IMPROVING THE STUDENTS' LISTENING SKILLS OF THE NINETH GRADE OF MTS SWASTA SEI BEROMBANG THROUGH SCAFFOLDING PRINCIPLES

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan mendengarkan siswa kelas 9 di MTs Swasta Sei Berombang pada tahun akademik 2018/2019 dan menggunakan beberapa prinsip perancah. Sampel penelitian ini adalah siswa kelas IX Abu Bakar. Data yang dikumpulkan bersifat kualitatif dan kuantitatif sebagai data pendukung. Langkah-langkah penelitian terdiri dari pengintaian, perencanaan, tindakan dan observasi, dan refleksi. Beberapa prinsip scaffolding diimplementasikan dalam penelitian ini. Prinsip-prinsip tersebut adalah memberikan penjelasan, mengundang partisipasi siswa, memberikan verifikasi dan klarifikasi pemahaman siswa, memodelkan perilaku yang diinginkan, dan mengundang siswa untuk memberikan kontribusi petunjuk. Data dalam bentuk catatan lapangan, transkrip wawancara, foto dan skor tes mendengarkan. Data catatan lapangan dan transkrip wawancara dianalisis secara kualitatif, sedangkan tes dianalisis secara kuantitatif. Hasil penelitian mengungkapkan bahwa penggunaan prinsip perancah secara bertahap dapat meningkatkan keterampilan mendengarkan siswa. Berdasarkan hasil post test siswa, secara kuantitatif, skor menunjukkan bahwa ada peningkatan pada keterampilan mendengarkan siswa. Penerapan prinsip-prinsip perancah dapat membantu dan mendukung siswa dalam proses pembelajaran.

Kata kunci: Mendengarkan, keterampilan, kemampuan, perancah

ABSTRACT

The significant of this study was to improve the students' listening skills of 9th grade at MTs Swasta Sei Berombang in the academic year of 2018/2019 and using some scaffolding principles.The sample of this research were the students of class IX Abu Bakar. The data collected were qualitative in nature and quantitative as the supporting data. The steps of the research consist of reconnaissance, planning, action and observation, and reflection. Some of the scaffolding principles were implemented in this research. The principles were offering explanations, inviting students participation, giving verification and clarifications of students understanding, modelling the desired behaviors, and inviting students to contribute clues. The data were in the forms of fields notes, interview transcripts, photographs and the score of listening tests. The data of field notes and interview transcripts were analyzed qualitatively, while the test was analyzed quantitatively.The results of the research revealed that the use of scaffolding principles gradually could improve the students listening skills. Based on the students post test result, quantitatively, the scores showed that there are improvements on the students listening skills. The implementation of scaffolding principles could help and support the students in the learning process.

Keywords: Listening, skill, ability, scaffolding

I.   INTRODUCTION

There are four basic skills in English: reading, listening, speaking and writing. Those are the basic skills which are taught to and learnt by students. Listening is one of receptive skills which has very important role in learning English because listening is the language of modality which is mostly used in every conversation or activity. In the teaching and leraning process, before students are able to respond to the techer, they should listen first in order to get information and the concept. Beside that, listening is also the key in understanding the concept, knowledge, or information which are spoken by speakers. Those are the basic skills which are taugh and learnt by students. Listening is one of receptive skills which has a very important role in learning English because listening is the language of modality which is mostly used in every converstaion. Richards and Schimdr (2002:13) state that listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of individual lingusitic.

Based on the theories above, it can be concluded that listening is not only the process of understanding the sounds but the listeners should also be able to know its context or in other words the listeners need explanation or information. In the teaching and learning process before students are able to respond to the teacher, they should lisntn the first in order to get information and the concept.

According to Helgen (2003:24) siad that there are many defenitions to define what is listening. First listening is an active, purposeful processing of making sense of what we hear. Wheares Rost (2002: 279) said that listening is mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking. According to the researcher's observation, the ability of listening of nineth grade students at Mts Swasta Sei Berombang was still low and down. They had enough difficulties in understanding the lesson well. It could be seen in their result of the listening test.

The term of scaffolding is actually taken from the field of architecture. In the process of building a house, we will find any equipment such as iron ladder or frame that used to reach the higher part of the building and to sustain the new foundation. This equipment is called scaffolding. If the building has already been able to support itself, gradually, the scaffolding will be removed.
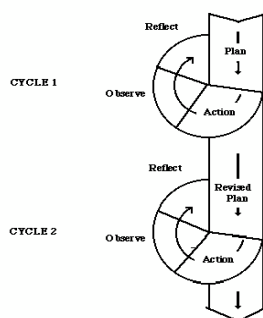
Actually scaffolding is closely related to the work of Vygotsky. The Vygotsky theory of socio-,cultural and the zone of prosimal development (ZPD) is commonly regarded as the theoretical underpinning of scaffolding. Raymond (2000:176) defines scaffolding as the distance between what children can do by themselves and the next learning taht they can be helped to achieve with compotent assistance. Essentially it is an instructional strategy which ensures students to gain confidence and take control of the task or parts of the task as soon as he or she is willing and able to. The use of scaffolding principles in the teaching and learning process of listening expectedly could solve the students' listening problems and improve their listening skills. Based on the observation which has been done, the researcher found some problems related to the teaching of listening. Commonly , the media became the case in the class. This is because not all classes have that the media to teaching listening. Beside that, the limited materials also make the students uninterested and bored. This can be seen that they are tend to be lazy to listening activity. Specially, the teaching of listening is related to some aspects related to the students such as vocalbulary, knowledge, and ability to comprehend the context. The students need some repeating and complain that they are difficult to caught to the voice to the audio because it is too fast and they can only listen the words by words.

Considering these problems, efforts to help the students need to be done. Furthermore an appropriate technique should be used. In

this case, the researcher uses scaffolding principles to improve the students' listening skills in grade IX Abu Bakar of Mts Swasta Sei Berombang.

II.　　METHODOLOGY OF RESEARCH

This study is action research where it is collaboratively conducted to change what is going on in the classroom. Including the technique, classroom management, media, curriculum, materilas, and evaluation systems. This was done by formulating the problems, planning and carrying out the action and reflecting on the actions. This research was carried by the following process. The sample of this research were the students of class IX Abu Bakar Mts Swasta Sei Berombang in the academic 2018/2019. The class had 30 students which are considered of 14 males and 16 females. The reserach was done from Februari 2019. The actions were conducted in 8 meeting. The two meetings were for pre-test and post-test while the six meeting were for the actions. In data collection technique in this research, the data were quatitative and qualitative as the supported data. In collecting data, the researcher had conducted some observations and interviews with the English teacher and students. After that the data was presented in the form of field notes and interview transcript. The data were gained from the action conducted in the field. To assess the validity and realibility, the researcher will use validity, democratic validity, catalytic.

III.　DATA ANALYSIS AND FINDINGS

The data were gained from the action conducted in the field. The data were analyzed from the field notes of observation and interview transcripts. To asses the validity and realibility, the researcher will use process validity, democratic validity, catalytic and dialogic validity.

1. Process validity

Process validity means that actions done in the research are believable. In this case, the researcher observed and made notes related to the classroom activity, interviewed the students, and hold discussion with the collaborator.

2. Democratic validity

Democratic validity is related to the chances of stakeholders to give their own opinions, ideas, and comments about the implication of the action research. In this case, the teacher was asked to observe the students reaction in the class during the teaching and learning process. The collaborator also contributed in observing and reflecting the action. Besides, the students were also given the opportunity to express their opinions and responses.

3. Catalytic validity

Catalytic validity is related to how the stakeholders respond to the changes occuring to themselves. The realibility of the data was gained by genuine data such as field notes, interview transcript, and other record.

4. Dialogic validity

Dialogic validity means that stakeholders can participate in the process of the research.

Based on the observation which had been done, the researcher found some problems related to the teaching and learning process of listening. The problems were as follow:

No	Problems	Codes
1.	The listening activity was not done in the language laboratoty	TL
2.	The listening activity is rarely taught in the class	TL
3.	When teacher came to the class, some students seemed not to be ready to join the lsitening activity yet	S
4.	Some students made noise(talked to rheir friends) without paying attention to the teacher.	S
5.	The students lacked grammar ability	S
6.	The students lacked vocabulary mastery	S
7.	The students were not familiar to pronounce some words	S
8.	Some students pronounced the words with the wrong	S
9.	The students did not bring English dictiniory	S
10.	Some students are difficult to listen the fast conversation	S
11.	The students did not get enough explanation related to the listening activity	S
12.	Some students were afraid of asking a question	S
13.	The students had difficulties to guess the meaning of words.	S
14.	The students had difficulties in responding to the oral text	S
15.	Most of the students need a repetition for several time in listening to the audio	S

No	Problems	Codes
16.	The teacher tend to dictate only	T
17.	The teacher gave less explanation in the listening acitivity	T
18.	The teacher gave students too little time in doing the tasks.	T
19.	The teacher focused on the testing rather than explaining the materials.	T
20.	The voice of audio is not clear enough.	Mt

TL: teaching & learning S: students. T: Teacher, Mt: material

After identifying the field problems, the next step is weighing the field problems. The following tables are the identification of the problems based on the level of ugency.

NO	Problems	Codes
1.	The listening activity is rarely taught in the class	TL
2.	In the beginning of the lesson some students seemed not to be ready to join the listening activity yet	S
3.	The students lacked grammar ability	S
4.	The students lacked vocabulary mastery	S
5.	Some students pronounced the words with the wrong proniunciation	S
6.	Some students are difficult to listen the fasr conversation	S
7.	The students did not get enough explanation related to the listening activity	S

NO	Problems	Codes
8.	The students had difficulties to guess the meaning of words	S
9.	The students had difficulties in responding to the oral text	S
10.	Most of the students need a repetition for several time in listening to the audio	S
11.	The teacher tend to dictate only	T
12.	The teacher gave less explanation in the listening activity	T
13.	The teacher focused on the testing rather than explaining the materials	S
14.	The voice of audio is not clear enough	Mt

TL: teaching & learning S: students T: teacher Mt: material

The Feasible Problems Related to the Teaching and Learning Process of Listening

NO	Problems	Codes
1.	In the beginning of the lesson some students were seemed not to ready to join the listening activity yet	S
2.	The students lacked vocabulary mastery	S
3.	Some students were difficult to listen to the fast conversation	S
4.	The students did not get enough explanation related to the listening activity	S
5.	The students had difficulties to guess the meaning of	S

NO	Problems	Codes
	words	
6.	Most of the students need a repetition for several time in listening to the audio	S
7.	The teacher focused on the testing rather than explaining the materials	T

In solving the problems, the researcher made some action plans to be implemented in the research. The researcher had some discussions with the English teacher about the plans. The actions were focused on overcoming the problems of students' listening skills.

The use of song was aimed to attract the students' focus and attention. Although the use of song was not the main activity, but, it was good enough to improve the students vocabulary. Meanwhile, the scaffolding principles were used in the main activity. Those principles were aimed to help students' problems related to the listening materials.

The Report of the Research Process

   1. Cycle 1

   a. Planning

From the reconnaissance step, the feasible problems related to the teaching and learning process of listening in the XI Abu Bakar were identified as follows:

   1. In the beginning of the lesson, some students seemed not to be ready to join the listening activity yet.

   2. The students lacked vocabulary mastery.

   3. Some students were difficult to listen to the fast conversation

   4. The students did not get enough explanation related to the listening activity

5. The students had difficulties to guess the meaning of words

6. Most of the students need a repetition for several time in listening to the audio

7. The teacher focused on the testing rather than explaining the material.

After having a discussion with the English teacher, the researcher decided to use song and listening materials. Beside that, some principles of scaffolding were also implemented. The actions planned of the first cycle were as follows:

1. Using the song in the opening of lesson

2. Using scaffolding principles

   a. Modeling the desired behaviours

   b. Offering explanation

   c. Inviting students' participation

   d. Giving verification and clarification of students' understanding

   e. Inviting students to contribute clues

b. Action and Observation

The first and second meeting were for the actions, while the third meeting was for the evaluation of the previous meetings. The description of the report was:

1. Using the song in the opening of lesson

   a. Meeting 1

The use of song in the opening lesson was aimed at getting students' attention and motivation. The song which was used in this meeting entitled *"Wild Child"* by Enya. In this case, the song was played for 3 times. While listening, the students were asked to do the tasks by filling the empty space with provided words. The words used here were suited with the students level such as: Rain, Winter, Everyday, etc. After the song session was already finished, the researcher discussed the answers togather. In

this case, the researcher also implemented some of the scaffolding principles.

   b. Meeting 2

In the second meeting, the researcher used different song. The title was *"Only Time"* by Enya.The process of the listening activity in this meeting was still the same as the first meeting, but, the researcher improved the number of vocabularies. The words which were used in the listening such as; cries, flies, sleeps, etc. In discussing the answers, the researcher applied some of the scaffolding principles.

2. Using scaffolding principles

   a. Modeling the desired behaviors

   b. Offering explanations

   c. Inviting students' participat

   d. Verifying and clarifying students' understandings

   e. Inviting students to contribute clues

After the process of listening activity was over, the researcher invited the students to give their answers or comments related to the listening activity that they heard. Sometimes, it was found that some students had different answers. This was interesting to be discussed. In this case, the researcher asked the students who had different answers to convey their idea.

c. Reflection

After conducting the action, the researcher held a discussion with the English teacher to do reflection in the first cycle. The reflection was based on the observation of the teaching-learning process, students' comments and opinions. The following were the results of the reflection:

1. Using the song in the opening of lesson

2. Using scaffolding principles

   a. Modeling the desired behaviors

   b. Offering explanation

c. Inviting students' participation

d. Giving verification and clarification of students' understanding

e. Inviting students to contribute clues

The implementation of this principle was successful enough like in inviting students' participation.

3. Cycle 2

a. Planning 2

The emphasizing was in the parts of offering explanation, giving verification and clarification of students' understanding, and inviting students to participate and contribute clues. The actions were as follows:

1. Using the song in the opening of lesson

2. Using scaffolding principles

   a. Modeling the desired behaviours

   b. Offering explanation

   c. Inviting students' participation

   d. Giving verification and clarification of students' understanding

   e. Inviting students to contribute clue

c. Action and Observation

The description of the report was:

1) Using the song in the opening of lesson

2) Using scaffolding principles

   a. Modeling the desired behaviors

   b. Offering explanation

   c. Inviting students' participation

   d. Giving verification and clarification of students' understanding

   e. Inviting students to contribute clues

When the process of listening activity was already finished, the researcher asked students to contribute in the discussion by conveying answers, comments, or suggestion. After conducting the action, the researcher held a discussion with the English teacher to do reflection in the second cycle. The reflection was based on the observation of teaching-learning process, students' comments and opinions. The following were the results of the reflection

1. Using the song in the opening of lesson

2. Using scaffolding principles

General Findings

The actions of the research were implemented in two cycles. From the reflections in each cycle, the findings were as follow:

1. The use of the song to attract students'attention was succeed in almost every meeting. The students enjoyed it very much. They were not bored in doing this session.

2. Explanation was effective and absolutely needed in every teaching and learning process of listening. Without explanation, the students would be confused since there was no any input for them.

3. Giving verification and clarification of students' understanding was as effectively as giving explanation since the teacher's verification anclarification towards students helped them to construct the right understanding and correct behaviors.

4. Giving an example helped the students did the task suitable with the instruction. They would understood and got the

message toward the expected actions.

5. The students' contribution in giving clues showed that they were involved in the process of listening activity.

Pre-test and Post-test of the Students' Listening Skills

Findings were gained from the observation of the teaching and learning process. Besides, it is also supported by the result of the pre-test and the post-test. The Results of students' listening pre-test.

Data	Pre- Test
Mean	4.27
Numbers of Students	32

Meanwhile, the result of the students' listening scores in the post-test could be seen in this table below.

The Results of students' listening post-test

Data	Post- Test
Mean	7.51
Numbers of Students	32

IV. CONCLUSION AND SUGGESTIONS

A. Conclusion

1. In this action research, the two cycles were completely done. It was implemented from September to November. In both cycles, the researcher implemented some actions such as:

   1) Using the song to attract students' attention;

   2) sing scaffolding principles to help the students' difficulties related to the listening materials. From the result of the study, it showed that the research was successful to improve the students' listening comprehension.

2. Based on the results of the actions, there were some improvements related to the teaching and learning process of listening and the students. The descriptions were presented below.

   1) The improvement of the teaching and learning process of listening. Before the actions were conducted, in the beginning of the lesson, the students were not ready to join the listening class. They had difficulty to listen to fast spoken language and guess the meaning of some words since their vocabulary was limited. Besides, they did not have enough explanation because the teacher focused on testing rather than explaining. But, after the action, those problems gradually could be solved.

   2) The improvement of students. Students became more interested in joining the listening activity and they looked more used to participate in answering the questions and giving comments. Meanwhile, they also became familiar with the listening tasks and they did not felt awkward to convey their ideas.

B. Suggestion

1. To English teacher

English teachers should pay attention more to their teaching method in the

classroom. Beside giving the students materials, they must provide support to their students also. In this case, scaffolding principles are important to be considered to apply in their teaching because it is important to make students easier in understanding the materials and to make them involved and active in the teaching and learning process.

2. To other researchers

For the researchers who conduct the similar research related to the scaffolding, it is better for them to have enough preparation before applying the research. The deeper understanding they mastered, the easier way to do the research. Moreover, these principles of scaffolding really can be implemented to improve other skills, beside listening.

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