



## THE APPLICATION OF KGRE PROCEDURE IN TEACHING LISTENING TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 9 PALEMBANG

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### ABSTRACT

The main problem of this study was formulated as follows: “Was it effective to teach listening comprehension by applying KGRE Procedure to eleventh grade students of SMA Negeri 9 Palembang?” The main objective of this study is to find out whether or not KGRE Procedure was effective to apply in teaching listening comprehension to the eleventh grade students of SMA Negeri 9 Palembang. This study used the true experimental method. The population of this study was 184 students and the sample was 70 students taken by using cluster random sampling. The two hypotheses used were: (1) The null hypothesis (Ho), and (2) the alternative hypothesis (Ha). The data were collected by a completion test. The result of test was analyzed by means of matched t-test formula. Based on the result data analyzed, there were two major findings: (1) the data obtained from the post-test, and (2) the result of data analyzed by means of the matched t-test formula. The students’ average score of post-test in the control group was 7.27. After analyzing the students’ t-obtained, it was found out that the obtained “t” was 5.04. Thus, the score was higher than the critical value of t-table (1.699). based on the explanation before, it showed that the null hypothesis was rejected and alternative hypothesis was accepted. It means that it was effective to teach listening by applying KGRE Procedure a SMA Negeri 9 Palembang.

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**Key words:** *KGRE Procedure, Teaching and, Listening.*

### 1. INTRODUCTION

Listening is very important for oral communication. Listening is not only as the first language skill for all people but also as the basic skill that must be learned by students. One of the main reasons to get students improve their English is to let them hear various accents such as American English and Australian English in order to they can comprehend what a speaker is talking about. The second reason is to help students acquire language subconsciously.

In 2008 KTSP curriculum, it is stated that listening is the most important skill that

must be mastered by the students to govern other area of the skills. In other words, listening is the part of English learning activity to help the teacher to develop the students’ other skills, for example speaking, reading, and writing.

Based on the writers’ experience as the teacher of English, in the process of the study, students often get difficulties in listening, because they always find a new word and various accents. The difficulties may be caused by the teaching strategy that cannot meet the students’ need in learning listening skill. In other words, the teaching strategy must be

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modified by a teacher in replacement of his or her conventional strategy. One alternative strategy that can be offered to improve the students' progress in listening is by using KGRE procedure.

KGRE procedure is one of the techniques that can be used by the teacher in relation to teach English as foreign language, especially to teach listening. Dealing with the statement, (Kangguru in the Classroom, 2006: 1), the activities are designed to complement and support a competency-based curriculum. Many Indonesian students have a few opportunities to hear English spoken by native speakers, and KGRE activities and Procedure offer the students the chance to hear English being used naturally by a variety of different speakers, including many Australian voices.

**2. LITERATURE REVIEW****2.1 The Concept of Listening**

Listening is the process of understanding speech in a second language or foreign language (Richards, 2008). It is very important for oral communication. It can be said that listening is an effort to hear and pay attention to speakers, in order learners can comprehend what being spoken by speaker is. Dealing with the statement, this view of listening is based on the assumption that the main function of listening in foreign language learning is to facilitate understanding of spoken discourse.

**2.2 The Teaching of Listening**

Teaching is guiding and facilitating learning, enabling the learners to learn, setting the condition for learning (Saleh, 1997: 18). Block (in Jaya, 20017) describes steps to improve or learn listening by doing as follows:

- a. Try to learn the sentence that tell what the subject is as soon as you begin to listen. Pick the most important details the person will say.
- b. Pay close attention to all words than tell direction such as "north", "south",

"east", "west", or "up", "down", "here", "there", "over", "under", and "above".

- c. Listen to the words that signal order, such as "first", "second", "last", "after", and "also". Try to put yourself in the pace of the person speaking in your mind from the other activities he/she is describing.
- d. As you listen, you tell the picture what is described. This mental picture will help you distinguish the most important details; tie it to the details immediately preceding it. The person talking has a very important person for putting these details together and you have to be thinking what the reason is.
- e. Pay special attention to words such as: "and", "but", "yet", and "because", these words tell you how the ideas are related to each other.
- f. Ask questions of the person talking to clarify the points being made.

**2.3 The Concept of Kangguru Radio English (Kangguru) Procedure**

Kangguru in the classroom teacher package for SMA has been developed to assist high school teachers of English in Indonesia. The activities are designed to complement and support the competency based on SMA curriculum. Many Indonesian students have few opportunities to hear English spoken by native speakers, therefore the Kangguru activities and procedure offer them the chance to hear English being used naturally by a variety of different speakers.

The packages have been produced in collaboration with IALF (Indonesia Australia Language Foundation) and draws on their many years of experience in teaching English as a foreign language. The package of Kangguru Radio English (KGRE) Procedures included three classroom activities booklets, one from each level SMA 1-3, a comprehensive teacher's guide for using the activities in the classroom and six CDs or three

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cassettes with audio recordings to accompany the activity in the classroom activities booklets., and additional music CD or cassette with Indonesian songs sung by Indonesian and international singers. These packages and its procedures also included a general guide for the language teacher about some of the most effective ways of using audio recordings with students, suggestion and tips to help teachers develop and extended these activities and tips for keeping students and motivated and interested and additional extra activities that can be easily adapted and integrated in to lesson.

### 2.4 Teaching Listening by Applying Kangguru Radio English

Team of KGRE in the classroom (2006: 08), in classroom activities for SMA “New Friends, New Places” as the sample of procedures, it is given the following points:

#### A. Pre -listening:

- Match the English word on the left with the correct translation on the right of the white board.
- Now listen to the introduction from KGRE radio program and check your answers.
- Read the first part of story below and answer the following question. Where did Nicole Kidman make many films?
- Read the first of story again. Ask your teacher if there is anything you do not understand.
- Fill in the gaps below with a word from the list.
- Now listen to recording and check your answer.

#### B. Post-listening:

- Play the recording once and stop before each gap. Ask the students the answer.
- Then play recording to check if they are correct. If the students do not get the correct answers, check the answers together.

### 3. RESEARCH METHOD

This study was completed through true experimental method with the Pre-test Post-test control group design. This design involves at least two groups, both of which are formed by random assignment; both groups are administered a pre-test of the dependent variable one group receives new, or unusual, treatment. And both groups are post-tested. Post test scores are compared to determine the effectiveness of the treatment (Gay, 1992: 322).

The diagrams are as follow:

$$\begin{array}{ccc} O_1 & X_1 & O_2 \\ \hline O_1 & X_2 & O_2 \end{array}$$

Where:

$O_1$  = Pre-test used to the pairs from the two groups

$O_2$  = Post-test

$X_1$  = Treatment with KGRE procedure

$X_2$  = Treatment without KGRE procedure

The overall steps taken I conveying out research cover the following:

- 1) Surveying the literature relating to the problems;
- 2) Defining the problem;
- 3) Constructing an experimental plan by writing the research design;
- 4) Doing the try out test;
- 5) Collecting the data through the pre-test to match the pairs from the two groups;
- 6) Conducting the experiment;
- 7) Collecting the data through the post-test;
- 8) Analyzing the data;
- 9) Drawing conclusions;
- 10) Proposing suggestions;
- 11) Reporting the result.

### 4. RESEARCH FINDINGS

Findings of the research include the following points: (1) the students post-test score in the control group (2) the students' post

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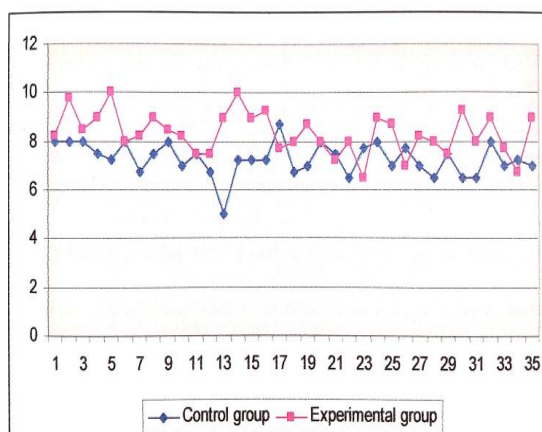
test score in the experimental group, and (3) data analysis of the post-test scores in the experimental and control groups through the matched t-test.

The average score of the students in the post-test of the control group was 7.27, the highest score was 8.7 reached by one student and the lowest score 6.5 was obtained by four students. On the other side, the average score in the post-test of the experimental group was 8.33, the highest score was 10 reached by two students and the lowest score was 6.5 obtained by one student.

Based on the students' post-test scores in experimental and control groups, it was found that the result of the obtained t-test was 5.04. Meanwhile, its critical value at 0.5% significance level with 35 df was 1.699. It indicates that the t-obtained (5.04) was much higher than 1.669 as its critical value. The students' post-test score in the experimental and control groups is shown in the following graph.

**Graph 1.**

**The students' score of experimental group and control group in the post-test**



From the explanation above, it showed that teaching listening by applying KGRE procedure enabled students to get better achievement. It means that KGRE procedure was effective to increase the students' listening skill at eleventh grade students of SMA Negeri 9 Palembang.

## 5. CONCLUSION

The conclusions of this study are presented in the following points:

1. The students' scores in the post-test of the experimental group were higher than those in the post-test of the control group. In post-test of the experimental group, the students' average score was 8.33. Meanwhile, in post-test of the control group, the students' average score was 7.27.
2. The t-obtained (5.04) exceeded 1.699 as its critical value. It means that the null hypothesis was rejected and consequently, the alternative hypothesis was accepted. In other words, teaching listening by KGRE procedure was affective.

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