THE TECHNIQUES IN TEACHING LISTENING SKILL

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Abstract: Listening is very important skill in language because by listening students can produce language like speaking and writing by vocabulary that they get from listening. The English teacher of MAN 3 Banjarmasin used some techniques in teaching listening using the facilities in language laboratory such as tape cassette, television, and VCD/DVD. This research described the techniques in teaching listening skill of the Islamic high school students. The subjects of this study were an English teacher and 48 students of the tenth grade at MAN 3 Banjarmasin in Academic Year 2009/2010. To collect the data, it was used some techniques such as observation, interview, and documentary. Then all data were analyzed using descriptive method qualitatively and quantitatively, by concluding inductively. The result indicates that the techniques in teaching listening applied by the English teacher of the tenth grade students at MAN 3 Banjarmasin in Academic Year 2009/2010 are: *Information Transfer, Paraphrasing and Translating, Answering Questions, Summarizing, Filling in Blanks,* and *Answering to Show Comprehension of Messages*. The students' ability of listening comprehension using six techniques is categorized in very high, high, and average levels.

Keywords: *listening techniques, teaching listening skill*

Listening is a communicative behavior, in which listeners try to construct a reasonable interpretation of a text for some communicative purposes (Haris& Palmer, 1986). It is the first skill and has been viewed as a primary vehicle for language acquisition process. People know and understand the meaning of something people hear by listening. It relates to the revelation of the God in Holy Quran Surah Thaha: 12-13. The verse indicates that to know, to understand, and to "get the point" of something or sound that human hear is not only through a hearing process but also through a listening process.

Listening provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. A study by Wilt found that people listen 45 percent of the time they spend communicating was still widely cited. Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed Rankin's findings that people spent 70 percent of their waking time communicating and those three-fourths of this time were spent listening.

Listening is the first step for the students when they want to understand language particularly English. It is receptive skill and very important skill in foreign language classrooms because it provides input for the learners; by listening the students can produce language such as speaking and writing by vocabulary that they obtain from listening. For most people, being able to claim knowledge of a foreign language means being able to speak and listen in that language (Richard & Renandya, 2002).

Teaching of listening can be done with various techniques, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video movie clips or CD-Rom, listening to the radio and using dictation, etc. The teacher attempts to use the appropriate technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing.

Teaching listening is one of the most difficult tasks for teachers. This is because successful listening skills are acquired over time and with lots of practice. It is frustrating for students because there are no rules like in grammar teaching. This is not to say that there are not ways of improving listening skills; however they are difficult to quantify.

MAN 3 Banjarmasin in South Kalimantan is a school that has a language laboratory facility for teaching and learning English. Students always come to the language laboratory if they have listening class so that teaching and learning process especially listening can run well effectively. Besides, an English teacher at MAN 3 Banjarmasin uses certain techniques in teaching listening using the facilities in language laboratory such as tape cassette, television, and VCD/DVD. Considering the fact and the reality in the background of the study, the problems of research are: (1) what kinds of techniques does the English teacher apply in teaching listening skill of the tenth grade students at MAN 3 Banjarmasin in Academic Year 2009/2010? And (2) how is the students' ability in listening of the tenth grade students at MAN 3 Banjarmasin in Academic Year 2009/2010? Based on the problem stated, the purposes are: (1) to investigate some kinds of techniques applied by the English teacher to improve students' ability in English listening, and (2) to better understand the students' ability towards the materials given in listening class.

METHOD

This is quantitative and qualitative descriptive research. The population of the research was an English teacher and 227 students of the tenth grade students at MAN 3 Banjarmasin. The population of the students can be seen in the following table.

Table 1.1 Population of the Students

| Number | Class | Sex | | Sum |
		Male	Female	
1	X A	16	21	37
2	X B	18	20	38
3	X C	15	23	38
4	X D	18	20	38
5	X E	14	24	38
6	X F	15	23	38
TOTAL		96	131	227

Source: Document at Administration Staff of MAN 3 Banjarmasin in 2009/2010

Because of large numbers of the students' population, the writer took only about 20% of them. So the total numbers of the sample are 48 students. Decision of taking sample, the writer used stratified proportional random sampling technique. It means the sample taken from every stratum at every class at random. To make clear about students' sample, it can be seen in the following table:

Table 1.2 Sample of the Students

| Number | Class | Sex | | Sum |
		Male	Female	
1	X A	4	4	8
2	X B	4	4	8
3	X C	4	4	8
4	X D	4	4	8
5	X E	4	4	8
6	X F	4	4	8
TOTAL		24	24	48

To obtain the data it is used the techniques of data collection. The data were collected by observation deeply. The writer came to the school and directly observed the condition of teachers, administration staff, students and school facilities. Especially to an English teacher, the writer observed in classroom or language

laboratory directly to get some information about some techniques in teaching listening. Also, the writer interviewed directly with some related persons, such as headmaster, English teacher, students, and administration staffs to obtain data related to the primary or secondary data. Additionally, to look for all written reports related to this study, it was used documentation to support the other techniques by collecting the data about students' score in listening class. To measure students' ability in listening comprehension, the data interpreted by using the following categories:

0% - < 20%   =   very small category
20% - < 40%   =   small category
40% - < 60%   =   average category
60% - < 80%   =   large category
80% - < 100%   =   very large category

After the data have been collected and interpreted, the writer analyzed it by using descriptive qualitative analysis. In this step, the writer connected all of the data in written form so that it would show some techniques in teaching listening and students' ability in listening class. Afterward, the conclusion was drawn using inductive method from a simply one to general.

Design of measurement is intended to know the students' ability in listening class of the tenth grade students at MAN 3 Banjarmasin in Academic Year 2009/2010. The data about listening ability were gained from observation and documentary of students score. For facilitating the writer in analyzing the data, the writer felt necessary to determine design of measurement.   The students' listening ability was gotten from observation of some techniques of teaching listening applied by the teacher in the class and then the writer collected the students' answer sheet to know their score of each technique that teacher used.

The highest score is 100 and the lowest is 0. To know the students' ability in listening class, the writer then interprets the scores according to students' right answers, as follows:

Score Interpretation

80 - 100   : Very high category
70 - < 80   : High category
60 - < 70   : Average category
50 - < 60   : Low category
0 - < 50   : Very low category

Mean of the score is got by the pattern below:

$$M = \frac{\Sigma X}{N}$$

The Mean of the score of Paraphrasing and Translating technique is:

M   = Mean score
ΣX = Accumulative score
N   = Number of respondents

FINDINGS AND DISCUSSIONS

Kinds of Techniques the English Teacher Applied in the Listening Class

Based on interview to the English teacher and observation in listening class of the tenth grade students at MAN 3 Banjarmasin, it shows that there are six techniques in teaching listening English teacher applied. They are:

1. *Information Transfer.* To apply this technique, the English teacher used 6 pictures as a media.
2. *Paraphrasing and Translating.* This technique included in post listening activities where students rewrite the listening texts in different words using their own words. Then teacher asked students to read their writing and checked whether was suitable or not to the dialogue they had listened.
3. *Answering Questions.* This technique included in post listening activities where students answer 5 questions based on the dialogues they had listened from the cassette and then corrected together in class to know the right answer.
4. *Summarizing.* This technique included in post listening activities where students

were given several possible summary-sentences and asked to say which of them fit a recorded text. In other words, teacher asked the students retell the dialogue based on their own words after they listened to the dialogue on the cassette.

5. *Filling in Blanks.* This technique included in while listening activities where students were given the transcript of a passage or a dialogue with some words missing and must fill in the blanks while listening.

6. *Answering to Show Comprehension of Messages.* This technique included in post listening activities where teacher asked the students to give tick or cross to indicate which was the correct answer from the four choices (A, B, C, D) for the questions about monologues they had listened from the cassette. There were 10 questions that should be answered by the students.

The Students' Ability in Listening Class

To know the students' ability in listening class of the tenth grade students at MAN 3 Banjarmasin, the eight meetings of six classes (XA-XF) were observed. The students' score of listening test using the six techniques can be seen in the following table:

Table 1.3 The Result of the Students' Test in Listening Class Using Six Techniques

No	Students' Initial	A	B	C	D	E	F
1	AA	100	80	70	75	80	80
2	AAN	80	70	70	70	75	75
3	AS	100	70	70	70	75	75
4	EWS	100	70	70	70	75	75
5	NLF	100	70	70	70	75	75
6	SW	100	70	70	70	75	75
7	MFH	80	70	70	70	80	75
8	MHA	80	70	70	70	80	75
9	AK	100	60	60	60	70	70
10	AH	100	60	60	70	70	70
11	AT	100	80	60	70	75	75
12	FIT	100	80	60	70	75	75
13	MSS	100	60	60	60	70	70
14	SL	100	80	60	70	75	75
15	SS	100	60	70	70	60	70
16	WA	100	80	70	75	75	75
17	AM	100	80	60	60	70	60
18	HM	100	80	60	60	70	60
19	HF	100	80	60	60	70	60
20	KH	100	80	65	60	65	60
21	MSP	100	80	60	60	70	60
22	NFZ	100	80	60	60	70	60
23	NF	100	80	60	60	70	60
24	SAH	100	80	60	60	75	65
25	AMU	100	80	60	60	70	60
26	AR	100	80	60	65	70	70
27	HA	80	80	60	60	70	70
28	IS	100	75	60	65	70	70
29	MIS	80	80	75	70	70	65
30	RA	80	80	75	70	70	65
31	SM	100	80	70	70	75	65

32	YA	100	80	60	65	70	60
33	AAN	100	65	65	65	70	70
34	ARS	80	60	60	65	70	70
35	FAT	100	75	75	70	70	70
36	IM	100	60	70	65	60	70
37	MAS	100	70	60	70	70	70
38	MUS	100	70	60	70	60	70
39	WA	100	65	60	60	70	70
40	ZAK	100	75	60	70	70	70
41	AKR	80	80	70	60	75	70
42	ENG	100	80	70	65	75	70
43	FR	80	80	70	60	70	70
44	HFH	100	80	75	70	80	75
45	MAR	80	80	60	60	70	75
46	NH	100	80	70	65	75	70
47	UPS	100	80	70	60	70	65
48	RAM	100	80	65	60	70	65
Total		4600	3585	3115	3140	3425	3305

Notes:

A = *Information Transfer* technique
B = *Paraphrasing and Translating* technique
C = *Answering questions* technique
D = *Summarizing* technique
E = *Filling in Blanks* technique
F = *Answering to show comprehension of messages* technique

The Mean of the score of *information transfer* technique is:

$$M = \frac{\Sigma X}{N}$$

$$= 4600 / 48 = 95.83$$

The Mean of the score of *Paraphrasing and Translating* technique is:

$$M = \frac{\Sigma X}{N}$$

$$= 3585 / 48 = 74.68$$

The Mean of the score of *Answering questions* technique is:

$$M = \frac{\Sigma X}{N}$$

$$= 3115 / 48 = 64.89$$

The Mean of the score of *Summarizing* technique is:

$$M = \frac{\Sigma X}{N}$$

$$= 3140 / 48 = 65.41$$

The Mean of the score of *Filling in blanks* technique is:

$$M = \frac{\Sigma X}{N}$$

$$= 3425 / 48 = 71.35$$

The Mean of the score of *Answering to show comprehension of messages* technique is:

$$M = \frac{\Sigma X}{N}$$

$$= 3305 / 48 = 68.85$$

To clarify the test result and to find the students' ability of listening, It is presented the students' score of using each technique below:

Students' Ability in Information Transfer Technique

As shown in the Table 1.3 (in column A) above, it is found out that the highest score of the data is 100 and the lowest score is 80. The whole gotten scores are 4600 from 48 respondents. To get information about the scores of the ability of the students in English listening using *Information Transfer* technique, it can be seen in the Table below:

Table 1.4 The Students' ability of Information Transfer technique

No	Interval	Frequency	Percentage
1.	80 – 100 (Very	48	100.00
2.	high category)	0	0
3.	70 - < 80 (High	0	0
	category)		
	60 - < 70		
	(Average		
	category)		
Total		48	100.00

The Table shows that 100% of respondents (48 students) are in the very high category. It means that they can answer the questions very well by using *Information Transfer* technique.

The mean of the score of this technique is 95.83 and it is the highest mean score of all. It means that the ability of the most of the tenth grade students at MAN 3 Banjarmasin in academic year 2009/2010 in answering the questions of information transfer technique belongs to very high category and this technique is the most effective technique in teaching listening for the students at MAN 3 Banjarmasin. Possibly, it is because the students felt easier to answer the questions by matching pictures based on monologue they listened and students were not having the difficulty in comprehending visual materials such as pictures, although their comprehending can help them for getting the information in the pictures. So, it can effect to the students ability in answering the questions by matching pictures based on dialogue properly.

Students' Ability in Paraphrasing and Translating Technique

As shown in the Table 1.3 (in column B) above, it is found out that the highest score of the data is 80 and the lowest score is 60. The whole gotten scores are 3585 from 48 respondents. To get information about the scores of the ability of the students in English listening using *Paraphrasing and Translating* Technique, it can be seen in the result of their test based on the following categories in the Table:

Table 1.5 The Students' ability in Paraphrasing and Translating Technique

No	Interval	Frequency	Percentage
1.	80 – 100	28	58.33
2.	(Very high	12	25.00
3.	category)	8	16.67
	70 - < 80		
	(High		
	category)		
	60 - < 70		
	(Average		
	category)		
Total		48	100.00

In the Table above, 58.33% of respondents (28 students) are in the very high category, it means that they can answer the questions by using *Paraphrasing and Translating* Technique very well, 25% of respondents (12 students) are in the high category, it means that they can answer the questions using this technique well. And there are 16.67% of respondents (8 students) are in the average category, it means that they can answer the questions enough.

Based on the documentary result of the ability of students in Paraphrasing and Translating Technique (Table 1.5), it is known that there are 58.33% (28 students) who can answer the questions good enough in Paraphrasing and Translating Technique and it involves in average category. While, there are 25% (12 students) who can answer the questions good enough and it involves in small category, and there

are 16,67% (8 students) who can answer the question enough and it involves in very small category. The mean of the score of this technique is 74.68. It means that the ability of most of the tenth grade students at MAN 3 Banjarmasin in academic year 2009/2010 in answering the questions of Paraphrasing and Translating Technique belongs to high category but this technique is less effective in teaching listening for the students at MAN 3 Banjarmasin. Possibly, it is because the students still having difficulty in making simple dialogue based on students own words. This problem due to students still has little vocabulary to improve their writing, although their understanding can help them for getting the information in the statements or dialogues. So, it can effect on the ability of the students in their understanding of statements and dialogues.

Students' Ability in Answering Questions Technique

As shown in the Table 1.3 (in column C) above, it is found out that the highest score of the data is 75 and the lowest score is 60. The whole gotten scores are 3115 from 48 respondents. To get information about the scores of the ability of the students in English listening using *Answering Questions* Technique, it can be seen in the result of their test based on the following categories in the Table:

Table 1.6 The Students' ability in Answering Questions Technique

No	Interval	Frequency	Percentage
1.	80 – 100	0	0
2.	(Very high	21	43.75
3.	category)	27	56.25
	70 - < 80		
	(High		
	category)		
	60 - < 70		
	(Average		
	category)		
Total		48	100.00

In the Table above, 43,75% of respondents (21 students) are in the high category, it means that they can answer the questions by using *Answering questions* Technique well, and there are 56,25% of respondents (27 students) are in the average category, it means that they can answer the questions enough.

Based on the documentary result of the ability of students in Answering questions Technique (table 1.6), it is known that there are 43, 75% (21 students) who can answer the questions good enough in Answering questions Technique and it involves in average category. And there are 56, 25% (27 students) who can answer the question enough and it involves in average category too. The mean of the score of this technique is 64, 89. It means that the ability of the most of the tenth grade students at MAN 3 Banjarmasin in academic year 2009/2010 in answering the questions of Answering questions Technique belongs to high category but this technique is the least effective in teaching listening for the students at MAN 3 Banjarmasin. Possibly, it is because the students still having difficulty in answer the questions based the dialogue they have listened. This problem due to students still has little vocabulary to complete the answer and their ability in listening still less especially in catching the words to answer the questions. So, it can effect on the ability of the students in their understanding of answering questions.

Students' Ability in Summarizing Technique

As shown in the Table 1.3 (in column D) above, it is found out that the highest score of the data is 75 and the lowest score is 60. The whole gotten scores are 3140 from 48 respondents. To get information about the scores of the ability of the students in English listening using *Summarizing* Technique, it can be seen in the result of their test based on the following categories in the Table:

Table 1.7 The Students' ability in Summarizing Technique

No	Interval	Frequency	Percentage
1.	80 – 100	0	0
2.	(Very high	22	45.83
3.	category)	26	54.17
	70 - < 80		
	(High		
	category)		
	60 - < 70		
	(Average		
	category)		
Total		48	100.00

In the Table above, 45,83% of respondents (22 students) are in the high category, it means that they can answer the questions by using *Summarizing Technique* well, and there are 54,17% of respondents (26 students) are in the average category, it means that they can answer the questions enough.

Based on the documentary result of the ability of students in answering questions Technique (Table 1.7), it is known that there are 43, 75% (21 students) who can answer the questions good enough in Answering questions Technique and it involves in average category. Based on the documentary result of the ability of students in Summarizing Technique (Table 4.11), it is known that there are 45, 83% (22 students) who can answer the questions good enough in Summarizing Technique and it involves in average category. And there are 54, 17% (26 students) who can answer the question enough and it involves in average category too. The mean of the score of this technique is 65, 41. It means that the ability of the most of the tenth grade students at MAN 3 Banjarmasin in academic year 2009/2010 in answering the questions of Summarizing Technique belongs to high category but this technique is less effective in teaching listening for the students at MAN 3 Banjarmasin. Possibly, it is because the students still having difficulty in retell the dialogue using their own words. This problem due to students still has little vocabulary to convey the answer and their ability in speaking as same as less with

listening. So, it can effect on the ability of the students in their understanding of statements and dialogues.

Students' Ability in Filling in Blanks Technique

As shown in the Table 1.3 (in column E) above, it is found out that the highest score of the data is 80 and the lowest score is 60. The whole gotten scores are 3425 from 48 respondents. To get information about the scores of the ability of the students in English listening using *Filling in Blanks* Technique, it can be seen in the result of their test based on the following categories in the Table:

Table 1.8 The Students' Ability in Filling in Blanks Technique

No	Interval	Frequency	Percentage
1.	80 – 100	4	8.33
2.	(Very high	40	83.34
3.	category)	4	8.33
	70 - < 80		
	(High		
	category)		
	60 - < 70		
	(Average		
	category)		
Total		48	100.00

In the Table above, 8, 33% of respondents (4 students) are in the very high category, it means that they can answer the questions by using technique *Filling in Blanks* Technique very well, there are 83, 34% of respondents (40 students) are in the high category, it means that they can answer the questions well, and there are 8, 33% 0f respondents (4 students) are in the average category, it means that they can answer the questions enough.

Based on the documentary result of the ability of students in Filling in Blanks Technique (Table 1.8), it is known that there are 8, 33% (4 students) who can answer the questions very good in Filling in Blanks Technique and it involves in very small category. While, there

are 83, 34% (40 students) who can answer the questions good enough and it involves in very large category, and there are 8, 33% (4 students) who can answer the questions enough in Filling in Blanks Technique and it involves in very small category. The mean of the score of this technique is 71, 35. It means that the ability of some of the tenth grade students at MAN 3 Banjarmasin in academic year 2009/2010 in answering the questions of Filling in Blanks Technique belongs to high category but this technique is less effective in teaching listening for the students at MAN 3 Banjarmasin. Possibly, it is because the students still having difficulty in complete the dialogue using the words they have listened on cassette. This problem due to students still has little vocabulary to complete the answer and their ability in listening still less especially in complete the words to answer the questions. So, it can effect on the ability of the students in their understanding to complete the dialogues they have listened.

Students' Ability in Answering to Show Comprehension of Messages Technique

As shown in the Table 1.3 (in column F) above, it is found out that the highest score of the data is 80 and the lowest score is 60. The whole gotten scores are 3305 from 48 respondents. To get information about the scores of the ability of the students in English listening using *Answering to Show Comprehension of Messages Technique*, it can be seen in the result of their test based on the following categories in the Table:

Table 1.9 The Students' Ability in Answering to Show Comprehension of Messages Technique

No	Interval	Frequency	Percentage
1.	80 – 100	1	2.08
2.	(Very high	32	66.67
3.	category)	15	31.25
	70 - < 80		
	(High		
	category)		
	60 - < 70		
	(Average		
	category)		
Total		48	100.00

In the Table above, 2,08% of respondents (1 students) are in the very high category, it means that he can answer the questions by using *Answering to show comprehension of messages* Technique very well, there are 66,67% of respondents (32 students) are in the high category, it means that they can answer the questions well. And there are 31, 25% of respondents (15 students) are in the average category, it means that they can answer the questions enough.

Based on the documentary result of the ability of students in Answering to show comprehension of messages Technique (table 1.9), it is known that there are 2.08% (1 student) who can answer who can answer the questions very good in Answering to show comprehension of messages Technique and it involves in very small category. While, there are 66.67% (32 students) who can answer the questions good enough and it involves in large category, and there are 31.25% (15 students) who can answer the questions enough in and it involves in small category. The mean of the score of this technique is 68.85. It means that the ability of some of the tenth grade students at MAN 3 Banjarmasin in academic year 2009/2010 in answering the questions of Answering to show comprehension of messages Technique belong to high category but this technique is less effective in teaching listening for the students at MAN 3 Banjarmasin. Possibly, it is because the students still having difficulty in answer the questions based on the monologue they have listened on cassette. This problem due to students still has little vocabulary to complete the answer and their ability in listening still less especially in answer the questions based on monologue although they are multiple choices.

CONCLUSION

Based on the research and data analysis about the effective technique of teaching listening, it is concluded that there are six techniques used by the English teacher in teaching listening at the tenth grade students at MAN 3 Banjarmasin,

those techniques are: *Information Transfer, Paraphrasing and Translating, Answering Questions, Summarizing, Filling in Blanks, and Answering to Show Comprehension of Messages.* Also, the students' ability in listening for comprehension using six techniques can be indicated by the students' score gotten from the test when using each technique, those are, *Information Transfer* technique (the mean score is 95.83 including in very high category), *Paraphrasing and Translating* technique (the mean score is 74.68 including in high category), *Filling in Blanks* technique (the mean score is 71.35 including in high category), *Answering to Show Comprehension of Messages* technique (the mean score is 68.85 including in average category), *Summarizing* technique (the mean score is 65, 41 including in average category), and *Answering Questions* technique (the mean score is 64.89 including in average category).

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