component of data by Miles and Huberman’s

(in Sugiyono, 2010:338)

From that figure above, it could be explained that: (1) **Data Collection:** data collection had collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, construct or categories that begin to explain what is happening in the classroom. (2) **Data Reduction:** data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete. (3) **Data Display:** data display was the second element or level model of qualitative data analysis. This step was
describing the result of the research which was described in systematic and logic sentence. It could help us to understood what was happening and to do further analysis or action based on that understanding. (4) Conclusion Drawing and Verification: this activity was the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. This step was very important to be done in order to get a good research conclusion.

In quantitative data analysis, the researcher analyzed the score result. The score were got from pre-test and post-test. The formula of test used in analyzing the data as follow:

a. The mean of the pre-test and the post-test could be calculate with the formula:

$$\bar{X} = \frac{\sum x}{n} \quad \bar{Y} = \frac{\sum y}{n}$$

Where:

\(\bar{X}\) = means of pre-test score
\(\bar{Y}\) = means of post-test score
\(n\) = the number of students

b. The t-value could be evaluated with the formula as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2}{N} \frac{\bar{D}^2}{N(N-1)}}}$$

Where:

\(t\) = the t-value for non independent (correlated means)
\(D\) = the difference between the paired scores
\(\bar{D}\) = the mean of the differences
\[ \sum D^2 = \text{the sum of squared differences score} \]

\[ N = \text{the number of pairs} \]

(Ary; Jacobs; and Razavieh, 1979: 155-165)

THE RESULT OF THE RESEARCH

This research would be conducted in SMP WARGA Surakarta. It was located at Jl. Monginsidi No. 21 Surakarta. This research would be conducted on January 2015 to February 2015 in 2014/2015 academic year. This research was conducted in the class VII A of SMP WARGA Surakarta, with the KKM (Kriteria Ketuntasan Minimum) score is 67. The researcher was conducted 2 cycles (cycle 1 and cycle 2). The cycle 1 was held in November 9th, 2015 up to November 15th, 2015. And the researcher conducted the cycle 2 in November 22th, 2015 up yo November 28th, 2015. Every cycle consisted of four steps: (1) planning the action, (2) implementing the action, (3) observing the action; and (4) reflecting.

DISCUSSION

Before implementing Information Transfer Technique, the researcher held a pre-test to know the students’ listening skill. The researcher took pre-test before first meeting in cycle 1. The pre-test was to know the mean score of the students before the researcher implemented the action. The researcher conducted pre-test on November 9th, 2015 and they got the mean score of pre-test in listening was 56,37. It was too low, because the minimal score of SMP WARGA Surakarta is 67.

In the cycle one considered of two meetings. In the first meeting, it was held on Tuesday, November 10, 2015 at 09.40 a.m to 11.00 a.m. In the second meeting, it was held on Wednesday, November 11, 2015 at 11.30 a.m to 12.50 a.m. The discussion of the result from the observation of the first cycle, it could be seen that teaching listening skill was not easy. Some of the students considered English as a difficult lesson especially listening skill. The problems in students’ listening skill were caused by several reasons. One of the reason made failure was
that the teacher could not create an interesting situation in the classroom. Moreover, the students were less motivated to learn English lesson. So, the teaching learning process needed special strategy to improve the students’ interest and motivation in teaching learning listening process. The mean score of post-test 1 was 64.68.

The researcher found the strengths in cycle 1, they were: (1) the students were more easy to understand the material. (2) Information Transfer Technique helped the students to comprehend the materials. (3) the students were capable to discuss with their seatmate. And the researcher also found the weaknecessess, they were: (1) the mean score of post test 1 was still low from KKM (Kriteria Ketuntasan Minimum) (67). (2) the most of students still had difficulties to write the vocabulary from audio. (3) the condition of class was still noisy. It was not conducive for teaching learning process yet.

To cover up the disadventages of the first cycle, the researcher made some changes in applying the technique. For example: the researcher gave the homework to the students to comprehend and memorized vocabulary that they were noted. The researcher must be more communicative to the students when conducting the teaching learning listening in the cycle two, so the students were more confident in doing the next post test.

In general, the teaching learning process in the cycle two was going better than first cycle. The first meeting on the cycle two was conducted at 11.30 a.m to 12.50 a.m on Monday, November 16, 2015. And the second meeting was conducted on Saturday, November 21, 2015 at 09.40 a.m to 11.00 a.m. In the cycle two, the students were enthusiastic in having lesson. They were cooperated with their seatmate in discussing and analysing time. The mean score of post-test 2 was 73.37.

In cycle two, the researcher found the strengths, they were: (1) in the post-test 1, the students’ mean score was 64,68. Beside that, in the post-test 2 the students got 73,37. It meant that the improvement of the students listening skill was very good. (2) most of the students were cooperative in discussing and analyzing. (3) most of the students paid attention to the researchers’ explanation.
The researcher also found the weaknesses, they were: (1) some of the students were still lazy to pay attention to the teacher’s explanation. (2) the classroom was noisy because some of the students disturbed the other students.

The result of improvement of the students could be seen on the result table as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle I</th>
<th>t-value of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.37</td>
<td>64.68</td>
<td>73.37</td>
<td>6.87</td>
<td>9.02</td>
</tr>
</tbody>
</table>

*(Result of the Research)*

Based on the result of the analysis using t-test, the result test between pre-test and post-test 1 was 6.87 and the result of pre-test and post-test 1 in cycle 1 was compared with $db = (n-1) = (32-1) = 31$. The t-table in significance 5% = 2.402. It could be concluded that $t_0 > t_{table}$ was significance 5% (6.87 > 2.402). It meant that there was significance from teaching learning listening skill through Information Transfer Technique in pre-test and post-test 1.

Then the result of analysis using t-test between post-test 1 and post-test 2 was 9.02 and the result of post test 1 and post test 2 in cycle 2 was compared with $db = (n-1) = (32-1) = 31$. The t-table was in significance 5% (9.02 > 2.402). It meant that there was significance from learning listening through Information Transfer Technique in post test 1 and post test 2.

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on the result of the research, it aimed to Improve Students’ Listening Skill Through Information Technique, then the researcher drew some conclusion as follows: (1) Information Transfer Technique could improve the students’ listening skill. It could be seen from the mean score of some of the students’ listening skill. There were the result of the students test such as, pre-test was 56.37, post-test 1 was 64.68 and post-test 2 was 73.37. The students used their notes from the information to know the meaning and message. The students
did not have many mistakes in answering questions because they were better to understand. (2) Information Transfer Technique was able to make the students more active in learning process, especially listening skill. The process of the teaching and learning listening process ran well during the classroom action research at class VII A of SMP WARGA Surakarta in 2014/2015 in Academic Year. It could be seen that the students were enthusiast and cooperative to study English, especially listening. Besides that, the researcher also got full support from the English teacher.

**Suggestion**

After carrying out the study and obtaining the conclusion of the study, the researcher hopes that suggestion will be useful for the English teacher, the students, the other researcher and institution. Some suggestion can be put forward as follows:

1. **For the teacher**

   The teacher should improve their skill to make innovation and effective strategies to teach listening, so teaching and learning process can be more interesting.

2. **For the students**

   The students feel more motivated and be able to learn English especially listening through Information Transfer Technique. It can encourage the students.

3. **For the other researcher**

   The result of the research is expected to give input other researchers to conduct research dealing with Information Transfer Technique in other skills, such as speaking, writing and reading.

4. **For the institution**

   The institution should provide the facilities that can improve the quality of teaching learning English for their students.
BIBLIOGRAPHY


