Volume 22, Number 1, February 2015, Page 81-87

The Relationship Between Listening Strategy Performance and Critical Listening Ability of Indonesian Students

Arono
Department of Indonesian Language, Faculty of Education, Bengkulu University

e-mail: dang_aron@yahoo.com
DOI: http://dx.doi.org/10.15548/jt.v22i1.117

Abstract

It is believed that students' critical listening ability can be improved through proper listening strategy performance. This action research (Fraenkel & Wallen, 2007) was conducted in line with the assumption that students of Indonesia Literature and Language Education, Bengkulu University and Bengkulu Muhammadiyah University could reach proficient level provided that they were taught properly. The goal of this research was to reveal listening strategy performance related to students' critical listening ability. The result of the research showed that the relationship between listening strategy performance and critical listening ability of students tended to be directly proportional in which high students' listening strategy performance tended to be followed by high critical listening ability and vise versa. Students' listening strategy performance in improving students' critical listening ability was able to (1) effective activities, students create active, effective, and creative learning process independently in measuring and developing in each step of listening learning model, (2) enough listening learning media can improve students' critical listening skill (3) critical listening strategy performance can increase students' critical listening ability.

Key Words : Listening strategy performance, integrative active listening, critical listening

INTRODUCTION

Listening as the basic language skill can be improved through many activities. It is not only based on someone' ability but also his/her intensity in learning listening activities. Listening strategy is one of the ways to improve students' listening ability. In this activity, the students will be guided through some steps which is used in learning listening sistematically and continually. It will enable them to measure and analyze the activity done actively and individually. In fact, they seldom do learning activities sistematically, but they measure only their listening ability. This is the source of their limitation in learning or developing their listening skills..

Curriculum demands skill process without ignoring attitude aspect in learning activities. This listening strategy performance emphasizes on students' attitutde in learning listening in order to improve their listening strategy performance and their critical listening. These activities are hoped to be applied in learning so that they can implement in a classroom as professional teachers. By paying attention to those matters, curriculum demand is hoped to be able to meet the need of market in its development.

Learning listening has been developed in media and material in some cities. There are many listening materials provided in CD, DVD, or video which are used in a classroom. However, there are many evidences that teacher ignore such available materials (Field, 2009:1). When a teacher want to develop some competences in the classroom, listening materiai is often limited. The students are rarely given grade so that they can not comprehend listening well. Methodology of learning listening is limited to discuss; and most teacher tend to claim that listening is natural activity. Besides, lack of commitment from the teachers in teaching listening by using integrated skill make listening taught hastly. As a result, reading and

writing is the main feature of language teaching in the classroom.

Critical listening in learning listening needs to be prepared by the students. They are expected to be fixers, decision makers, and never stop to learn. It is very important for them to be independent thingking people since there are many jobs in the future which need the best thingking people who have critical listening ability. Based on reality, many students do not have critical listening ability in the society. Whereas, high level of cognitive learning helps students to be independent and develop their reflective thingking ability to decide manything, (Ennis in Costa, 1985). Right now, the students are not able to apply knowledge which they got from school to overcome the problems they have since they only give a few evidance to handle them.

Listening skill is a process in language skill which need training by using audio or technology as Embi and Latiff (2004) have done research in using E-Learning as a tool for studying ESL. After training, the students were found to have good ability in listening comprehension. In Hong Kong, Chapple and Curtis (2000), are adopted by strip film as learning material for teaching, 31 students of ESL and EFL and got answer 67,8% students said that they got positive experience in listening skill for 13 weeks. Because of that, intensive multimedia learning can improve EFL/ESL students' listening comprehension. As we can see, there are many students who have lack ability in listening. The implementation of internet tools, computer, or multimedia can help EFL/ESL students (Chapelle and Curtis, 2000). Some listening activities have been implemented such as practicing listening skill by using cassette, recording, TV, and radio, but using technology in learning listening is still on the imagination. It happened because intensity of using listening is limited and media of model listening sofware is not available.

Moreover, internet can be used by the students as learning media. Media combination can create the newest listening learning media. According to Meskill (1996), multimedia can increase listening skill in a language by focusing on: (a) the role of texs dan visual as a tool for a language related to aural texs; (b) video motivation as the benefit aspect for teaching language; (c) reality that the combination between media and listening activities can rich target language to gain language acquisition process; **(**d) condusive environment to promote discourse strategy for the students.

METHOD

This research was quasi-experiment (Fraenkel & Wallen, 2007 :271) by using correlational approach. The researcher took 128 students (total sample). This research was conducted through extensive try out by using experiment class to see the effect of students' listening strategy as determinant factor to improve critical listening skills. The effectiveness of this strategy was measured by comparing between post-test (final test) score and pre-test (early test) score and their relationship with students' listening strategy. The test was in the form of multiple-choice, listening-writing, and listening-speaking. If the post-test is higher than pre-test score, then it is safe to say that listening strategy was effective.

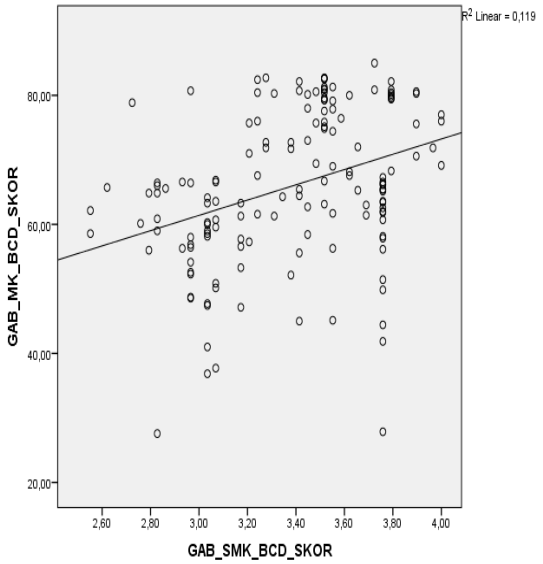
RESEARCH FINDINGS

By using *software SPSS* 20.0, it was gotten correlation analysis result for hypothesis as:

Table 1
Correlation Analysis Result for Hypothesis of relationship between Students' Critical Listening Strategy with Students'Critical Listening Ability

Relationship	Correlation Cooeficient (r)	t Count	t tabel	Sig.	Conclusion
CLS vs CL (UNIB & UMB Kelas B;C;D)	0,369	4,884	-1,976 & 1,976	0,000	There is a significant relationship

If it is seen from the relationship between students' listening strategy with students' critical listening ability, the result is showed in the following graph



Graph 1
Correlation Analysis Result for Hypothesis of relationship between Students Listening Strategy with Students'Critical Listening Ability

.

Based on the table and the graph above, it was gotten the value of correlation coefisien 0,369 with significant value 0,000. Positive correlation coefisien showed the relationship tend to directly proportional between critical listening strategy with critical listening ability. It meant high critical listening strategy tend to followed by high critical listening ability. The mark of 0,369 illustrated low relationship category (interval 0,20 – 0,399). Significant mark 0,000 < 0,05 demonstrated that the significant relationship rejected H_0. it was the same with t count (4,884) which exceed the value of t tabel (1,976). Therefore, there was significant relationship between students' critical listening strategy with students' critical listening ability for all students. It meant students' listening performance strategy generally can improve students' critical listening ability effectively through this model.

Table 2
Categories of Students' Critical Listening Strategy with Students' Critical Listening Ability

Critical Listening Strategy (CLS)	Critical Listening Ability (CL)								Jumlah	
	Poor		Good		Very Good		Excellent			
	F	%	f	%	F	%	f	%	F	%
Good	1	3,8	23	88,5	1	3,8	1	3,8	26	100
Very Good	2	3,6	36	64,3	10	17,9	8	14,3	56	100
Excellent	1	1,4	33	46,5	21	29,6	16	22,5	71	100
Total	4	2,6	92	60,1	32	20,9	25	16,3	153	100

DISCUSSION

Listening as the basic skill in language skill can be used in developing interactive multimedia in improving students' critical listening skill. This skill refers to theories which are offered by Morris (1969:701-702), Grene et. al. (1969), Logan (1972:39), Tarigan (1986:27-29), Meskill (1996), Richard & Rubin (in Van Duzer, 1997), Sutari (1997:16-19), Ginther (2002) and Ockey (2007). Morris divided listening process into *hearing, attention, perception, evaluation,* and *response or reaction.* Then, *Gren* and *Loban* separated listening process space into *hearing, understanding, evaluating,* and *responding.* Logan also divided into some stages into

comprehending, interpenting, and *evaluating.* Tarigan and Sutari mention that language learning terms like hear and listening are different. Hear is an activity process in accepting sounds naturally while listening is the activity to accept the sound of language deliberately by paying attention fully, appreciation, and interpretation to get information, catch ideas and messages, and understand communication which is told by the speaker through utterances and visual.

Moreover, Richard & Rubin assert that listening not only comprehends the material fully but also needs visual in listening comprehension activities. Based on that explanation, listening is one of processes included the activities of listening language sound, visual aspect, identification, interpretation, giving mark and reaction to the meaning of it. Understanding of listening is used as the basic in developing integrative active listening learning model.

The hypothesis of this research is :

H_0 : There is no significant relationship between students' critical listening strategy with students' critical listening ability.

H_1 : There is significant relationship between students' critical listening strategy with students' critical listening ability.

$\alpha = 0{,}05$

Based on the research finding, it can be proved that theories of integrative active listening learning refer to Vandergrift (1999), Flowerdew & Miller (2005:18), Harris (2007), Thompson et. al. (2009:269), and Thompson (2010:268-271). Vandergrift and Harris express that integrative active listening learning emphasizes to metacognitive knowledge in learning listening started from planning, directed attention, selected attention, monotoring, and evaluation. Flowerder and Miller emphasize to integrated listening learning in pre-listening, while-listening, and post-listening activities. Thompson also explains that integrated active listening learning can be done in some steps, they are preparing before listening, applying listening process model, listening effectiveness mark, and set new goal in listening activities.

Critical listening is part of activity in intensive listening. Based on listening purposes, intensive listening is more control to attain the language component perception. It is supported by Tarigan (1990:40) and Brown (2004:120) critical listening skill can be said as a skill which involves interpretative, introspective, responsive, productive, dan evaluative to many events. Moreover, Tarigan asserts that critical listening is a listening activity to look for error and correctness of someone's utterances by giving strong reason and can be accepeted logically. For those reasons, developing of critical listening learning refers to some indicators based on critical thingking theories and critical listening which is explained by Anderson (1972:70) and Costa (1985). The writer formulates those theories since critical listening concept with critical thingking principally involve mental aspect.

Based on those experts theories, the writer uses them in developing integrative active listening learning model in an interactive multimedia learning media. The writer formulates that integrative active listening learning model is centered to the students which emphasize before listening, while listening, and after listening activities. These stages are unity and dynamic in teaching process which also integrated with attitude, knowledge, and behaviour to achieve listening goal. The stages of before listening are preparation, getting attention of the students, and reflection of key words. Then, the stages of while listening are listening processes by classifying meaning and listening performance effectivity. Finally, the stage of after listening is give reflection to listening goal by deciding whether the result of listening can be accepted or successful.

Based on CLS and CL categories, it could be known that from 26 students of class B;C;D had majority in good category for critical

listening ability (88,5%). 56 students who had very good category in CLS, after giving treatment, they majority got (64,3%) for CLS . 71 students who got very good category in CLS, after giving treatmet, they majority got good category (46,5%) for CL.

Listening learning strategy orientation involved goal, learning principal, and basic concept of strategy. The goal of this learning strategy was to improve students' listening skill and to be able to had critical listening through learning condition which incouraged students' cognitive ,such as identifying conclusion, applying principal, identifying relevant and irrelevant data, considering alterntive to solve problem, having ability to give reason in catching main idea and comprehending the meaning of oral discourse communication. It would lead to critical listening condition by implicating interpretative, introspective, responsive, productive, and evaluative to an event.

The developing of critical listening skill in this research was an effort to provide stimulation to the students to do critical listening through learning condition which entangled students' cognitive, affective, and psicomotor processes.

The principal of this learning was centered to the students and to principal of learning media (multimedia interactive). It was learning strategy which emphasized to students' activity and their participation from intelectual and emotional ways through learning activity in group and individual to attain critical listening skill of listening material.

That students' activity covered listening-speking and listening-writing. As it was stated by Santrock (2010:483-484) that learning principal was centered to students emphasized in active and reflective learning. Education will be better if its main focus is learner.

If it was connected to learning model which was developed by Joyce and Weil, listening learning strategy was the family of information process (Yusuf, et.al., 1992:61-72). Information process model was learning model oriented to students' ability in organizing information and ways to develop their skill to gain information from their surrounding like formulazing problems, building concept, tackle the problems, and using verbal and non verbal symbols. The main purpose of this information process was to acquire inquiry method, to gain facts and academic concepts, and to develop intelektual skill. It emphasized to model designed to improve think capacity which was offered by Harry Lorayne and Jerry Lucas.

Since this strategy development implemented multimedia interactive, it was also emphasized on social interaction model. It was learning model related to individual relationship to society in self developing.

The main goal of social model was to help students cooperation in identifying problems, in developing skill, and in realizing to personal and social values. It also emphasized in labaratorium model designed by *National Training Laboratory (NTL)* Bethel, Manie.

To support this active learning, students needed learning media as it was asserted by Chickering and Gamson (1987) that technology supported active learning process. Because of that, it was needed in learning inovation. Then, Bowel and Eison (1991) claimed that active learning was students involved in learning process.

Delivering information in listening learning can be done by giving concrete illustration throgh multimedia (texts, sound, graph, animation, and video), as reported by Taylor (in Jensen, 2011:76) that brain was given connection to identify objest faster in accepting information. Moreover, it was also refraction attention, 90% insert into brain sensory was from visual source, and brain had direct respon to symbol, icon, and picture.

Principals of learning media (multimedia interactive) in model development of this learning were (1) multimedia principle: students can learn better through words and pictures than words (2) space close principle:

students can learn faster when words and pictures put in the same page time close (3) time principle: students can study well when words and pictures presented simultaneous (4) coherence principle: students can study better when words and pictures were adding by sound omitted (5) modality principle: students can study better from animation and naration than from animation and texts *on-screen*. (6) redundent principle: students can study better from animation and naration than from animation, naration, and texts *on-screen* (7) individul different principle: design influence was stronger to students who had limited knowledge and low spatial (Mayer, 2001:270-271).

CONCLUSION

Applying of students' listening strategy can improve students' critical listening ability significantly. This strategy can be implemented in teaching by using integrative active listening model. Positive correlation coefficient showed the realationship tend to directly proportional between listening strategies with students' critical listening ability. It meant high students' critical listening strategy tended to followed by high critical listening ability.

Significant mark 0,000 < 0,05 demonstrated that the relationship was significant (rejected H_0), the same with t count (4,884) which exceed t tabel (1,976). Therefore, there was a significant relationship between students' critical listening strategy with students' critical listening ability.

Students' listening strategy performance in improving students' critical listening ability can create (1) effective activities, the students can create active, effective, and creative process learning invidually in measuring and developing each stage of listening learning model (2) adequate listening learning media can improve students' critical listening skill. It is based on the using of interactive multimedia in improving critical listening ability. It can be seen from students' critical listening ability in 36,5%. (3) Critical listening strategy performance in interactive multimedia can improve students' critical listening ability so that interactive multimedia is good to be applied in listening learning media (4) Learning media by using interactive multimedia can improve students' critical listening skill if it is compared with audio learning media because listening not only aural aspect but also visual aspect integrated in multimedia.

REFERENCES

Bonwell, C. & Eison, J. (1991). *Active Learning: Creating Excitement in The Classroom AEHE-ERIC Higher Education Report No.1.*Washington, D.C.: Jossey-Bass.

Brown, H. D. (2004). *Language Assesment, Principles, and Classroom Practies.* San Francisco: Longman.

Chapelle, C. A. (2000). *Computers Applications in Second Language Acquisition*. Cambridge: Cambridge University Press.

Chapple, L. & A. Curtis. (2000). Content-based instruction in Hong Kong: student responses to film. *System , 28*, 419-423.

Chickering, A. & Z. G. (1987). "Seven Principles for Good Practice", AAHE Bulletin, Vol. 39, pp. 3–7, 1987.

Costa, W. (1985). *Developing Mind: A Resource Book for Teaching Thinking*. Alexandria:ASCD.

Embi, M.A. & Latiff, A. A. (2004). Trainees' perception on E-Learn: A Malaysian

based ESL Web Site, *Internet Journal of e-Language Learning & Teaching, 1*(2), 48-57.

Field, J. (2009). *Listening in the Language Classroom*. Cambridge: Cambridge University Press.

Flowerdew, J. & Lindsay M. (2005). *Second Langage Listening*. Cambridge: Cambridge University Press.

Fraenkel, Jack R. & Norman E. W. (2007). *How to Design and Evaluate Research in Education* (Seventh Edition). Boston: Mc Graw Hill.

Ginther, A. (2002). "Context and Content Visual and Peformance on Listening Comprehension Stimuli. Language Testing", 19 (2), 133-167.

Greene, Harry A. et. al. (1969). *Developing Language Skills in The Elementary Schools*. Boston: Allyn and Bacon, Inc.

Harris, V. (2007). "Exploring Progression: Reading and Listening Strategy Instruction With Nearbeginner Learners of French". *Language Learning Journal, 35*(2), 189-204.

Jensen, E. (2011). *Pembelajaran Berbasis Otak* (Terj. Benyamin Molan). Jakarta: Indeks.

Mayer, R E. & P. Chandler. (2001). *When Learning is Just a Click Away: Does Simple Interaction Foster Deeper Understanding of Multimedia Messages.* Journal of Educational Psychology, 93, 390-397.

Meskill, C. (1996). "Listening Skills Development Through Multimedia". Jurnal of Educational Multimedia and Hypermedia. (1996) 5 (2), 179-201. Department of Educational Theory and Practice, University at Albany, State University of New York, Albany, USA.

Morris, Anton C. et. al. (1969). *College English*. New York: Harcourt Boace & Word, Inc.

Ockey, G.J. (2007). "Constuct Implikations of Including Still Image or Video in Computer Based Listening Test". Language Testing, 24 (4), 517-537.

Santrock, John W. (2010). *Educational Psychologi* (Terj. Tri Wibowo B.S.). New York: McGraw-Hill.

Sutari, I. et. al. (1997). *Menyimak*. Jakarta: Depdikbud.

Syamsu, Y. et.al. (1992). Psikologi Pendidikan. *Bandung: Andira Bandung.*

Tarigan, D. (1986). *Keterampilan Menyimak Modul 4-6*. Jakarta: Karunika.

Tarigan, H. G. (1990). *Menyimak Sebagai suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Thompson, K. et al. (2009). "Integrating Listening Model *:* An Approach to Teaching and Learning Listening". *The Journal of General Education*. Vol. 53, No. 3–4, 2004.

Thompson, K. et. al. (2010). *The Integrative Listening Model: An Approach to Teaching and Learning Listening* (in the Listening and Human Comunication by Andrew D. Wolvin). United Kingdom: Blackwell Publishing Ltd

Van Duzer, Carol. (1997). *"Improving ESL Learners' Listening Skills: At the Workplace and Beyond". http://www.cal.org/caela/esl_resources/digests/LISTENQA.html. Bandung, 4 Februari 2013.*

Vandergrift, L. (1999). *Facilitating Second Language Listening Comprehension: Acquiring Successful Strategies*. *ELT Journal, 53*(3), 168-176.