Original Research Article

Effective Steps in Growing Listening Skill

Dedi Heryadi[1*]

[1]Professor of Universitas Siliwangi, Jl. Siliwangi No.24, Kahuripan, Kec. Tawang, Kab. Tasikmalaya, Jawa Barat 46115, Indonesia

*Corresponding author: Dedi Heryadi
Professor of Universitas Siliwangi, Jl. Siliwangi No.24, Kahuripan, Kec. Tawang, Kab. Tasikmalaya, Jawa Barat 46115, Indonesia

Abstract

The aim of this research are to describe effective steps listening skill teaching of grade first students in University of Siliwangi Tasikmalaya, west java, Indonesia. This research is treatment test again conclusion of research result with title of "Increasing Lecturing Logic-Based Learning Improves Listening Skills" of Agustus 2022. The method used in this study is experimental research. Besides the technique of data collecting was taken by examination and observation. The research held for student in 1st semester of 2022/2023 academic year at Faculty of Teacher Training and Education University of Siliwangi Tasikmalaya. The data were processed quantitatively. The result know that steps listening skills teaching based on the logic model have a positive impact toward student listening skill. To stretcher this research result it is suggested that the research should be followed up and validated by whom in the same profesion.

Keywords: Teaching steps, listening skill , first grade students in university.

INTRODUCTION

Listening skills is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening activity is majority of language activities in this human life. Such circumstances in line with the findings of Mendelshon (1994), "Listening plays an important role in communication, of the total time spent on communicating, listening takes up 40 – 50 %, speaking 25 – 30%, reading 11 – 16%, and writing about 9%".

Listening is an active process by which we sense of assess and respond to what we hear. "Listening comprehension is an active process of constructing meaning and this is done by applying knowledge to the incoming sound" in which "number of different types of knowledge are involved: both linguistic and non – linguistic knowledge". He supposed that "comprehension is affected by a wide range of variables, and that potentially any characteristic of the speaker, the situation or the listener can affect the comprehension of the message" (Gary Buck, 2001).

Thi Hue (2019) state, that he label of passive skill applied to listening is a misnomer. This misunderstanding may stem for the fact superfisially leaners seem to only sit in language lab quietly, listen to pre-recorded dialogues and write the answers the some questions to the oral stimulus so that listening teaching has attracted considerable attention. Listening is more active and interpretive process in which the message is not fixed but is created in the interactional space between participants (Nation and Newton, 2009). Complex activity in listening stated by Thi Hue (2019), "Listening comprehension process consists of three steps: receiving, attending and understanding in sequence. The understanding step may be followed by responding and remembering as listeners may respond immediately or remember the message to response at a later time".

In listening activity listener demanded hight order thinking skill. Demand of thinking in listening is logic reasoning. This reasoning includes deductive or inductive. Smith (2000) argue, "A deduction is speech (*logos*) in which, certain things having been supposed, something different from those supposed results of necessity because of their being so. Each of the 'things supposed' is a premise (*protasis*) of the argument, and what 'results of necessity' is the conclusion (*sumperasma*). American english give the example (2015), "… everyone must listen carefully to identify important details. Beyond *developing listening and critical thinking skills*, these puzzles are a fun and challenging way for students to practice speaking, review vocabulary, and apply social skills related to team works

Listening is the most complicated skill to be assessed to the students than another language skill. It

involves an oral input where the students must listen to and transfer the information on their mind through their auditory insight. In listening the information is given in spoken text so that students need hardest effort to recognize the information or the passage from what they hear unlike written text where student can read the whole passages in written form obviously. There are six types of the listening (reactive, intensive, selective, responsive, extensive and interactive listening). For any types of the listening student need to comprehend for the indicative answer while teacher had selected listening types. In reactive listening the answer focus on the sound which is heard, intensive listening focus on the language form, responsive listening shows for an understanding, extensive listening focus on longer text with the connecting the idea, selective listening taking the important information such as location, time, and the last is interactive listening which assess by combining listening with speaking," (Rokhaniyah, 2021).

Underwood (1989) states, "The problems in listening comprehension are: Lack of control over the speed at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognized the "signals", problem of interpretation, inability to concentrate (topic, effort, technical problems), and established learning habit or listening perfectionism". Research result from Desliana, Marzuki and Hadriana (2016) conclude that difficulty in listening is poor quality of equipment's, lack of concentration, un-clear pronunciation, speed rate, unfamiliar word and topic, and psychological problem. These problems were in some categories of Listening Comprehension problems such as physical setting, lack of concentration, speaker, psychological characteristics, and listening material.

Sapitri (2021) state, "Listening as one of the four basic skills taught in language learning is not a passive process. Listening is a mental process in which linguistic and non-linguistic information are processed through a number of cognitive systems: attention, perception, and memory. A student listening to a lecture or news, for example, is paying attention to and trying to perceive information that a teacher or an anchor is informing. He will keep the information in his memory before using them for certain purposes. When the student is paying attention and trying to perceive the information, he is actively processing the information by the use of his own linguistic and non-linguistic knowledge". Gilakjani and Sabouri (2016) state "…that guiding learners in the process of listening provides them with the knowledge by which they can successfully complete a listening activity and puts them in control of the learning".

Listening skills need logic thinking ways. "Agler (2020) state, "Logic is a science that aims to identify principles for good and bad reasoning. In essence, it aims to develop criteria (rules or methods) for the identification of good and bad arguments". Hintikka (2022) state, "The term *logic* comes from the Greek word *logos*. The variety of senses that *logos* possesses may suggest the difficulties to be encountered in characterizing the nature and scope of logic. Among the partial translations of *logos*, there are "sentence," "discourse," "reason," "rule," "ratio," "account" (especially the account of the meaning of an expression), "rational principle," and "definition." Not unlike this proliferation of meanings, the subject matter of logic has been said to be the "laws of thought," "the rules of right reasoning," "the principles of valid argumentation," "the use of certain words labelled 'logical constants'," "truths (true propositions) based solely on the meanings of the terms they contain," and so on".

Thought, covert symbolic responses to stimuli that are either intrinsic (arising from within) or extrinsic (arising from the environment). Thought, or thinking, is considered to mediate between inner activity and external stimuli (Hintikka, 2022). Shadrikop, Kuginyan, and Mariyonava, 2016). Argue "Having observed thought through the relationship between an object and its attributes, we found only one aspect of thought. It is important to note that perception, as has been already mentioned, has a functional nature, and attributes of a perceived object always have functional nature. Thus, we can say that thought not only reflects relationship between an object and its attributes, but it is also endowed with a certain content, expressed in terms of the meaning of a perceived attribute. In other words, relationship between an attribute and image is ensured by thought which carries a certain functional content (Shadrikop, Kuginyan, Mariyonava, 2016). Kirubhakaran (2021) argue there are four elements of effective thinking: understand thinks deeply, igniting insight, constantly formulating and raising questions.

Be based on that consideration in listening skills teaching need clear activity steps. The result of previously research that steps of listening teaching include: *listening lecture material from the lecturers concentrationally; comprehending the keywords of lecture material carefully and formed in mind mapping; making the propositions based of mind mapping; responding the lecture material; discussing the work result of each student; and giving the special guidance to the students who face difficulties.* What are this listening teaching steps until effective if used of time and students other ?

MATERIAL AND METHOD
This section includes research design/method, data collection instrument, participant as data resources, technique of data collection, and data analysis. This research uses *experiment with pretest and posttest design.* procedures to go through phases: (1) make two student group (class), (2) carry out of pretest at each group, (3) carry out treatment listening teaching steps, (4) carry out of postest at each group, (5) to describe data

pretest, posts, and student activity in learning process, (6) analysis of data.

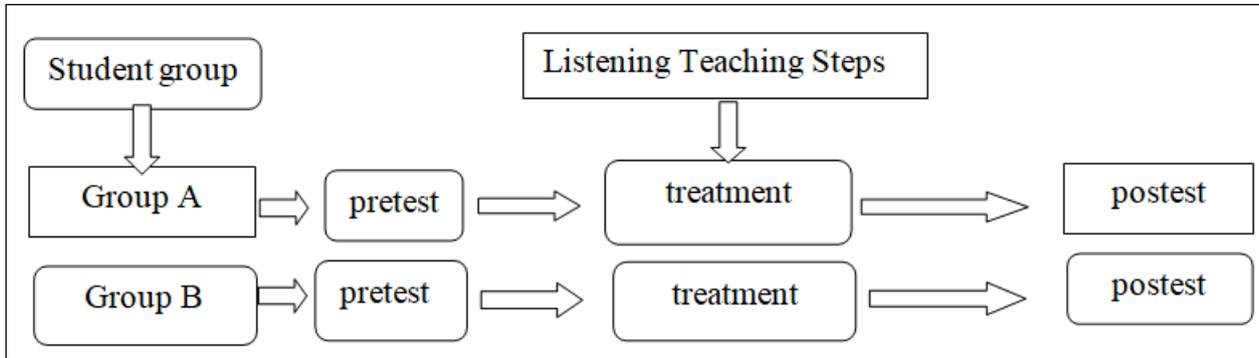Research design as shown in the diagram below.

Diagram of Research Design

Syntax of listening teaching steps that has proven effectively in growth lecturing listening skill is as follows.

Table 1: Syntax of Listening Teaching Steps

Introduction Step
Providing orientation about learning that will be implemented
Core step
a.   Listening lecture material from the lecturers concentrationally;
b.   Comprehending the keywords of lecture material carefully and formed in mind mapping;
c.   Making the propositions based of mind mapping;
d.   Responding the lecture material;
e.   Discussing the work result of each student;
f.   Giving the special guidance to the students who face difficulties.
Closing Step
a.   Reflecting learning result
b.   The measuremet of result

Data Collection and Analysis Technique

Primary data needed is an lecturing listening ability (comprehending the important key words in lecture material, making the propositions by key word-based, and Responding the content of the lecture material) as a result of listening teaching steps. In addition to the primary data also support data (secondary data) as information about student's activities when the learning takes place, as well as information about student's opinion about the course that has taken. To obtain the data done by using measurement techniques.

Table 2: Instrument of Activity in Learning Process

No	Indicator	Category			
		Very Good	Good	Enough	Lees
1.	Consistence of carry out learning steps				
2.	Active of learning				
3.	Honesty in learning activity				
4	Responsibility in carry out of task				

Table 3: Instrument of Student opinion

No	Indicator	Category			
		Very Good	Good	Enough	Lees
1.	Learning situation				
2.	Give of learning ease				
3.	Rewarding for life				
4	Motivations increase				

To realize the technique of data collection on lecturing listening ability set by using measurement instrument in test form as follows.

Table 4: Instrument of listening ability measurement

No.	Indicator	Scor Scale	Quality
1.	comprehending the important key words in lecture material	- Complete and compiled (5) - Not complete and compiled (4) - Not complete not compiled (3)	10
2.	making the proposisions by key word-based	- Approoriate and compiled (5) - Less appropriate and compiled (4) - Less appropriate and less compiled (3)	15
3.	Responding the content of the lecture material	- Appropriate and rational (5) - Less appropriate and less rational (4) - Not appropriate and not rational (3)	20

To get supporting data then prepared instrument of observations about students' activities when the learning process is ongoing. The object observed include creativity, honesty and responsibility when the learning is ongoing. Then, to obtain additional information about students' motivation attends a pattern of learning used interview instrument.

There are two categories of collected data, namely quantitative and qualitative data. Quanatitive data is a description of the score listening skill, with 10 - 100 scale. Qualitative data is a description of students' activities in the lecture process, and data about students' opinion concerning the lecture which is going through. Quantitative data is as proponent data.

The analysis of data is carried out in quantitative manner. Quantitative data were analyzed, using statistical techniques, such as average test and difference test. Average test is used to determine the tendency of converging score comprehending the important key words in lecture material, making the proposisions by key word-based, and responding the content of the llistening material . Difference test is used to determine the progress of student listening skill. The analysis of the qualitative data is done by means of a qualitative study conducted on the data about the phases of the listening teaching steps, activity and students' opinion about the listening teaching steps that has endured. Every learning step traversed is reviewed and considered its effectiveness, then combined with the activities and students' opinion, so there are syntax of lectures that are eligible to be standardized in a lecture model.

Participant

Participant as data resources is student first grade in FKIP University Siliwangi with amount 60 person. From 60 person was made by two groups. Each group have 30 persons.

RESEARCH RESULT

After going through the process of building conceptual model, field test, revision of the model, and the model validation test so the research results in syntax of logic-based learning that has been tested, activities and students' opinion about the learning which has experienced, as well as a brief description of students' lecturing listening skill scores from the pretest result and postest results.

The result of observation data obtained students' activities that include sincerity and creativity in learning. From 60 students who became the object of research shows 72% (42 persons) demonstrating learning in earnest accompanied by a creative task that ordered the lecturer. While the remaining 38% (18 persons) shows less seriously even though it can do the task.

The result of interview for ten students randomly known about their opinion that the lecture had been through learning model all declare that they are motivated and not saturated.

The result of the assessment/test of the listening teaching steps model in growing listening skill listed in the following tabel.

Table 3: The Measurement Result of Listening Learning Steps

No.	Group Category	Before LTS Treatment				After LTS Treatment				T Score	Significant Rate
		x1	x2	x3	ẋ	y1	y2	y3	Ý		
1.	Group A	29,9	21,2	23,9	24,4	70,2	62,0	67,0	66,4	9,21	0,01
2.	Group B	30,0	18,0	20,2	22,7	75,8	72,6	74,5	74,3	20,16	0,01

Note:

x1 = average of to identify of key words of lecture matter before Treatment

x2 = average of to making of proposition on key words-based before Treatment

x3 = average of to response of lecture matter content before Treatment

y1 = average of to identify of key words of lecture matter after Treatment

y2 = average of to making of proposition on key words-based after Treatment

y3 = average of to response of lecture matter content after Treatment

ẋ = average of listening skill before Treatment

ý = average of listening skill after Treatment

DISCUSSION

From table 3, the listening teaching steps treatment can be explained that listening teaching steps tested twice is the pretest as a model test to look for student listening skill before implement treatment (listening teaching steps); the posttest as a model test to look for student skill listening after implement treatment (listening teaching steps). The pretest result to the students of group A with total 30 people obtained the results of measurements about lecturing listening skill (which includes to identify of key words of lecture matter, to making of proposition on key words-based, and to response of lecture matter content) before giving treatment receives an average score 24.4 with very low category, whereas after treatment obtained the average score 66.4 with enough category. Scores obtained in the pretest phase becomes feedback for giving treatment.

The pretest result to the students of group B with total 30 people also obtained the results of measurements about lecturing listening skill (which includes to identify of key words of lecture matter, to making of proposition on key words-based, and to response of lecture matter content) before giving treatment receives an average score 22,7 with very low category, whereas after treatment obtained the average score 74,3 with good category.

Its show that guiding is necessary in steps of listening teaching is very important. Agree with Theresa (2016) that guidance is necessary in learning, because fungsional in petrify for difficult student in learning.

The data is used as the basis that listening teaching steps can be expressed effective in growing students' listening skill, that includes to identify of key words of lecture matter, to making of proposition on key words-based, and to response of lecture matter content. After doing assessment in listening teaching can collaborate cognitive learning theory, communicative learning theory, cooperative learning theory, student active learning theory, and behavioristic learning theory. This finding supports one of the assumptions of learning theory which states that in the learning process, teachers/lecturers should be able to collaborate in many theories of learning tailored to their needs. By collaborating with learning theories can build a lecture that is quite varied, so it can make the students more creative, earnest, and growing motivation to learn so that they avoid saturation.

Logic theory as an approach to the implementation of listening teaching steps at the university is very effectively used. These findings have been demonstrated by the formation of listening teaching steps which is implemented to the students' FKIP of the first semester at Siliwangi University Tasikmalaya. These findings support the view about importance of theoretical background of indiscipline as a basis in determining the learning method. The comprehension of listening nature and the nature of learning process , as well as the logic theory turned out to be very useful as a foundation (approach) to establish a learning model at university.

The students' first semester of FKIP Siliwangi University Tasikmalaya are very enthusiastic and highly motivated given a listening teaching step. It occurs because they feel and realize the competencies learned through listening teaching steps is absolutely necessary in life; then the grain material is systematically arranged; and supported by a various learning implementation system. These findings support the learning theory that in improving learning motivation, lecturers need to present learning materials needed in learners' life, as well as the arrangement of learning material presentation must have a good entanglement.

Beside from the basic research study found, there are some findings that need to be disclosed, namely: (1) Students are very suitable given lecture with listening teaching steps is good intelligence and has a high learning motivation; (2) The age and gender who owned by the students seemed not significantly affect their success in following this learning model. The findings of this research, especially has relationship with the age and gender of learners look no contradiction with the views of psychologists, such as Alfred Binet, who is known for his expertise in the measurement of intelligence, then Piaget is famous for its expertise in the field of maturity of thought step, always linking capability of someone's thinking with the age. From the result of their study illustrated that age would be in line with the increasing maturity of thought. But the findings of this study with data sources of students aged between 18 years to 20 years, the age does not affect their listening skill through this learning technique.

From these results, it can be stated that the listening teaching steps is suitable given to the students at the college level. For secondary education still needs to be done further research. As an example the growth of listening skill in boarding school (self-reliance and self-discipline) is more suitable implemented through the habituation method, advising, methods of reward and punishment, as well as exemplary method of the priest and the cleric (Tanshzil, 2012: 1). Then, in the preschoolers neighborhood the growth of prosocial behavior turned out to be suitable by using game based learning model (Chin & zakaria, 2015).

CONCLUSION AND SUGGESTION

Through the phase of this research which include the establishment of the conceptual model, the experiment of empirical models, and validation of the model to form logic-based learning model. Phases (syntax) of learning with the technique are: a) listening material with full concentration from the lecturers, b)

understanding the key words in the learning material made in the form of a mind mapping, c) making the propositions based of mind mapping, d) responding to the content of the lecture matter with, e) Discussing the work result of each student, and f) giving special guidance to the students who face difficulties. The impact arisen from the interaction of the listening teaching steps system that can grow lecture listening skill.

Based on the findings and research conclusion, then submitted four suggestions. *First*, in fulfilling expository learning (speech) lecturers should underpin the logic theory because in addition to increase understanding of lecture content also to support the growth of academic character. *Second*, lectures at university were more likely to be expository (model) that is more geared to achieve the growth target of knowledge and students' skill. The comprehension like that should be abandoned because it does not match with the demand today's life and future. *Third*, in carrying out the lecture it is time for the lecturers to create model that can create the environment in shaping the character in accordance with the demand of life by working on the theory that may be invoked by the lecture development. *Fourth*, in order that this research findings become useful knowledge in lecture model development in university, so that researcher and observer of learning can develop further in the form of research on a wider data sources with different level of education.

BIBLIOGRAPHIES

- Agler**,** D. (no year) "Elements of Logic". Tersedia pada: http://www.davidagler.com/teaching/logic/handouts/new/PHIL012_Handout_1.pdf
- Desliana, U., Marzuki, M., & Hadriana, H. (2016). A Study on Listening Comprehension Problems Fased by Second Year Student of Englishh Studi Program FKIP – UR. Tersedia pada: https://www.google.com/search?q=research+about+listening+comprehension&rlz=1C1PASC_enID970ID970&oq=research++&aqs=chrome.1.69i57j69i59j35i39j46i199i433i465i512j0i433i512j0i131i433i512j69i60l2.23188j0j7&sourceid=chrome&ie=UTF-8
- English Teaching Forum. (2015). "Listening and logic". tersedia pada laman: https://americanenglish.state.gov/files/ae/resource_files/53_1_try_this_listening_logic.pdf
- Gary, B. (2001). What Practitioners says about Listening: Research Implications for the Classroom. Foreign Language Annals, 17, p31.
- Pourhosein, A. G., & Banou, A. S. (2016). The significance of listening comprehension in English Language Teaching. *Theory and Practice in language studies*, *6*(8), 1670-1677. Tersedia pada: https://www.researchgate.net/publication/306311479_The_Significance_of_Listening_Comprehension_in_English_Language_Teaching
- Hintikka, J. J. (2022). "Philosophy of Logic". tersedia pada: https://www.britannica.com/topic/philosophy-of-logic/Features-and-problems-of-logic
- Kirubhakaran, J. (2021). The Ement of Effective Thinking. Tersedia pada: https://www.researchgate.net/publication/356843744_THE_ELEMENT_OF_EFFECTIVE_THINKING_What_Matters_More_in_Decisions_Analysis_or_Process
- Mendelshon. (1994). *Learning to Listen: A Strategi-Besed Approach for the Second Language Leaner*. San Deigo: Dominic Press.
- Nation**,** I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking.* Routledge 270 Madison Eve, New York.
- Rokhaniyah**,** J., & Nasrulloh. (2021). The Issue in Assesing Listening: What Litening ASspect may Be Problmatic Assessed Trought the Utilization of Tecnplogy, *IJoEEL, 3*(2). Tersedia pada: https://www.google.com/search?q=IJoEEL%2C+Vol+03%2C+No+02+December+2021&rlz=1C1PASC_enID970ID970&oq=IJoEEL%2C+Vol+03%2C+No+02+December+2021&aqs=chrome..69i57j33i10i160l3.8918j0j7&sourceid=chrome&ie=UTF-8
- Roarke, L. F. (2022). Aristotle: "Logic. Internet Enciclopedia of Phlosofhy IEP". Tersedia pada: https://iep.utm.edu/aristotlelogic/#:~:text=Aristotle%20does%20not%20believe%20that,and%20bad%20forms%20of%20reasoning
- Safitri, H. (2019). A Case Study of Interactive Teaching in a Listening Session at a Language Institute. *Journal of Language Learning and Research*, *2*(1), 1-11. Tersedia pada https://doi.org/10.22236/jollar.v2i1.3495
- Shadrikov, V. D., Kurginyan, S. S., & Martynova, O. V. (2016). Psychological studies of thought: thoughts about a concept of thought. *Психология. Журнал Высшей школы экономики*, *13*(3), 558-575. Tersedia pada: https://www.researchgate.net/publication/316546273_Psychological_studies_of_thought_Thoughts_about_a_concept_of_thought
- Smith, R. (2020). Aristotel's Logic. tersedia pada https://plato.stanford.edu/entries/aristotle-logic
- Tanshzil, Sri Wahyuni. 2012." Model Pembinaan Pendidikan Karakter pada Lingkungan Pondok Pesantren dalam Membangun Kemandirian dan Disiplin Santri". *Jurnal Penelitian Pendidikan UPI* 12 (2) hlm 1 – 12
- Theresa**,** Egent Nkechi. 2016. "The Role of Guidance and Counselling in Effective Teaching and Learning in school" tersedia pada: https://researchgate.net
- Thi Hue, tong (2019) An Overview. of Listening skill Theories. Tersedia pada: https://www.researchgate.net/publication/341792901_AN_OVERVIEW_OF_LISTENING_SKILL_THEORIES/link/5ed50384458515294527b6a0/download
- Underwood, M. (1989). *Teaching Listening*. London: Longman.