

**IMPROVING LISTENING SKILL THROUGH DISCOVERY
LISTENING TECHNIQUE****Dwi Putri Hartiningsari**

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Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan *listening* mahasiswa dengan Teknik *Discovery Listening*. Design penelitian adalah penelitian tindakan. Metode ini adalah untuk meningkatkan dan memodifikasi kualitas dari pengajaran dan pembelajaran *listening*. Subyek dari penelitian ini adalah mahasiswa semester 2 program studi Pendidikan Bahasa Inggris pada tahun akademik 2015/2016 STKIP PGRI Trenggalek. Prosedur dari penelitian adalah perencanaan, pelaksanaan, penganalisaan, dan perefleksian. Dengan melaksanakan tiga tahapan dalam teknik *Discovery Listening*, mahasiswa dapat meningkatkan kemampuan *listening*. Hal ini terlihat pada peningkatan nilai dari tes diagnostik, siklus 1, dan 2. Rata-rata nilai dari tes diagnostik adalah 65.7, kemudian 68 di siklus 1 dan 75.33 pada siklus 2. Lebih jauh, hasil dari angket menunjukkan bahwa mahasiswa belum pernah menggunakan teknik ini sebelumnya, teknik *discovery listening* sangat membantu untuk meningkatkan kemampuan *listening*, itu juga bagus untuk meningkatkan berpikir kritis mereka, mereka mempunyai motivasi yang lebih tinggi untuk belajar *listening* dan ini menantang, dan mereka ingin mengaplikasikan teknik ini secara berkelanjutan.

Kata Kunci: Teknik *Discovery listening*, Kemampuan *listening*, pendekatan berdasarkan penugasan

Abstract: The objective of the research is to improve students' listening skill through Discovery Listening Technique. The research design was action research. This method was for improving and modifying the quality of teaching and learning listening comprehension. The subjects of this research were the students of the second semester of English Education Department in the academic year 2015/2016 STKIP PGRI Trenggalek. The procedures of research were planning, implementing, analyzing, and reflecting. By implementing three phases of discovery listening technique, the students could improve their listening skill. It can be known by the improvement of the score from diagnostic test, cycle 1 and cycle 2. The mean score of Diagnostic test was 65.7, then 68 in Cycle 1, and 75.33 in cycle 2. Further, the result of questionnaire showed that the students never applied this technique before, discovery listening technique is very helpful for improving listening skill, it is also good for increasing their critical thinking, they have higher motivation for learning listening and it is challenging, and they want to apply this technique continuously.

Keywords: Discovery Listening Technique, Listening skill, task based approach

INTRODUCTION

Listening comprehension is one of skill that must be mastered by students of English Department. In listening, students learn both linguistic knowledge and non-linguistic knowledge. Listening is also the ability to accurately receive and interpret messages in the communication process. Further, listening is a key to all effective communication. Listening skills are the ways to help listeners listen something more effectively. According to Buck (2006:3), listening skill is a top down process in the sense that the various types of knowledge involved in understanding language are no applied in any fixed order-they can be used in any order, or even simultaneously, and they are all capable of interacting and influencing each other. Further, Baehaqi (2016) explained that most of the teachers tend to use top-down strategies. There were good reasons for this given that students need to be able to listen effectively even when faced with unfamiliar vocabulary or structure.

The importance of listening in language learning can hardly be overestimated. Second semester students of English Department often think that understanding listening material was difficult. However, they didn't know the cause of their problems. In the first meeting, students cannot answer listening test well because they get difficulties understanding what the information mean. As the result, the mean score of preliminary test was 65.7. Considering the problem, the lecturer should enable students to carry out their communication purposes. Adult learners appreciate and benefit from direct instruction that allow them to apply critical thinking skills to language learning. Robin and Gou (2006) in Marzband and Fereshteh (2012) define listening strategies as techniques or activities that cause directly the listening input to be comprehended and recalled encompassing metacognitive, cognitive, and socio-affective strategies to facilitate comprehension and to make learning more effective. Metacognitive strategies concern what listeners do for managing, regulating, or directing their learning and they include planning, monitoring, and evaluating and happen before the listening, during the listening and after the listening. Meanwhile Holden (2004) in Marzband and Fereshteh (2012) explain that cognitive strategies are strategies for handling the input or material, or implementing a definite skill or strategy to a special task in two significant processes of bottom-up and top down. In top down processing listeners recognize the topic of a conversation or make predictions about the listening passages, but in bottom up processing listeners focus on the meaning of vocabulary or the syntax cues of the text. Further, regarding the use of listening strategies across levels of proficiency, an effective listener is able to concentrate on what is being heard, to plan what to listen for, and to

interact with both textual cues (bottom-up) and personal prior experience (top-down) (Hsueh & Liu, 2008).

The lecturer also needs to explore teaching listening technique that is highly motivating and adopting current educational perspectives: communicative, learners-centered, and constructivist. By having the perspectives, the class atmosphere can avoid boring and outdated technique. By knowing the considerations, the lecturer should introduce a new approach in teaching L2 listening based on the notion of bottom-up primacy. One of appropriate technique is Discovery Listening technique. As supported by Wilson (2003:335), a technique which, '...is nevertheless compatible with current learner-centered, task-based teaching and it makes the case for noticing as method of improving listening skill by getting students to discover and then prioritize their own listening difficulties after reconstructing a text. Considering the description above, the researcher assumes that Discovery Listening Technique can be employed to improve students' listening skill. She considers that it is a way to be applied to overcome the problems faced by the students. The researcher formulates the research problem as follows: How can Discovery Listening Technique improve students' listening skill?. Then the objective of the research is to improve students' listening skill through Discovery Listening Technique. This research focuses on improving students' listening skill through Discovery Listening Technique. It is expected to be able to give theoretical and practical benefits. Theoretically, this research is expected supporting the theory about Discovery Listening Technique to improve students' listening skill. This research is also expected to give practical contribution not only for lecturers but also students using Discovery Listening Technique in learning listening. Besides, it also gives scientific contribution to the institution for developing technique in teaching listening and improving the quality of teaching language generally.

Discovery Listening Technique focuses on learner-centered and task-based teaching. The activity of this technique focuses on several tasks before identifying their problems and causes of problem. It makes the case for noticing as method of improving listening skill by getting students to discover and then prioritize their own listening difficulties after reconstructing a text. According to Baehaqi (2016), Discovery Listening is used to show students the mental activities that they engage in to construct their understanding of listening texts. It is also supported by Wilson (2003) Discovery Listening Technique (DLT) use process-based approach that encourages students learns how to listen by noticing causes of listening difficulty during listening and finally raising awareness of how to cope with these difficulties found. This technique gives balance

attention on meaning and form requiring students to reconstruct the texts they hear and make them more aware of perceptual difficulties during the process of comprehension. The task in discovery listening has three phases: listening, reconstructing, and discovering. The listening phase has three stages; 1) Learners just only listen to a short text spoken at normal speed, 2) They self-assess their comprehension level after listening, 3) They listen two more times along with note taking. Further, In reconstructing phase the listeners must form small group and use their notes and try to reconstruct the original text together. Then in discovering phase has three stages: first, learners compare their reconstructed text with the original, and attempt to classify the reason of their mistakes, and then they assess the relative importance of their errors, and finally the listen again without reading the text, and assess their performance.

RESEARCH METHOD

In conducting the research, the researcher uses Action Research. Action research is used to refer the teacher method classroom investigation which seek to increase the teacher' understanding of classroom teaching and learning, and to bring about change in classroom practices (Gregory et.al in Richard, 2001:12). Kemmis and Taggar (in Burns, 1999:32) also explain that action research occurs through a dynamic and complementary process that consists of four essential moments of planning, action, observation, and reflection. Each moment could be explained as follows: 1) Moment of planning; 2) Moment of Action; 3) Moment of Observation, and; 4) Moment of reflection.

The research was conducted at STKIP PGRI Trenggalek start from March 2016. The college was chosen because she is as an English lecturer there, the researcher found problems faced by the students in understanding the information given in listening activities. The subjects of the research are the students of the second semester of English Education Department in the academic year 2015/2016. There is one class that consisted of 21 students. The students actually have high motivation in learning English, especially listening comprehension. They were also conscious of their own listening problems. However, they suffered difficulties to recognize English words, which hinder their listening comprehension.

Before conducting the research, the researcher applied Preliminary study. Preliminary study was conducted to identify students' problem. It was conducted on March 7th, 2016. The researcher assigned all students to do a listening test. The result showed that students had difficulties to recognize the word utterances. The mean score was 65.7. For the action research steps were conducted in cycles of planning, acting, observing, and reflecting.

First step is planning. Based on the result of preliminary study, in this stage, the researcher proposed strategy, designed the lesson plan and set the criteria of success. The strategy used three phases: listening, reconstructing, and discovering. Next, the researcher designed the lesson plan. Lesson plan is important as guidance for the teacher to do in teaching and learning process. It should be constructed before the activity in class is started. Then, setting up the criteria of success. It is necessary to set up the criteria of success to know whether the students' development is reached. The study is categorized successful if the students can compose their sentence correctly the score is 70 and above.

Second is acting. Acting is conducted into two meetings each cycle. During the implementation of the technique, the researcher is helped by a collaborator. This research employs Discovery listening technique to overcome the students' problem in listening comprehension. She guides some steps for applying the strategy. The activities in listening phase are; first, the students just only listen to a short text spoken at normal speed. Second, the lecturer guides the students to do self-assess to know their comprehension level after listening. Third, they listen two more times along with note taking. Further, In reconstructing phase the listeners must form small group and use their notes and try to reconstruct the original text together. Then in discovering phase has three stages: first, learners compare their reconstructed text with the original, and attempt to classify the reason of their mistakes, and then they assess the relative importance of their errors, and finally the listen again without reading the text, and assess their performance

In observation stage, the researcher uses two instruments to collect the data. The instruments are observation checklist and questionnaire. During the implementation of Discovery Listening Technique, the collaborator observes all activities in the classroom by using observation checklist. The researcher also constructs questionnaire. The questionnaire will be distributed after the cycles finish. The researcher applies Liker Scale. As Ary (2002:224), Liker scale assesses attitude toward a topic by presenting a set of statements about the topic and asking responding to indicate for each whether they strongly agree, agree, are undecided, disagree, or strongly disagree. The questionnaire consists of 5 questions related to the use of Discovery Listening Technique.

In reflecting step, the researcher makes reflection of the result. She checks the students' work from three phases. She then compares the result of students work with the criteria of success. When the mean score less than 70, it means the research is unsuccessful and needs to be revised based on the findings.

FINDINGS AND DISCUSSION

Cycle 1 was conducted into planning, implementing of the action, observing, observing and reflecting.

In planning, Discovery Listening Technique was used to help students solve their problems in listening comprehension through three phases. The phases are listening, reconstructing, and discovering.

The implementation of cycle 1 took 2 meetings, in this meeting, the researcher let the students to do the process of listening information. It was held on March 14, 2016. She played a recording about Embarrassing Moment Part 1. She played twice. There are two sections in the text. First opportunity of listening, the researcher asked the students to write questions based on the information given to measure their level of understanding. Then she played for the second chance. While playing the recording, the researcher asked students for taking notes. Then for constructing phase, the researcher asked students to work in small group. Next, she distributed some pieces of ideas. The students rearranged them. After that, they answered some questions from the researcher. Meeting 2 focuses discovering phase, I was held on March 21, 2016. She played the same recording as she gave in the first meeting. She played once. Then she asked students to compare their idea construction with the information from recording. Then, the students identified and classified the reason of mistakes. The last, the students listened again, answered questions without looking at their notes, and checked their work together. By doing these activities, the students could assess their listening difficulties and the researcher could monitor students' comprehension.

Based on the result of cycle I, it was found that the students still had several problems. First, in the stage of listening, they composed questions based on information no more than three questions and wrote unimportant information. Then, in constructing stage, they couldn't arrange appropriate ideas. However, in discovering stage, 60% of students could answer the questions although the answer wasn't complete yet. The mean score was increased to 68. It can be seen from the score and frequency as follow:

Table.1 Score of Cycle 1

Category	Score	Frequency	percentage
Very Good	86-100	0	0
Good	70-85	3	14.3
Fair	59-69	18	85.7
Poor	45-58	0	0
Very Poor	00-44	0	0

The table above shows that the mean score of students' writing is 68. It means that it is categorized into "fair".

In stage of analyzing and reflecting, the result of students' work shows that this study was still unsuccessful. It can be seen from the mean score obtained after the implementation of Discovery Listening technique. The study was successful if the mean score could achieve 70. Therefore, based on the students' result in cycle 1, the study was unsuccessful because the mean score was 68, it did not meet the criteria of success determined. The problem arose when implementing Discovery Listening technique was in process of taking notes. They couldn't differ the important information they wrote. Considering the problems above, the implementation should be revised in listening and constructing phase. The research continued to cycle 2 with several changes.

Based on the problems found in cycle 1, the researcher implemented Discovery Listening Technique in cycle 2 with several changes. The researcher made taking notes sheet and in constructing phase, the students can share their taking notes sheet to their friends in one group.

The implementation of cycle 2 was conducted in two meetings. The meeting was focusing to make students comprehend well, so they can optimize the process of discovery. For the first meeting, the researcher asked the students to listen a text entitled "Embarrassing Moment (Part 2)". Different from text in cycle 1, the text was not divided into two sections. It was held on April, 4th 2016. The same as first cycle, in this cycle, the researcher played the recording twice. While playing the recording, the researcher asked students for taking notes and applied taking notes sheet for writing down the important information. Then for constructing phase, the researcher asked students to work in small group and to share their taking notes sheet. They could add the information that they didn't write before. After that, they work with their pair for sharing and discussing about their notes. Then, the researcher asked them to arrange jumbled ideas. Last, they answered questions based on the information.

Meeting 2 focuses discovering phase, I was held on April 4, 2016. She played the same recording as she gave in the first meeting. As she did in first cycle, she also played the recording again in this phase. Then she asked them for reviewing their answer. By reviewing, they could know their weaknesses in comprehending listening material. In This phase was held on April 11, 2016.

Based on the result of students' work, it was found that students have good progress in Discovery Listening Technique. They knew the meaning of information and could arrange the ideas better. Among 8 ideas, there were 2 ideas that they couldn't

arrange well. Then, for answering questions, they knew the answer, however they didn't answer it detail. The result of students' score are showed as follow:

Table 2. Score in Cycle 2

Category	Score	Frequency	Percentage
Very Good	86-100	3	14.3
Good	70-85	16	76.2
Fair	59-69	2	9.5
Poor	45-58	0	0
Very Poor	00-44	0	0

The table above shows that the mean score of students' writing is 75.33. It means that it was categorized into "good". Further, the percentage of students who got the score between 59-69 was 9.5%, 70-85 is 76.2%, and the range score 86-100 was 14.3%.

Based on the students' result, the study was successful. It can be seen from the mean score gained in the cycle 2. With the mean score 75.33, it indicated that the mean score had achieved the criteria of success. The result of questionnaire mentioned that first, 100% of students state that it is first time for them do Discovery Listening Technique. Second, 92,8% of students said that it is very helpful, however, 7.2% of students said No, because they think that the process is complicated. Third, 89% of students think that it is a good way for increasing their critical thinking by knowing the meaning and discovering their difficulties in comprehending listening material. Fourth, 91.3% of students said that their motivation is increase because it is challenging. Fifth, 86.4% of students state that they want to apply this technique in listening class.

The finding of the study deal with a theory by Wilson (2003:335) who states that Discovery Listening Technique (DLT) use process-based approach that encourages students learns how to listen by noticing causes of listening difficulty during listening and finally raising awareness of how to cope with these difficulties found. This technique gives balance attention on meaning and form requiring students to reconstruct the texts they hear and make them more aware of perceptual difficulties during the process of comprehension (Wilson, 2003). It is also in line with the result of research conducted by Baehaqi (2016) entitled "Improving the Listening Skills through The Discovery Listening Technique Using Podcast". It was found that the improvement of the achievement tests and learning participation were encompassed through three stages of Discovery Listening technique namely; training, practicing and reflecting stages.

CONCLUSION

By implementing three phases of discovery listening technique, the students could improve their listening skill. It can be known by the improvement of the score from diagnostic test, cycle1 and cycle 2. The mean score of Diagnostic test was 65.7, then 68 in Cycle 1, and 75.33 in cycle 2. Through this technique, the students can also identify their problems and cause of problem in learning listening. It is also supported by the result of questionnaire that by following listening, constructing, and discovering phase, the students answered that discovery listening technique is very helpful for improving listening skill, it is also good for increasing their critical thinking, they have higher motivation for learning listening and it is challenging, and they want to apply this technique continuously.

This research are suggested to; first is lecturers. The lecturers are recommended to apply discovery listening technique to help their students improve students' listening comprehension. By implementing it, the students will be more motivated in learning listening and finding they own difficulties so that they learn more to get better understanding. Second is students. It is suggested that the students employ discovery Listening technique to help them develop their skill in listening. They need different way to be used in learning listening. By knowing the listening well, it also helps them apply to other language skills. Third is future Researchers. The researcher suggests that the future researchers use the study as reference to conduct the action research in different skills.

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