



ELITE Journal



(Journal of English Language Teaching & Education)

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ELTE Journal invites articles that have never been published before anywhere else. Manuscripts should be type-written, one and a half-spaced on quarto (A4) sized paper 9 - 20 pages in length; preferably on a standard floppy diskette with one hard copy. The article format should comply with the standard form of scientific writing. Articles will be reviewed by the Editors and/or Subjects Reviewers. The Editors reserve the right to edit articles for format consistency without altering the substance.

Preface

Welcome to the Journal of English Language Teaching and Education (ELTE Journal) Volume: 6 Number 1, February 2018. This journal presents some articles on the English Language Teaching and Education. This journal is intended to provide a platform both for established and early-career researchers. ELTE Journal provides a high profile, for academics, professionals, educators, practitioners and students in the field to contribute and disseminate innovative new work on language teaching and education. The contents included analysis, studies, application of theories reports from Teachers of English both Junior and Senior High School teachers, lecturers and students of Graduate Program PGRI University of Palembang.

The journal is published twice a year and accepts research papers and forum articles from the fields of English Language Teaching and Education. ELTE Journal invites original, previously unpublished, research and survey articles, on both practical and theoretical aspects of language learning and teaching as well as research. Research papers and forum articles are all subject to peer review before being accepted for inclusion.

For this edition, February 2018, the editors received 12 articles from the teachers, lecturers and students not only from Graduate Program PGRI University of Palembang but also from other schools, and universities. But there are only 8 articles are selected and published in this edition. Furthermore, in selecting the articles for this volume, the reviewers analyzed and selected them based on the requirements for journal writing.

Finally, the editors would like to thank several people and parties for their help, support and contribution. Any constructive comment, suggestion, criticism and contributions for future editions are welcome.

Editors

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Teaching Listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junior High School 43 of Palembang

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Abstract

The main problem of this study was "Is it effective to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang?" The objective of the study was to find out whether or not it was effective to to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang. The method of the research used in this study was pre-experimental method with pre-test-post-test one group design. Data were analyzed by using matched t-test formula. The population of this study to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang in the academic year 2016/2017 with the total 309 students. The sample investigated was 34 students of class VII.2. The sample was taken by using convenience non random sampling. Based on the result of the data analysis, it was found that to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang was effective. The findings of this study showed that the average score in the pre-test was 5.38, the highest score was 7.75 and the lowest score was 3.0 and the average score in the post-test was 7.0, the highest score was 8.75 and the lowest score was 4.75. The result of matched t-test was 8.53 which were higher than critical value (1.692). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

Keywords: *Teaching, listening, information transfer diagram activity.*

Introduction

English language is an international language that has played an important role in the world. In this global era, English is very important for us to face AEC (ASEAN Economic Community). Now English is being important, especially for the writer collegians to help in communication, science and also technology with other countries in the world easier. In Indonesia, English has been chosen as the first foreign language to be taught from the elementary school up to the college students.

The students should master four language skills that should be owned by students, namely reading, listening, writing and speaking which relate to each other. One of the most important language skills is listening because listening is basic fundamental skill to improve students' language skills in speaking, reading, and writing. In teaching listening skill, the students are not interested. It was because they thought listening is too difficult to understand what they hear. Actually, by listening the students automatically got information and knowledge about content of something what they heard. In this problem, the teacher should guided and help them to overcome their problem in listening skill through a suitable technique or strategy to improve their listening skill.

According to Brown (2006:4), listening is a complex activity, and they can help students comprehend what they hear by activating their prior knowledge. Actually, Listening is the first stages to students comprehends and improve their reading, writing, and speaking skill. In practice listening, the students acquire new vocabulary, pronunciation of word unconsciously.

Actually, listening as a receptive skill is one of difficult English skill. Many reasons why the students thought listening is difficult skill. However, Listening is one of the skills that should be learned and mastered, but the students still have problem about it. Based on the writer's observation and also after the writer interviewed in teaching listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang about the process of teaching listening comprehension in their classroom, the writer found the problems. Low motivations of the students, it made the students are not interested in listening. They got problem to listen well, especially when they heard English native speaker. Additionally, when the speaker spoke quickly, the students felt hard to identify words because of different stress, rhythm, and intonation pattern of native speaker. The students cannot got the point what speaker say, even they cannot remember what they heard. It made them bored to learn. Monotone lessons, of listening skill is always disregarded in teaching and learning process especially in junior high school, whereas listening has important role to master English.

In teaching, the teachers just give listening material to students listen and write the answer correctly without knowing whether they understand the content of text. According to Wilson (2008:12), many of the differences between reading

and listening illustrate just why listening is considered a difficult skill. The difficulties can be grouped into four general categories: characteristics of the message, the delivery, the listener and the environment.

In this problem, it was the great duty for English teacher to describe that listening in English is different from listening in mother tongue normally, and the teacher should be smart to find a suitable technique to teach listening. To overcome the problem in teaching listening the writer will apply the strategy of information transfer diagram activity. The reason to used information transfer technique is because the students not only focus to listen but also to transfer the point what they hear in their group from loudspeaker or the teacher's sound. This technique made the students have the way to get information what they heard, where the students will try to transfer information what they heard in a diagram, picture, or graph.

According to Wilson (2008:87), information transfer is the students complete a diagram or drawing based on what they hear. Here is a simple, low-level information transfer activity: the students each have an illustration of an empty plate. In pairs, they take turns to describe what they ate for lunch that day while their partner attempts to draw the food on the plate. From the effectiveness and efficiency of the information transfer diagram activity strategy, the writer is integrated in conducting a research entitled "Teaching listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang". It was such strategy is categories effective and efficient, because it gives enough practice or training to the students in teaching learning process. The problem of this research was formulated in the following question: "Is it effective to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang?"

Based on the problems above, objective of this research was to find out whether or not it is effective to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang.

Theoretical Framework

According to Chambers and Gregory (2006:40), teaching is a complex of activities, strategies, mechanisms, invitations, stimuli, and rhetorical ploys designed to help students learn and to become better learners. It can be concluded that teaching is interaction of activity between teacher and students, in which the teacher gave knowledge and guided the students to learn. Furthermore, the students can transfer and apply their skill to other people.

According to Brown (2006:4), Listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Actually, Listening is the first stages to students comprehend and improve their reading, writing, and speaking skill. In practice listening, the students acquired new vocabulary, pronunciation of word unconsciously. It was cleared that listening took the important role in process to develop all other skills. Listening was the first stages to absorb knowledge and transfer it into speaking, writing, and reading skill.

Wilson (2008:87) states that information transfer: the students a complete diagram or drawing based on what they hear. Here is a simple, low-level information transfer activity: the students each have an illustration of an empty plate. Then, according to Ricards (2006:19), these require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Palmer (1991:897) stated that the advantages of information transfer are various. It was viewed into some points, such as (1) *Authenticity*; an authentic task is often used in English speaking environment by native speakers in the normal course of their everyday lives, such as timetables; (2) *Communicative Tasks*; they happens when customers book a flight at a travel agent, the clerk will interpret the information on the computer screen for them and use IT to communicate and to offer help; (3) *Productive Task*: the learners produce language in which a teacher provides learners only with bare bones of information-they must be supply the additional information to a partner (such as information-gap task).

Furthermore, According to Talib (2014; 897-898), Information transfer have some disadvantages: (1) the teacher who is not skillful will find problems to implement IT because he or she must be delicate to create the forms of activity of IT including choosing materials according to the learner's level. Transferring information requires more mental effort than simply copying or filling the blanks or completing chart, etc. (2) It is difficult for learners who came late in the class since she/he does not totally do the scenario of English lesson when the teacher teaches by applying IT; (3) the teacher must regard as the individual differences of learners who have different learning styles, learning strategies, etc. This means the teacher must avoid the use of monotonous transition devices which are only to accommodate a certain model presentation, such as only visual or audio without obeying the learners' individual differences in the classroom.

According to Hijir (2012:45), description is a kind of writing which describes a particular person, thing, animal, or place. to describe the person, we can mention the name, occupation, profession and career (for identification). We can also mention the physical feature, the way he / she dress and his / her personality (for Description). Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing. (Linda Gerot, Peter Wignell, 'Making Sense of Functional Grammar', 1994) in (Mursyid, 2005:4).

According to Palmer (1982), the procedures of information transfer technique are as follows:

1. For Receptive Language Modes
 - ✓ Students read, listen to or view an appropriate text, talk or video excerpt (This is the 'input')
 - ✓ During or after the input, students complete a diagram or chart, etc., that reorganizes the information into another form
2. For Productive Language Modes
 - ✓ Students are given a chart or diagram of information (This is the 'input')
 - ✓ After studying this, they produce a piece of writing, a formal talk or informal conversation that conveys this information in complete sentences

3. The forms that the information can be reorganized into or from include maps, plans, grids, tables, diagrams, charts, diaries, calendars, lists, and forms. (Palmer, 1982; online retrieved)

Analysis and Discussion

According to Hatch and Farhady (1982:15), the independent variable is the major variable which you hope to investigate. It was the variable which is selected, manipulated, and measured by the researcher. On the other hand, the dependent variable is the variable which you observe and measure to determine the effect of the independent variable. So, the variables in this research were; the independent variable of this research was listening by using information transfer diagram activity, and the dependent variable was the students' scores listening at the seventh grade students of the State Junir High School 43 of Palembang.

In this research, the writer used a pre-experimental method (the one group pre-test and post-test). In the one-group pre-test-post-test design, a single group measured or observed not only after being exposed to a treatment of some sort, but also before (Frankel, Wallen and Hyun, 2012:269).

The One-Group Pre-test-Post-test Design



According to Fraenkel, Wallen and Hyun (2012:91), population is the larger group to which one hopes to apply the results. Population is all the subject of the research (Arikunto. 1997:108). The writer took the population from all of the seventh grade students of the state Junir High School 43 of Palembang in academic year of 2016/2017, there were consist of 9 classes and the total number of the population is 309 students.

Fraenkel, Wallen and Hyun (2012:91) state that a sample in a research study is the group on which information is obtained. According to Arikunto (1997:109), sample is a part or the representative of population will be observed.

According to Fraenkel, Wallen and Hyun (2012:99), a convenience sample is a group of individuals who (conveniently) are available for study. The writer used convenience sampling because it was usually the English teachers of the school determine class which the writer uses to observe as sample of the

research. In doing this study, the writer was used one class take from the seventh grade students.

In collecting the data the writer used written test. The test was used to collect data on subject's ability or knowledge. According to Brown (2004:3), a test is a method of measuring a person's ability, knowledge, or performance in a given domain. Test is any series of questions or exercise and other means which is used to measure competence, knowledge, intelligence, and ability or talent which is possess by individual or group (Arikunto, 1997:127).

In collecting data, the writer will use written test with test type multiple choice and true/false questions that consist of 20 multiple choices and 20 true false questions. Each multiple choice questions has four options and the test consists of 40 items. The students are asked to answer the questions after listen descriptive text from the teacher two or more times.

In this research, the writer conducted two tests to the students. There are pre-test and post-test. Pre-test will give before the writer teaches the new material by using information transfer, the writer does the test relate in the materials to the students. Meanwhile, Post-test will be given after the writer does experiment or gives treatment by using information transfer technique in teaching materials.

An assessment instrument is to have a good quality if the instruments has or accomplishes two things, namely accuracy or validity and consistency or reliability (Sudjana, 1989:12).

From this study, it was found to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junior High School 43 of Palembang was effective. Next, it was also found that the average score of students in the pre-test was 5.38., the average score of students in the post-test was 7, and the result of the matched t-test was 8.53, where the critical value of t_{table} was 1.692 at the significance level of 5% or 0.05 with degree of freedom 33 for one tailed test. The result of matched t-test (8.53) was higher than t_{table} (1.692).

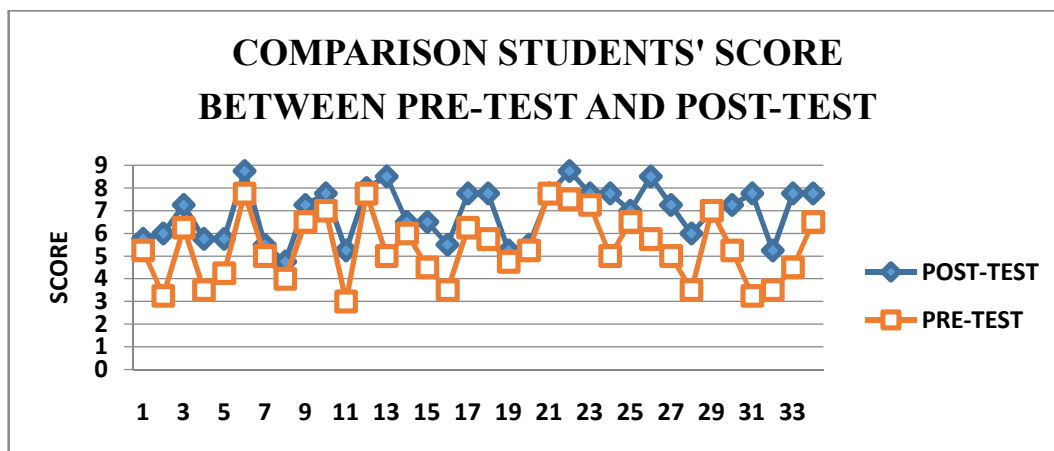
So, the result shows that $t_{obtained}$ was higher than t_{table} . It means that, the null hypothesis (H_0) was rejected and the alternate hypothesis (H_a) was accepted or successful. It means to teach listening by using Information Transfer Diagram

Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang was significantly effective.

Graph of students' score in pre-test and post-test showed that the students got progress ability in their listening skill. It means that the ability of the students were good enough level.

GRAPH 1

THE RESULT OF STUDENTS' SCORES IN PRE-TEST AND POST-TEST



Conclusion

Based on the findings and interpretation of the study, the writer concluded that to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang was effective increasing the students' listening ability. Information Transfer Diagram Activity in teaching listening descriptive text was helpful and made the students and the teacher interest in teaching and learning listening skill. It could be seen through the result of the pre-test and post-test scores of the students' test. The post test score was higher than the result of pre-test score. The students' average scores in pre-test were 5.38. The students' highest scores in pre-test was 7.75 and the students' lowest scores in pre-test was 3.0. After being taught listening descriptive text by using Information Transfer Diagram Activity, the students' average scores in the post-test increased to be 7.0. The highest score in post-test was 8.75 and the lowest score in post-test was 4.75.

The result calculation in the matched t-test was 8.53. The t-obtained was higher than critical value (1.692). The writer concluded that the null hypothesis

(Ho) was rejected and the alternative hypothesis (Ha) was accepted. In the other words, it was effective to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junir High School 43 of Palembang.

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