



## IMPROVING LISTENING ABILITY IN ENGLISH LEARNING FOR STUDENTS AT SMP PGRI 3 DENPASAR

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### Abstrak

Ada empat keterampilan berbahasa yang harus dipelajari dan diperoleh secara bersama-sama secara terus menerus. Salah satu keterampilan berbahasa yang harus dikuasai siswa adalah keterampilan menyimak. Dengan memiliki kemampuan menyimak, siswa akan memiliki kemampuan dalam mengungkapkan pikiran dan perasaannya secara benar berdasarkan konteks situasi yang dibutuhkan dan menangkap informasi dengan maksud pembicara, kemudian merespon informasi itu sendiri. Seorang anak belajar bahasa melalui mendengarkan terlebih dahulu. Proses mendengarkan, memahami makna, menirukan, dan melatih bunyi bahasa dilakukan berulang-ulang sampai anak berbicara lancar. Hal yang sama terjadi pada orang dewasa ketika mereka belajar bahasa asing. Artikel ini menjelaskan tentang kurangnya keterampilan mendengarkan dalam Bahasa Inggris bagi siswa SMP dan metode yang tepat dalam pengajaran Bahasa Inggris untuk meningkatkan minat siswa dalam mengembangkan kemampuan mendengarkan. Hal ini mungkin karena minat siswa dalam keterampilan mendengarkan kurang baik dan bagaimana pendekatan Extensive Listening yang dimodifikasi diterapkan untuk meningkatkan keterampilan. Berdasarkan situasi tersebut tujuan dalam kegiatan ini membantu membangun minat siswa dalam meningkatkan keterampilan mendengarkan Bahasa Inggris dan melalui pendekatan extensive listening yang dimodifikasi dan diterapkan dalam pengajaran kemampuan mendengarkan bagi siswa SMP. Dalam proses mendengarkan memiliki lima komponen, yaitu memperhatikan, memahami, mengingat, dan memberikan tanggapan atau umpan balik. Objek dalam kegiatan PKM ini adalah SMP PGRI 3 Denpasar khususnya siswa-siswi kelas VIII. Hasil penelitian dalam kegiatan ini menunjukkan bahwa siswa mampu menguasai lima komponen yang telah diaplikasikan dalam proses pengajaran mendengarkan pendekatan Extensive Listening yang diterapkan dalam meningkatkan kemampuan mendengarkan siswa mampu memperhatikan, memahami, mengingat, dan menanggapi. Dengan demikian pelaksanaan tersebut agar hasil belajar dapat optimal.

**Kata Kunci:** Siswa sekolah menengah; Keterampilan mendengarkan; Pembelajaran Bahasa Inggris

### Abstract

*There are four common language skills that must be learned and studied continuously. One of the language skills that must be mastered by students is listening. By having based on ability, students will have the ability to express their thoughts and feelings correctly in the context of the situation needed and capture information with the speaker's intent, then respond to the information itself. A child learns a language through listening first. The process of listening, understanding meaning, imitating, and practicing language sound is repeated until the child speaks fluently. The same thing happens to adults when they learn a foreign language. This article describes the lack of listening in English for junior high school students and the appropriateness of teaching English to increase students' interest in developing listening skills. This may be because students' interest in listening skills is not good and the Extensive Listening approach is applied to improve listening skills, which is*

*applied by the teacher in the learning process so that students do not practice listening skills in English. Based on this situation, the aim of this activity is to help build students' interest in improving English listening skills and through an extensive listening and application approach to teaching listening skills to junior high school students. In the process of listening there are five components, namely paying attention, understanding, remembering, and providing feedback or feedback. The object of this PKM activity is SMP PGRI 3 Denpasar, especially for class VIII students. The results of the research in this activity indicate that students are able to master the five components that have been applied in the teaching process of the Extensive Listening approach that is applied in improving students' listening skills and are able to pay attention, and understand, remember, and respond. Thus, in this case, the implementation is carried out with this focus so that learning outcomes can be optimal.*

**Keywords:** *Secondary School students; Listening ability; English Learning*

## I. INTRODUCTION

Listening plays a significant role in the acquisition of the English language. The development of listening has stolen the attention of many English teachers in many countries. Generally, listening is considered the simplest process of receiving a spoken language, and also listening is considered to be the easiest skill to master because it only requires a short amount of time rather than the other skills which are speaking, writing, and reading. The listening process in the mother tongue (language) is one of the factors that support this perception because the listening process in mother tongues looks easy and brief. In English daily conversation, listening skills are also very important to master the same as other abilities a must have to master the language of instruction number one in the world.

As defined by (Hornby, 1990), listening is a complex problem-solving skill and it is more than just a perception of the sounds. Listening includes comprehension of the meaning of words, phrases, clauses, sentences, and connected discourse. Bulletin in Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

Rivers in (Hasyuni, 2006) state that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall of the voice, and from this material we creative significance. (Mee, 1990), listening is a complex process in which many things happen simultaneously inside the mind. Besides being complex, listening is far more difficult than many people can imagine.

Applied linguistics examines the existence of language in a practical context (Ekasani et al., 2020). However, Bell in (Busri et al., 2020) explained that applied linguistics stands about the theoretical linguist and the practical teacher of languages much as the engineer does the academic physicist and the workers on the site. In his explanation, Bell explained that linguists and language teachers differ in several ways, but still have linguistic relations. In his book, Busri et al., (2020), explained that linguists aim to produce a theory and the role of language. Meanwhile, the language teacher aims to make the educated person can master the language.

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning (Anthony, 1993). At the approach level, the focus is the theoretical principles. Those are respected for language theory and respect for language learning. These two principles may lead to a method (Richards, J. C. & Renandya, 2022). It means that an approach explores more about the nature of language in teaching and learning. In teaching and learning a language, an approach and a method are related to each other. The method is a design of an instructional system that indicates the syllabus model, types of learning and teaching activities, learns, role, teachers role, and the type of instructional materials. Then, the method leads to the technique which can be implemented in classroom teaching learning. A technique is the same as a strategy. It indicates the type of teaching activities (Richards, J. C. & Renandya, 2022)

Listening ability is a skill that gets less attention from students. This is due to many factors; one of the factors is the unattractiveness of the methods used by teachers to teach language skills, especially listening. This case is also found in Bali, especially at SMP PGRI 3 Denpasar. The process of learning to teach English, especially in listening, still uses methods that do not attract the attention

of students. According to (Rivers, 1971), most people spend 45% of their time listening, 30% speaking, 16% reading, and 9% writing. Based on this statement, finding the right way to improve students' listening skills in learning English is very important. In order to help students increase their confidence in good communication in the future.

PKM teaching activities in the form of increasing interest in English listening skills were carried out because they saw a phenomenon that occurred among special circles of junior high school students in the city of Denpasar who lacked interest in improving English listening skills. This poor English listening skill is the main problem that will be found in the implementation of this PKM. This problem was determined as the main problem in this PKM based on observations made by the school represented by the principal to identify problems, the principal understands very well what problems are faced by students in their respective schools in the learning process. Furthermore, this problem was chosen to find a solution immediately because it departed from the concerns and anxiety of the school and the community regarding the continuity of English listening skills by looking at the English language skills possessed by each student. The tendency shows that communication that occurs in schools does not provide opportunities for the use of English because schools are formal institutions so that the language used is Indonesian. However, it does not mean that there is no room for English to be used in schools.

Many ways can be realized to improve English language skills, especially in terms of listening. Listening is a difficult thing to do in learning English because the language still sounds foreign to Indonesians who are just learning it. Therefore, it is important to always stimulate students to get used to hearing native speaker conversations. Giving attractive methods can be done to stimulate students to be interested in learning and listening to native speaker conversations well. For this reason, the purpose of this community service is to provide students and teachers with an introduction to attractive methods that can be used to assist students in improving students listening skills in learning English at SMP PGRI 3 Denpasar.

## **II. METHOD OF THE RESEARCH**

As previously explained, the solution paying attention, understanding, remembering, and responding to the problems faced is in the form of teaching English which focuses on listening. The main target of this activity is the students of SMP Negeri PGRI 3 Denpasar who have a deficiency in listening, namely to understand and know the knowledge of English. Focusing on improving listening skills in teaching English, which includes listening, paying attention, understanding, remembering, and responding. Using the Finding Mistakes technique has proven to be effective so that the implementation of the process can run smoothly. Thus, in this case, the implementation method is carried out with this focus so that the achievement of learning outcomes can be optimal.

Achievement of learning outcomes that focus on students, can also help teachers to understand the problems that occur in students who have a weakness in concentration in learning. This is the purpose of holding PKM activities, contributing to the interests of the community, especially in the field of education. Partner participation plays an important role in the implementation of this activity. Feedback is needed to find and solve problems that occur.

## **III. FINDINGS AND DISCUSSION**

One of the learning objectives in junior high school is to develop listening skills in English. In this case, the two solutions are conducting socialization, carrying out the improved English listening at SMP PGRI 3 Denpasar, and determining the method to be used. Some solutions are needed to deal with the problems that will occur.

### ***1. Socialization of teaching based on improving and developing English listening skills***

This program is socialization of teaching and learning at SMP PGRI 3 Denpasar. The socialization stage, discussing the program of activities improving and developing English listening skills for grade VIII students. Listening is a part of receptive skills. There are two major skills in

learning a language among others (1) receptive skills which consist of listening and reading, and productive skills which include speaking and writing. Listening has important role in mastering English as the other skills. This is in line with Bozorgain (2012) who states that listening comprehension is a primary in learning language. Listening is the basic skill needed in processing a language. It helps the learners to communicate effectively. This statement means that the use of language in order to communicate with others highlights a significant role of listening in communication. By having good ability in listening, language learners can improve their speaking skill as well because through listening to other speakers they can receive information about certain topics and also exposes them.

According to Webb (Bridgeman & Morgan, 1996) how to improve listening skills are as follows: (1) understanding the meaning of the conversation (2) understanding haste (3) Understanding one's own intentions. (4) Pay attention to differences in language usage. (5) Its own nature. (6) Understanding the speaker. Thus, this Community service helps students to understand communication in English in a fun way. This activity is also useful to provide a stimulus so that students can improve their skills and provide an understanding of the methods that can be used in listening, especially students at SMP PGRI 3 Denpasar.

## **2 Components of the listening process.**

The listening process has five components, namely: paying attention, understanding, remember and provide a response or feedback.

### **1. Listen**

The process of hearing is the physical aspect of listening. People who have difficulty in hearing need a lot of effort to hear effectively. Listening is a basic component of almost the entire listening process. In this process there are many possible disturbances that will affect the quality of the listening process effectively.

### **2. Paying attention**

If listening is more on the physical aspect, then the process of paying attention is a psychological aspect. The process of paying attention is the process of filtering out information that we want to hear that gets attention. Needs, wants, concerns, passions, and interests will determine what information will be the focus of our attention in filtering information that we hear.

### **3. Understanding**

Understanding is the way to comprehend the information is conveyed by the sender of the message. Many factors make a person understand and understand the information he hears, but the similarity of language is the main factor in understanding the message conveyed. Other factors that accompany it include cultural factors, frame work, motivation, message content, and mental readiness.

### **4. Remembering**

The ability to recall the information we have received. According to research, the information we hear is forgotten as soon as we listen. Quick after listening we still remember information up to 50%, (Atkinson, Rita L., 2000) argues that, psychologists divide memories into three, namely: (a) Entering messages in memory (encoding). Refers to the way individuals transform sensory physical input into a kind of mental representation in memory. (b) Memory storage (storage). Refers to the way individuals retain information that is already stored in memory. (c) Recall (retrieval). Refers to how individuals gain access to information that is already stored in memory

### **5. Respond**

Responding is the most important thing in the communication process and is very decisive to find out whether the communication process has been running effectively as expected. In the listening process, responding is the main indicator of understanding of the listener. The response which given will determine the outcome of the overall communication process.



**Picture 1.** The Explanation about the material about the English Learning Concerning in Listening Skills



**Picture 2.** The students listen carefully to the learning method provided



**Picture 3.** The Community service program in SMPN 3 PGRI Denpasar

### ***3. Modified Extensive Listening approach implemented to improve the listening skills***

In this research, the approach is to describe what language is and how language is learned. Language is for communication and it is learned by using it for communication. One of the ways to learn a language is by listening.

Extensive Listening is a way the students achieve the direct recognition of L2 by listening to the vocabulary and grammar that can be processed rapidly. The aim of Extensive Listening is not the explicit learning vocabulary but also the text. By listening to the text students can find words and the grammar. The goal of EL is to offer students much practice in apprehending the spoken English. It can be seen that Extensive Listening is a strategy for the students to gain the listening proficiency. It also leads to practice listening from the basic things smoothly. Extensive Listening has a significant role in the development of the learner's hearing understanding competence. Waring defines it as an avenue to develop students' listening mastery. It can be agreed that the role of Extensive Listening supports the development of students. Moreover, Extensive Listening is an approach that represents the fundamental role in L2 listening pedagogy. Recognizing this kind of approach, the students can be independent in their listening process.

It means that Extensive Listening does not only play its role in the cognitive yield but it also trains the students' mentality in learning. By implementing the Extensive Listening approach the students do not have only opportunity to improve their cognitive aspect but also their self-learning. Learning through Extensive Listening, the students can motivate the students showed that the

approach to the students in the middle school with Extensive Listening activities with large number of comprehensible and attractive stories read aloud by the teacher performed significantly better.

Extensive Listening has some benefits in the process of gaining the listening competence; they are Students can be motivated as they choose their own materials, it can be done both inside and outside the classroom to boost up the students' listening competence, it helps teacher to pay more attention to English grammar, reading, and vocabulary, it leads the students to be conscious of their obligation of their self- study and create their own spontaneous to learn, and it can promote a sense of success in listening. The benefits of Extensive Listening, namely; It can hence students' ability to deal with normal speech rate, it can improve their word recognition skill, it can enhance their bottom up skills in

which the students enhance their understanding of affixation to guess meaning, it gives students also of opportunities to experience a high level of language comprehension.

There are some strategies of Extensive Listening that can help the teacher in the learning process, namely first, choosing the right EL level being selective in choosing the Level of EL, it will be important. Just realize the students' level in listening. Teachers have to be pay attention to that. Second, choosing the right materials be careful in utilizing the native listening materials. Native listening material sometimes can be difficult for the students.

Third, listening while reading is the good activity in listening. Undergoing the activity the students can build their reading vocabulary. Fourth, enclosing motivation; is of the psychological approach that can help the students in listening. It is really needed to build motivation and to motivate the students before doing their listening activity. Motivation can help to focus and serious in listening. Fifth, Enjoy the listening is the strategy that can be used to minimalize the boredom of listening. When the students are listening, the teacher should motivate them to enjoy their listening activity.

#### **IV. CONCLUSIONS AND SUGGESTION**

##### **1. Conclusion**

Referring to the PKM implementation that has been carried out, it can be said that this PKM activity is an activity that provides benefits to the community, especially 8th grade students of SMP PGRI 3 Denpasar in developing English listening skills and also being able to grow their interest in mastering listening methods. Packaging in providing teaching to improve listening skills is interesting for students which encourages the learning process to run more effectively and well. Seeing the responses from students in the learning process it can be said that students are very enthusiastic about the teaching that has been given, to develop talent and good learning. What needs to be done by effective teaching staff is to always develop an interesting learning process so that the learning process can run smoothly. The school's response to the implementation of PKM in the form of teaching is very good and cooperative and hopes that programs like this can be implemented in a sustainable manner and do not stop here.

##### **2. Suggestion**

English as an international language is very important to be introduced early on. The introduction of English from an early age can be supported by teaching materials that are continuously developed and interesting for students. Further assistance can be carried out to assist teachers in improving the quality of education and being able to show superior character and be able to compete at the global level according to current developments while still heeding the values of local wisdom. Understanding of English must be strengthened for students as a capital to communicate internationally

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