ENHANCING LISTENING SKILL OF THE SECOND SEMESTER STUDENTS OF ENGLISH TADRIS STUDY PROGRAM OF UIN DATOKARAMA PALU THROUGH LISTENING MONOLOGUE TEXTS

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ABSTRAK

Penelitian ini berfokus untuk menjawab pertanyaan penelitian "Dapatkah menyimak teks monolog meningkatkan keterampilan *listening* mahasiswa semester dua Program Studi Tadris Bahasa Inggris UIN Datokarama Palu?" Sampel penelitian ini adalah tiga puluh mahasiswa semester dua Program Studi Tadris Bahasa Inggris UIN Datokarama Palu. Peneliti menerapkan desain penelitian pra-eksperimental untuk menjawab pertanyaan penelitian. Dengan menggunakan teknik total sampling, peneliti melakukan tes kepada semua sampel. Pre-test dilakukan sebelum perlakuan, sedangkan post-test diberikan setelah perlakuan. Kedua tes tersebut berbentuk *fill-in-the-blank*. Treatment dilakukan oleh peneliti selama lima pertemuan. Berdasarkan pengujian hipotesis, peneliti menemukan bahwa nilai t-hitung adalah 18,699, yang lebih tinggi dari nilai t-tabel (2,04) dengan menggunakan level signifikansi 0,05 dan derajat kebebasan 29. Hasilnya, hipotesis alternatif diterima. Dengan kata lain, menyimak teks monolog dapat meningkatkan keterampilan *listening* mahasiswa semester dua pada Program Studi Tadris Bahasa Inggris UIN Datokarama Palu.

Kata Kunci: keterampilan menyimak, penelitian pra-eksperimen, teks monolog

ABSTRACT

This research focuses on answering the research question "Can the use of listening monologue texts enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama Palu?" The sample of this research is thirty second semester students of English Tadris Study Program of UIN Datokarama Palu. The researchers applied pre-experimental research design to answer the research question. By using total sampling technique, the researchers conducted a test to all of the samples. Pre-test was conducted before the treatment, while post-test was administered after the treatment. Both tests were in the form of fill-in-the blank. The treatment was handled by the researchers for five meetings. Based on the hypothesis testing, the researchers found that the value of t-test is 18.699, which is higher than the value of t-table (2.04) by using 0.05 level of significance and 29 degree of freedom. As a result, the alternative hypothesis is accepted. In other words, the use of listening monologue texts can enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama Palu.

Keywords: listening skill, monologue texts, pre-experimental research

INTRODUCTION

Listening is the first language skill a baby acquires when he was born. A new born baby cannot produce meaningful words, yet he develops his listening skill gradually while acquiring his first language. Before a toddler reaches the age three, he already has the ability to distinguish sounds of his first language and some parts of conversation (Saville-Troike, 2012). It just comes by nature. By having innate capacity, human can acquire or learn another language. When children learn a second language, they tend to copy the process of acquiring their first language (Gass & Selinker, 2015).

Listening skill is a gate into the speaking skill. While listening is the receptive skill, speaking is the productive skill. The more one develops his listening skill, the more his speaking skill improves. Listening is the ability to comprehend oral symbols of spoken language to obtain information (Rajagukgu & Sirait, 2019). The more people age, the more their listening skill improves (Kline, 1996). When listening skill improves, the ability to comprehend also increases. However, the teaching of listening sometimes is neglected in the curriculum of English in Indonesia. The curriculum emphasizes the teaching of reading as much as the teaching of grammar. As a result, students become not familiar with learning listening. They even cannot figure out how to study listening.

Listening skill, which is included as a receptive skill, relies on the background knowledge of students. The background knowledge such as vocabulary and pronunciation can determine how good they are at listening. Harmer (1987) explains that teachers should provoke students to predict the topic of listening material and what they are going to hear. The brain should be activated to such schema of learning listening. Nevertheless, the reality in listening class does not represent this scheme. Students still find difficulty in gaining the context as well as the details of listening materials.

In order to solve the problem, the researchers focus on the use of monologue texts to enhance the ability of the second semester students of English Tadris Study Program of UIN Datokarama Palu. The second semester students of English Tadris Study Program of UIN Datokarama Palu are supposed to program Literal Listening class with the average level of listening skill on A2 to B1. They are expected to comprehend words in audio materials. There are two types of text that can be used in listening class such as monologues or dialogues, as well as spontaneous or prepared (Nemtchinova, 2013). In this research, monologue texts are used due to the simplification of pronunciation in terms of intonation.

Bernier (2024) explains that in monologues, only one person is speaking. The narrated point of view can address to someone or audience. No interaction in monologues required. Therefore, sort of complex pronunciation aspect such as intonation is minimized.

Previous researches have been conducted related to the use of monologue texts to enhance listening skill. The research by Ningsih (2016) reveals that monologue texts can improve the listening skill of eighty-eight Grade XI students of Madrasah Aliyah Negeri Model Palu. By applying a quasi-experimental design, the six-meeting treatment proves that the alternative hypothesis is accepted, meaning the students' listening skill can be improved through monologue.

The other research by Jimmi et.al. (2024) applies narrative text in video games to enhance listening skill. This research is designed qualitatively. Video games of Alan Wake 2 and Detroit are the instruments of the research. The result of the research shows that narrative video games can be an effective and joyful way to enhance students' listening skill.

While the previous research by Ningsih (2016) applies a quasi-experimental design with purposive sampling technique, this research uses pre-experimental design with total sampling technique. The specific monologue texts used in the previous research is recount texts, while this research uses narrative monologue texts. While the

previous research by Jimmi et.al. (2024) uses narrative texts in video games, this research uses narrative texts in YouTube.

The objective of this research is to enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama Palu through listening monologue texts. The quantitative research questions inquire the relations of independent variable towards the dependent variable (Creswell, John W & Creswell, 2018). Independent variable is the measured factor of a research, while the dependent variable is the observed aspect in a research (Singh, 2006). The question of this research is, "Can the use of listening monologue texts enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama Palu?" In order to answer the research question, the researchers used pre-test and post-test as the instruments of data collection.

The researchers then constructed the hypothesis of this research. Hypothesis is a predictive statement to be tested scientifically to see the relation of the independent variable towards the dependent one (Kothari, 2004). The positive statement is called alternative hypothesis, while the negative statement is known as null hypothesis. The alternative hypothesis of this research is "The use of monologue texts can enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama Palu," while the null hypothesis is "The use of monologue texts cannot enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama Palu."

RESEARCH METHOD

This research applies quantitative method with pre-experimental design. Quantitative research is a research investigating narrow and specific questions, and analyzing the data statistically to answer the research question objectively (Creswell, 2012). He further explains that experimental design is a kind of procedure in quantitative research used to prove if a treatment can influence the dependent variable (Creswell, 2012). Due to the fact that there is only one

class, the researchers used one group as the participants of this research, so all the students were involved by applying total sampling technique. The following is the design of research by Arikunto (2010)

$$O1 \ X \ O2$$

Where: O_1 = pre-test
 X = treatment
 O_2 = post-test

The tests consist of 30 questions in the form of fill-in-the-blank (cloze test). The researchers conducted validity and reliability test to both pre-test and post-test. Here is the result.

Based on the results of the validity analysis of 30 listening test of pre-test questions by applying SPSS 27 version, it was found that 20 questions had a significance value (Sig. 2-tailed) of less than 0.05, which means they are valid and suitable to use in measuring students' listening skill. Meanwhile, the other 10 questions had a significance value above 0.05, so they were considered invalid because they did not have a significant relationship with the total score. Thus, it can be concluded that most of the questions in this pre-test have met the validity criteria and can be used to measure students' listening skill.

Reliability testing was conducted to determine the level of internal consistency of the listening test of pre-test instrument used in this research. Reliability was measured by using the Cronbach's Alpha value, which is one of the most common methods for testing instrument reliability. Based on the results of the analysis, a Cronbach's Alpha value 0.852 was obtained with a total of 30 questions. This value indicates that the listening test of pre-test instrument has a very good level of reliability. Generally, a Cronbach's Alpha value above 0.70 is considered adequate, while a value above 0.80 indicates high internal consistency.

Based on the results of the validity analysis of 30 items of the listening test of post-test, it was found that 20 items had a significance value (Sig. 2-tailed) of less than

0.05, which means they are valid and suitable to use in measuring students' listening skill. Meanwhile, the other 10 items had a significance value above 0.05, so they were considered invalid because they did not have a significant relationship with the total score. Thus, it can be concluded that most of the items in this post-test have met the validity criteria and can be used to measure students' listening skill.

Based on the results of the analysis, a Cronbach's Alpha value 0.869 was obtained with a total of 30 questions. This value indicates that the listening test post-test instrument has a very high level of reliability. In general, a Cronbach's Alpha value above 0.70 is considered adequate, while a value above 0.80 indicates that the instrument has very good internal consistency.

The researchers administered the pre-test and post-test in order to answer the research question, "Can the use of listening monologue texts enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama

Palu?" Both the tests were in the form of fill-in-the-blank. The tests consisted of thirty numbers. The students had to answer thirty numbers of fill-in-the-blank tests by listening to English passages. The passage in the pre-test was different from the one in the post test. Nevertheless, the level of difficulty was the same.

The treatment was conducted as many as five meetings. In every meeting, the students were provided with a monologue text to listen. The monologue text was played three times. At the first time, the students were instructed to figure out the context of the monologue text related to what was discussed. At the second time, they needed to take a note in order to reveal the details of the text. The last time, they had to check what they wrote down based on what they listened.

RESULT AND DISCUSSION

After conducting the post-test, the researchers analyzed the data statistically by applying SPSS 27 version.

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Pre-test Score	30	53	20	73	1129	37.63	14.404	207.482
Post-test Score	30	45	50	95	2042	68.07	13.928	193.995
Valid N (listwise)	30							

Referring to the data shown above, the researchers identified that the total number of participants (N) consisted of 30 students. In the pre-test, the minimum score obtained was 20 and the maximum was 73, resulting in an average score of 37.63 with a standard deviation of 14.404. In the post-test, scores ranged from 50 to 95, with a mean 68.07 and a standard deviation 13.928.

These results indicate a notable improvement in the average scores from the pre-test to the post-test, suggesting a potential positive impact of the intervention or treatment applied between the two tests.

Based on the results of the normality test conducted by using two methods, Kolmogorov-Smirnov and Shapiro-Wilk, the findings are as follows: For the

Kolmogorov-Smirnov test, the significance value for the pre-test is 0.180, and for the post-test is 0.171. Since both values are greater than 0.05 (0.180 > 0.05 and 0.171 > 0.05), it can be concluded that the data are normally distributed according to the Kolmogorov-Smirnov test.

Similarly, in the Shapiro-Wilk test, the significance value for the pre-test is 0.101, and for the post-test is 0.246. As both values are also greater than 0.05 (0.101 > 0.05 and 0.246 > 0.05), the data are considered to be normally distributed based on the Shapiro-Wilk test as well.

Therefore, based on both the Kolmogorov-Smirnov and Shapiro-Wilk tests, it can be concluded that the learning outcome data from both the pre-test and

post-test are normally distributed. As a result, the data meet the assumption of normality and are suitable for further analysis by using parametric statistical tests.

Based on the Levene's Test of Homogeneity of Variance, the significance values (Sig.) from all four methods: based on mean (0.172), based on median (0.233), based on median with adjusted df (0.233), and based on trimmed mean (0.178)—are greater than 0.05. Since all significance values exceed 0.05, it can be concluded that the data has homogeneous variance. This indicates that the assumption of homogeneity of variance is fulfilled.

Therefore, the data is suitable for further analysis by using parametric tests, such as the *Paired Sample t-test*.

Based on the results of the Paired Sample t-test comparing pre-test and post-test scores, the mean difference is 22.733, with a standard deviation of 6.659 and **a t-test of 18.699** at df (degree of freedom)= 29 ***(sampel 30-1=29).*** The significance value (Sig. 2-tailed) is reported as < 0.001, which is far below the threshold of 0.05 ($p < 0.05$).

Therefore, it can be concluded that there is a significant difference between the pre-test and post-test scores. This indicates that the learning outcomes significantly improved after the intervention. The result suggests that the treatment given in this pre-experimental study had a positive effect on student learning outcomes.

Having obtaining the t-test score, the researchers finally tested the hypothesis. By applying 0.05 level of significance and 29 degree of freedom, it is found that the t-table score is 2.04 which is lower that the t-test score (18.699). By having this comparison, the researchers then finally come to the conclusion that the alternative hypothesis is accepted, while the null hypothesis is rejected. It means, the use of monologue texts can enhance listening skill of the second semester students of English Tadris Study Program of UIN Datokarama Palu.

During the five-meeting treatment, the students claimed that they enjoyed the material. The monologue texts were taken from YouTube. The topics are those related to their daily life, such as morning routines, family, daily activities, school day, and holiday. The monologue texts were played three times in every meeting. The type of the monologue text used in this research is narrative. Narrative texts were used in listening test due to their universal rhetorical form involving time sequence, events, and moral value understood by every culture in the world (Rost, 2011).

As suggested by Brown (2001), there are several strategies to develop listening such as: (1) finding the key words; (2) finding the implicit meaning; (3) predicting the speaker's purpose; (4) activating background information; (5) guessing the meaning; (6) finding clarification; and (7) listening for the general gist. The researchers adopted some of those strategies while conducting the treatment such as the strategy number 1, 3, 4, and 5. The students were allowed to take notes while the audio was on. After that, they were given questions based on the monologue text. The researchers asked the students one by one about their reason for the answers.

A cloze test was used in pre-test and post-test due to some consideration. Cloze test, as explained by Buck (2001), is a test considered as a basic technique to listening by providing a text with certain deleted words. The test takers are supposed to fill in the blanks by listening to the audio material. Due to the fact that the second semester students who became the participants of this research are programming literal listening class which is the very basic level of the four listening classes, the selected narrative texts in pre-test and post-test are those in the level of A2 to B1. The form of the tests is easy to understand by the students, so they did not waste time to know what they should do. The eliminated words vary from nouns, verbs, adjectives, and adverbs.

CONCLUSION

Based on the result of hypothesis testing by applying 0.05 level of significance and 29 degree of freedom, it is found that the t-test score (18.699) is higher than the t-table score (2.04). It leads to the conclusion that the alternative hypothesis is accepted, meaning that "The use of monologue texts can enhance listening skill of the second

semester students of English Tadris Study Program of UIN Datokarama Palu."

The teaching of receptive skills especially listening skill does not have to be passive and monotonous. By selecting interesting topics to be the materials, students may find their energy as well as enthusiasm in class. There should be good interaction between the teacher or lecturer and the students. Result does not come at once, but takes time to process. Monologue texts with various fascinating topics can be a good way to enhance students' listening skill especially at the beginner level

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