

THE EFFECTS OF NATIVE SPEAKER RECORDING ON STUDENTS' LISTENING ABILITY AT SMAN 3 WANGI-WANGI WAKATOBI REGENCY SOUTHEAST SULAWESI

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ABSTRACT

The purpose of this research is to know the effect of Native Speaker on students' listening. The results of this study are expected to be useful for students to enrich the listening ability, and can help teachers to be more creative. The research method applied is pre-experimental method by using a pre-test, treatment, and post-test. The subject of this research is XI/IPS 1 and XI/IPS 2 at SMAN 3 Wangi-wangi. This research applied total sampling technique, with a total sample of 20 students. The result of data analysis shown that there was a significant effect of students' listening by using audiovisual native speaker as a media in the learning process. It can be seen from the value of the t-test is 4.01 higher than t-table is 2.027. Obtaining the student scores indicate that usage of audiovisual Native Speaker can effect on students' listening mastery in VIII/IPS 1 and XI/IPS 2 SMAN 3 Wangi-wangi.

Keywords: Listening, Native Speaker, Audiovisual

Introduction

Language development is needed to make human's communication more effective because as the world develops, human always need new things. Language itself, according to Keraf (cited in Smarapradhipa (2005:1)), provides two language understanding. The first notion of language as stated means of communication between members of the public in the form of a symbol of the sound produced by means of human utterances. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. Nowadays, in the global era, communication has become one of the most crucial elements.

English Language has been a global language since long ago. People agree to use English as a global language because of some considerations. First, English has been used since the colonial era in so many countries because at the time The British Empire had so many colonized countries. Second, English language has been the medium in the scientific world because most of the influencing scientists are from the English-speaking countries. Third, English is considered as a quite simple language.

As a global language, it is obvious that English plays an important role in

the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others.

Ramelan (1992: 2) said that English is the first foreign language to be taught in Indonesia. It is taught from elementary school up to university. As the first foreign language, English is considered difficult to learn by Indonesian students because learning English is something new for them. It is different from learning their native language. They have been surrounded by their mother tongue and spoken in their native language since their childhood.

One of the important aspects in learning a foreign language is listening. Listening plays an important role in the language learning. It is a demanding process, 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. It gives the learner information from which to build the knowledge necessary for using the language. Listening provides the necessary input for learners to acquire the language needed for practicing a language.

One of the techniques for improving listening comprehension that is recommended in many books of teaching EFL in general and teaching listening comprehension in particular is by understanding native speaker recording.

Based on the description above the researcher is interested in the use of research for improving student's ability by using native speaker recording, because this method is proposed as an alternative way to sharpen the students' thought and their sense of analysis. It is also good to stimulate the students to think fast and accurately (in this case, it is used when the students have to fill the blank space) by listening through head set or tape recorder

METHOD

In this research, writer use pre-experimental research design which applied in one class as pre-test and post-test group. The researcher uses total sampling technique and the writer chooses class XI/IPS 1 and XI/IPS 2 with 20 members as sample. This class was one group pretest and posttest. The data collected for twice through pre-test and post-test. The data from pre-test took before the treatment, while the data from post-test took after the students' join the treatment.

Finding Dan Discussion

Findings

The finding of the research deal with the students' score of pre-test and post-test, the frequency and rate percentage of the students' score and hypothesis testing.

1. The analysis of the students' score

The students' score was obtained through the test, in order to know the students' listening ability effect through native speaker audiovisual, and then the writer determined the quality of the students' score into rate percentage and score of classification as follow:

Table 1 The Students' Score in Pre-Test And Classification.

No.	Initial name	Students' score	Classification
1.	AN	65	Fair
2.	CH	50	Poor
3.	HR	60	Fair
4.	Hs	70	Fairly Good
5.	Hy	60	Fair
6.	Jf	70	Fairly Good
7.	JM	65	Fair
8.	Js	70	Fairly Good
9.	Jw	55	Poor
10.	Kn	70	Fairly Good
11.	LOMF	50	Poor
12.	Nd	60	Fair
13.	NF	75	Fairly Good
14.	RM	55	Poor
15.	RY	65	Fair
16.	SKN	50	Poor
17.	WA	50	Poor
18.	WDJ	65	Fair
19.	SS	70	Fairly Good
20.	ST	35	Very Poor
	Total	1210	

Based on the table above, the writer conclude that the students' score in pre-test is low than average. Most of them got less than 70. It is caused by many factors, one factor being the mastermind of their less of listening especially those in the test given by the writer is a lack of vocabulary. Why the writer says so? before the holding of this research, the writer has to coordinate and consult with the English teacher was also the principal in SMAN 3 Wangi-wangi with show and let out the test that will be provided to students, teacher and principal said that the test will be given relatively heavy for English language skills of students in this school. And it

turns out, the results showed that the vocabulary of students in the field is lacking. They find it difficult to adjust between the words heard by the sentences there. The writer acknowledge that this activity is indeed very difficult, not just for the ranks of high school students, even to the ranks of the university students were still a matter that is not easy. So that the writer needs to conduct treatment to effect the students' score in listening.

Table 2: The students' score in post-test and classification.

No.	Initial name	Students' score	Classification
1.	AN	80	Good
2.	CH	65	Fair
3.	HR	70	Fairly Good
4.	Hs	75	Fairly Good
5.	Hy	80	Good
6.	Jf	85	Good
7.	JM	75	Fairly Good
8.	Js	90	Good
9.	Jw	70	Fairly Good
10.	Kn	80	Good
11.	LOMF	70	Fairly Good
12.	Nd	75	Fairly Good
13.	NF	90	Good
14.	RM	85	Good
15.	RY	70	Fairly Good

16.	SKN	75	Fairly Good
17.	WA	85	Good
18.	WDJ	80	Good
19.	SS	75	Fairly Good
20.	ST	50	Poor
Total		1525	

The writer saw that the method which the writer brought was a new method found by the students. Listening to native speakers, it makes interest for the students in learning listening. A proof that the local English teachers less apply technology in learning, either because traditional lifestyle or lack of knowledge of the local teachers' use the technology.

Amazement, it was used as initial capital for the writer got the attention of students learning English, especially in listening. Watched video about native speaker conversation, play and listen the native speaker conversations, it is still an odd thing in the eyes and ears of the students at the school. Using a little help existing media, the writer caught the students' attention and get the seriousness of the students in learning.

Finally, based on the table above the students' score in post-test got higher than pre-test. Most of them got fairly good and good.

Table 3 The percentage of pre-test and post-test.

No.	Classification	Score	Pre-test		Post-test	
			Freq.	%	Freq.	%
1.	Excellent	96 – 100	-	0	-	0
2.	Good	76 – 95	-	0	9	45
3.	Fairly good	66 – 75	6	30	9	45
4.	Fair	56 – 65	7	35	1	5
5.	Poor	36 – 55	6	30	1	5
6.	Very poor	0 – 35	1	5	-	0
TOTAL			20	100	20	100

From the classification, the scores, and the rate percentage of the post-test illustrated in the table above that out of 20 students. In pre-test none of student got good, 6 student got fairly good (30%), 7 students got fair (35%), 6 students got poor (30%), 1 student got less than 36 (5%). In post test 9 students got good (

45%), 9 students got fairly good (45%), 1 student got fair (5%) and 1 student got poor (5%). Based on the description above, it is clear that there is a much more significant effective of listening reached out by the students in post-test through treating those students using native speaker audiovisual during the research.

2. The mean score of students in pre-test and post-test

The mean score of the students is used to know the significance difference of students' listening in pre-test and post-test.

Table 4 The mean score of students in pre-test and post-test.

Test	Mean score
Pre-test	60.5
Post-test	76.25

The result of the students' mean score in pre-test and posttest shows significance different. In the pre-test the students' mean score was 60.5 and in the post-test the students' mean score was 76.25.

3. T-test value of students' listening

Table 5 The t-test and t-table of significance.

df	Level of significance	t-test value	t-table value
37	0.05	13.86	2.027

Test of significance used to know whether the pre-test and post-test was significantly different, and the result of t-test is 13.86. Then the result of t-test was compared with the value of t-table. To know the value of t-table, the writer used the level of significance (p) = 0.05 and found degree freedom (df) = $n - 1$, where n = number of students (20), and the writer found the value of t-table it was 2.027, thus the result of t-test is greater than t-table ($13.86 > 2.027$). The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of native speaker audiovisual significantly enrich students' listening. It is more effective, more productive and faster to enrich the students' listening.

Discussion

In this part, the writer discussed the result of the data analysis of the pre-test and post-test. The discussion is intended to know the students' listening by using native speaker audiovisual at the second years SMAN 3 Wangi-wangi.

The writer found that the students were motivated to learn listening using native speaker audiovisual and made the students had more curiosity. Classification students in pre-test none of student got good, 6 student got fairly good (30%), 7 students got fair (35%), 6 students got poor (30%), 1 student got very poor (5%). The students have these score because they still have a lack of listening in answer the test.

But after giving treatment, in the result of the post-test the students' mistakes were minimalized. The description of the data collection thought listening test as explained in the previous section show that the score classification students in posttest 9 students got good (45%), 9 students got fairly good (45%), 1 student got fair (5%) and 1 student got poor (5%).

The data collected through listening test as explained in the previous section that students in essay has already improved. It could be proved through the score frequency of the result of the students in pre-test and post-test. The students' scoring after giving materials by using native speaker audiovisual as a method in teaching listening is more effective from pre-test and post-test.

The analysis of the findings shows that teaching listening by using native speaker audiovisual effectively the students' listening. There are some evidences, the analysis tells us the means score of the students' test result in the pre-test is 60.5 and the mean score of the students' test result in post-test is 76.25. Thus, this research supported (H_1), there is significant difference of students' achievement before and after giving treatment. It is because the result of t-test value is greater (4.01) than t-table value (2.027) for 0.05 significant. Therefore, it means the null hypothesis rejected and the alternative hypothesis is accepted.

Native speaker audiovisual gave students fun, active and help them to learn and memorize new pronunciation more easily in teaching and learning English listening. Finally, the writer concluded that in teaching and learning through native speaker at SMAN 3 Wangi-wangi was effective towards the students' listening.

Conclusions

Based on the findings and discussion of the research, the writer collects the result and makes some conclusion. Audiovisual method can be concluded that the used native speaker recording more effect to enrich the students' listening of the XI/IPS 1 and XI/IPS 2 at SMAN 3 Wangi-wangi. Using native speaker recording, there is significance difference between the result of pre-test and post-test. The students mean score before applied the strategy was 60.5 and the means score after the application the native speaker was 76.25. Beside that the result of t-test is 4.01 that is greater than t-table 2.027. It means that the use of native speaker recording is effect towards listening mastery of the students. The effect of students' listening is obtained through the use of native speaker recording. By using native speaker

recording the students have a big motivation and interested to learn listening. Based on the all-data collection in the research the writer can concluded that the students score in pre-test have effect after giving treatment, especially at SMAN 3 Wangi-wangi.

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