

The effect of Listening Radio News in Developing Grade 5 Students' Listening Comprehension skills

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Abstract

The listening comprehension of elementary level students in Indonesia presumed has been decreasing, since they prefer to listen and watch the objects at the same time by audio-visual appliances rather than listen to it only. This study investigated the use of radio in promoting the scrutinize skill that would improve their listening comprehension. For the purpose of the topic, some of grade 5 students were randomly selected and divided into two groups. The research design used was quasi experiment of two groups' post-test design, with one group as the experiment group and the other group as the control group. Although some radio news as native audio files were presented for the experimental group, both experimental and control group were taught by using the same style. According to the results of post listening test and the related comparisons, the findings showed that listening to the news in radio as audio media had positive meaningful effect on improving their listening comprehension skills even without the vision exposures supporting the content. However, it also indicated that learners' language proficiency played a fairly important role in their listening comprehension.

Keywords: primary students, radio news, scrutinize skills, listening comprehension.

Introduction

There is a definite decline in listening comprehension these days. For some time we have been aware of the decline in students' ability to comprehend what they hear. We have a theory about why this is happened. Our young generation's listening skills are getting worse due to the excessive of the use of audio visual appliances such as television, video game, computer usage, etc. Those all modern appliances has led to the declining of listening comprehension skills.

It is not just such a strange phenomenon to us. Especially the issues with listening comprehension. In the past, it was being a big deal to learn listening comprehension in school. Besides it being an extremely important skill to have, regardless of in school education and this is even true in lower level of elementary class with scrutinizing capabilities.

Literature Review

Media Audio that are processing the elements of listening according (Munadi, 2013) is the media that only that involves the senses of hearing and only able to manipulate voice capabilities. (Butcher, 2001) said that "radio has been used in education ever since it became available" (p. 39). In one study, (Peterson, 2001) found that the average student have use the 53% of their time awakening to listening to radio.

Radio

The radio waves discovered in 1887 by Heinrich Hertz and pave the way for Guglielmo Marconi to perform wireless communication in 1895. Definition of "Radio" in Indonesia, namely the delivery of information with the use of electromagnetic waves that have free frequencies of less than 300 GHz (wavelengths greater than 1 mm). While

(Munadi, 2013) argue that the characteristics of the audio media based on the media capabilities that stimulation which evoke of the sense of hearing. Its main characteristic is the message delivered through audio media conveyed in additive symbols, both verbal and nonverbal.

The term "radio broadcast" or "radio" comes from the word "radio broadcast "(English) or" radio Omroep "(Netherlands) means that the delivery information to the public in the form of sound that goes in one direction with uses of the radio waves as a medium. Radio is synonymous with music, songs, commercial and news. Radio plays a listener's imagination through words and sounds. Listeners can only imagine what is proposed. Usually, people listen to the radio in the bedroom, in the kitchen, or in the car.

A news story or description or information on the event or events that warm. The Incident or event been called warm when the society concern or support the spread of the news through the media, both print and electronic. To capture the news' content, we have to get to know the main points of it. As for listening to the news disseminated through electronic media, both radio and television, various capabilities. There are three capabilities required to listen to the news content, those are the ability to concentrate, to understand the content, and to precipitate the information. The ability to concentrate is used to prevent someone from easily miss the news that followed. The ability to understand the content must have to capture and digest the contents of the news. While the deposition of information must be owned by a person so that the news meaning can be understood.

The process of listening.

The listening itself is a complex process involving three elements:

1. Listen

The definition of listening is a selective process to observe, listen, understand, and remember the listening symbols. Hearing is a psychological process of automatic receiving auditory stimuli (aural stimuli). In other words, hearing is a process whereby sound waves through the outer ear canal connected to the eardrum (Eardrum) in the middle ear and cause vibrations which then stimulate nerve impulses to the brain, (Bregman,1990). Capture and store our hearing auditory information at any time, even without knowing by us. When we create our own sounds by talking, some important areas of our brain become active.

2. Attention

Pay attention to stimuli in our environment means focusing our consciousness on certain specific stimuli. Receiver senses which are constantly bombarded with lots of stimulation that does not allow us to respond in the same time. Special cells in our nervous system (nerves inhibitors) function remove a number of sensations that come and keep those sensations of our consciousness. However, even if we have a cell block, we often still difficult to focus on a single event more than a few seconds each time, because other stimuli also racing draws our attention. Phenomenon in which dispose of certain stimuli while throwing another stimulus called selective attention.

3. Understand

Understand the most difficult element in listening. The definition of understanding is the process of giving meaning to the word that we listen, in accordance with the meaning intended by the sender of the message. The process of understanding that means is to connect the message with our past experience that gave a lot tendency to judge (accept or reject) message when we try to understand it.

Scrutinizing capabilities

Scrutinizing is a process of listening to verbal symbols attentively, understanding, apperception and interpretation to obtain the information, capture the content or message and understand the meaning of communication that have been delivered by the speaker through speech or language spoken (Rost, 1994). People can do a scrutinizing activities through the sounds of language or symbols verbal sounds. Scrutinizing to human activities carried out if there is a speaker and opponents said. (Paul, 2003) argues that listening is a process that includes the activities of listening to the language, identify, interpret, assess, and react on the meaning contained in there. Thus, scrutinizing is not just listening to the sounds of the language and verbal symbols. Scrutinizing requires a listeners understanding so that the message or intent conveyed by the speaker can be understand well and right. It is requiring the attention of the listeners. It has meaning to listen with understanding and attention, and appreciation. According (Mendelsohn, D.J. 1994) said hearing means it can capture sound or noise in the ears. While listen to the word meaning hear something in earnest, or listened well with hear. The word listening, according (Mendelsohn, D.J. 1994) has meaning listen or pay close attention to what is said or read by others. From that sense we can see the difference between the meanings of the word hear, listen, and listening. Conscious or not, when there is the sound of a definite human hearing will catch by her/him. Thus the man heard a noise without the element deliberate, because the sound heard without no element of premeditation in the act conducted by the listener. The listening will be done if the sound is heard appealing the listener's attention therefore he/she wanted to know what he/she was hearing, thus wanted to further understand about that.

At the beginning of its development, the listening skills in language learning is considered not as important as other skills. In fact, most people assume that having language skills means to have the ability to speak and write. In 1960 some researchers began to see the importance of

listening skills in language teaching. Theories about the importance of listening skills is growing in the 1980s, when Brown indicates that the development of listening and speaking abilities (orally) is as important as the ability to read and write (literacy).

As (Brown, H. Douglas, 2001) stated that listening skills play an important role in the process of learning language because it can provide meaningful input to those who are studying the language. He then stressed that without an understanding of the inputs in the right level then the learning process cannot be implemented. Therefore he believes that listening is as important as the ability to speak.

The challenges to be faced by the teaching listening skills how we can give the opportunity to the students to control the content of the material that will be discussed in class (of course within certain levels) and personalize these materials so that they can feel involved with the topic being discussed, which in turn can create activities will be held in the classroom becomes more varied and meaningful. One example, the teacher can ask students to listen to an audio recording of a person who is discussing about the job, then they are asked to make some questions to interview their classmates about the same topic.

Scrutinizing skills mean a lot to someone, especially for students. Their listening skills can determine their success in learning. Scrutinizing is the beginning of human acquire language. Either or while with their family at home, at school and at the community, everybody are required to have a good scrutinizing skills as a means of interacting and communicating. Because in listening, the listeners do not only understand but also arranging the interpretation and tried to understand what intended by the speaker.

Scrutinizing activity itself has several types that correspond to the activities undertaken by learners, as for them are:

1. Listening intensively, aiming so that learners can find out about the components in any language, include a discussion of the phoneme, word, intonation, and so forth.
2. Listening-responsive materials in the form of short greetings, questions, orders, etc. which meant that the students can give a short response.
3. Selective. In this type, the activities put emphasis on the activities of listening aimed so that learners can scan the material submitted and is able to collect information related to certain topics, such instruction teacher, and news from radio, or story. In time, students will be asked to listen and look for information about the names, numbers, directions or events that match the record presented.
4. Extensive Listening. Type listening activity is presenting material that is longer than the other types, for example, the recording when a teacher was giving a lecture to students and the conversation involving several people. Learners are expected to be able to capture the global understanding of the recording treats. So that learners can achieve a comprehensive understanding, it is advisable to use interactive skills, such as record important information, create a set of questions and engage in discussions related to the topics presented, (Nunan, 2002).

Research Question and Methodology

In order to counter the presumed that listening comprehension skills of elementary students has been decreasing, since they have a habit of listening and watching the objects at the same time by audio-visual appliances rather than listen to it only. The following research question will be answered. Is the use of radio significantly promoting the improvement of students' listening comprehension?

This study was Quasi-experimental, non-equivalent group. And the pre-test and post-test design was utilized. A quasi-experimental method when it is not possible for the researcher to

randomly assign subjects to group, (Corrin, 1998). With this design, both the control group and the intervention group compared. However, the groups chosen and assigned out of convenience rather than through randomization. The study conducted at the fifth grade of Mawar Sharon Christian School, Surabaya, which considered one of the best independent school in Indonesia. The data was analysed by using SPSS software program version 16. All reported p values compared to a significant level of 5%; differences were been considered statistically significant at $p \leq 0.05$, (Sudjana, 2005).

The following study tools were used, the researcher structured them after reviewing related literature and the others were adopted, tested and piloted:

- 1) Structured interviewing questionnaire designed and developed by the researcher.
- 2) The pre-test and post-test was used to examine the students' knowledge, vocabulary acquisition and scrutinize capabilities related to listening comprehension skills before and after listening to the news in radio as audio media for listening practice program, which was constructed by the researcher based on the revised articles, books, related literature.

The instrument of this research is a short answer test, answered by the teacher. It's consists of four items, which are:

1. Main Idea

The main idea after listening to the news.

The students are able to recall his or her background knowledge of the news topic by predicting the main ideas and process the overall meaning of the news by getting the keywords that came up in each news.

2. Details

The student able to record the detail of the news by answering the questions.

The students rely on grammar, vocabulary, and the semantics of the news to comprehend the details.

3. Vocabulary

The students able to choose several vocabulary words that are essential to understand the news and gave a one-word synonym or a descriptive definition for those vocabulary words that heard in the news.

4. Understanding Messages

The students able to understand the news message and proved by able to answer at least two questions about it.

Results

On the first day of class, the teacher administered the pre-test. With the results obtained from the test, and by means of an independent sample T-test, it was possible to establish whether or not there were significant differences between two groups of participants at the 0.05 alpha level.

Group	N	Mean	Std. Dev.	Std Er Mean	F	T	df	Sig.
Control	10	16,7000	3,68639	0,82430	2,057	0,457	36	0,160
Experiment	9	16,1111	4,25495	1,00290				

Table 1. Group Pre-test Result

The pre-test results shown the significance level was higher than 0.05 ($T=0,457$; $df=36$; $p=0.160$), made a conclusion that there were no significant differences between the two groups before the implementation of the study. There were no significant differences, the study was carried out with these two groups. During the four weeks, one group of students (control group) practiced the listening comprehension skills by listening to the news and watch the objects at the same time by Televisions audio-visual appliances.

While another group of students (experimental group) practiced in listening radio news as native audio files by Radio every morning before the main study starting for 5 days in a week for four weeks in a row. Furthermore, with both groups, their scrutinizing capabilities were every week regularly reviewed. The sample consisted of 10 participants in control group and 9 participants in the experimental group. The training lasted for 4 weeks and conduct by the same teacher met the groups fifteen minutes each day. On the last day of the experiment day, the researcher administered the post-test to both groups. The scores obtained by pre and post tests were statistically analysed to see whether there was a statistically significant difference between these two groups.

Group	N	Mean	Std. Dev.	Std Er Mean	F	T	Df	Sig.
Control	10	32,7500	4,92977	1,10233	1,167	-3,114	36	0,004*
Experiment	9	38,3889	6,21326	1,46448				

Table 2. Group Post-test Result

To test the relevance of the null hypothesis – There will be no difference between the scores of the learners in the experimental and control group- the t-test was run to compare the post-test scores of the two groups. The post test scores obtained by experimental and control groups were analysed using the SPSS software package using the independent sample T-test to establish whether there were significant differences between two groups of participants at the 0.05 alpha level.

Considering the analysis used to address the research question (Is the use of radio significantly promoting the improvement of students' listening comprehension?), the significance level was lower than 0.05 ($t = - 3,114$; $df = 36$; $p = 0.004$), which led to the conclusion that there was a statistically significant difference between the two groups. In

other words, the participants in the experimental practiced in listening radio news as native audio files by listening to the Radio as an audio appliances performed significantly develop for their scrutinizing skills which lead to the development of their listening comprehension skills rather than the participants in the control group who practiced their scrutinizing skills by listening to the news and watch the objects at the same time by Watching a Television as an audio-visual appliances.

Conclusion

This study has attempted to prove that listening the radio news had positive meaningful effect on improving students listening comprehension skills. More importantly, as research shows that the listening comprehension development of the experiments group is develop significantly after twenty days or four weeks in a row practicing their scrutinizing skills by listening to the radio news as native audio files. There is significant difference on the listening comprehension development of the control group that listening to the news and watch the objects at the same time by Television audio-visual appliances. It is come to the conclusion that listening to the news in radio had positive meaningful effect on improving their scrutinizing skills which lead to their listening comprehension skills development even without the vision exposures supporting the content.

Suggestion

The researcher would like to give some suggestions for the process of teaching and learning and also for the next research. As we found out that the scrutinizing skills of the group of students who many time listening the news in the radio are good. The teacher can use some techniques with variation of tasks and activities using radio appliances. In the scrutinizing practice task such as; guessing, completing sentence, and paraphrasing. We also suggest that other researcher may

conduct the research in a longer period of time. It is because the treatment in this research is done only in twenty meetings. The impact of listening to the news in radio on the students' listening comprehension development in longer term is also challenging to find out.

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