

Teaching Listening Through Paired Verbal Fluency Strategy at Tenth grade students of SMAN 1 Langsa

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All praises are to forward Allah, the lord of the universe, a king of after world and the judgment day. He is the one we worship and absolutely weak in front of him. Furthermore, Shalawat and salam are presented to our beloved prophet Muhammad S.A.W, who has brought us from the darkness era to the lightness era.

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**TEACHING LISTENING THROUGH PAIRED VERBAL FLUENCY
STRATEGY AT TENTH GRADE STUDENTS OF SMAN 1 LANGSA**

ABSTRACT

This research is aimed to identify the effectiveness of Paired Verbal Fluency Strategy to improve students ability in listening skill and knowing the implementation of Paired Verbal Fluency Strategy in teaching learning process. In analysing data is use descriptive quantitative analysis. The object of this study were students of SMAN 1 Langsa which is located on Jend.Ahmad Yani street, Langsa Baro. The research was conducted at january 2015. It was conducted in two classes. Each class consisted 38 students. To collect quantitative data, the researcher conducted tests before and after the research implementation. To analyze the quantitative data, the researcher used the mean scores of the test. The research findings are described in line with the problem statments as follows : Paired Verbal Fluency Strategy to improve students ability in listening skill. This is proved by by the significant increase of the mean score of the post-test control class and post-test experiment class. Moreover, during the teaching learning process using paired verbal fluency strategy they were actively involved in the teaching learning process. Based on the explanation above, it is concluded that the use Paired Verbal Fluency Strategy, improve the students ability in listening. Therefore, it is recommended that teachers use Paired Verbal Fluency Strategy as the techniques in teaching listening.

Keywords : Paired Verbal Fluency Strategy, Listening.

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is an active process of receiving and responding to spoken messages. This case explained that the listening activity is related to the activity of receiving and responding message. Moreover, listening is one of the important skills learned by students when they are at the beginning stage in learning a language. By listening English well, students will be easy to understand the information in oral communication. They can improve their knowledge through listening activity. So, the activity of listening for students should be improve and increase because English is a compulsory language to learn. However a great number of students believe that listening English is the most difficult skill and they start to be panic when they hear the word listening.

According to Sheila listening is more complex than merely hearing. It is a process that consist of four stages : sensing and attending, understanding and interpreting, remembering and responding.¹ Furthermore, Richard states that listening is the active process of receiving and responding to spoken (and sometimes unspoken) messages. This indicate that listening activity takes time when someone should have the process of understanding the information.

Then, Adler defines that listening is process of making sense of others' spoken messages. This explains that in listening people need time to know what

¹ Sheila, *Greating Inclusive Classrooms* (Columbus : OH, Merril/ Pearson education, 2007)

someone talks about in order to get information. The information can not be understood if the people get ideas for what someone speak to.²

Based on the elaboration above, It can be concluded that listening is a process to use ears for the sound or voice that someone listens to understand the idea and makes a respond. The respond can be given if it is as a form of communication.

Listening in foreign language is difficult, but it can be easier by applying what we know about activity prior knowledge and helping students to organize their learning by thinking about their purposes for listening. Brown states that systematically presenting listening for main ideas, listening for details, listening and making inferences help students develop a sense of why they listen and which skill is good to use in listening. Since listening comprehension is one of the most difficult skills it is crucial for teachers to help their students to learn good listening strategies because without proper understanding people can not contribute to various discussion. Moreover, listening provide exposure to the target language. Eva explains that teachers should understand listening strategy because it is very important to help students' ability in acquiring the target language. The strategies that teachers use should be beneficial that brings them in good understanding in his activity.³

Based on school – School Bases Curriculum (SBC) kurikulum tingkat kesatuan pendidikan (KTSP) in 2006, listening is one of the English that should

² Adler, *interplay* (London : Oxford University, 2010)

³ Eva, *Essentials of Evidence Based Academic interventions* (New York : Grow Hill press, 2009)

be improved by the senior High School students because the students in this level are more demended to be able to comunicate well and to have good listening skill.

Based on the writer's observation when conducting pre-research during teaching listening to students of SMAN 1 Langsa, the writer found that many students still have problem to catch the ideas of the listening material and to link idea in the text. So, it makes them bored and uninterested in learning English. This matters make students not enjoy the listening activity.

Therefore, in order to improve the students' ability in listening, the teachers must be able to organize the listening activities in teaching. They have to master the materials and methods. A good method or technique can help the students to comprehend and master the lesson. One of the teaching failures is caused by an unsuitable method. The method used has often been said to be the cause of success or failure in language.

There are some techniques in teaching listening. Paired verbal strategy is a quick and interactive strategy in which students exchange ideas about a selected topic with a partner. This strategy can be used to activate thinking about a topic or to provide an opportunity for review at any point in the presentation.

Based on the above reasons, the writer is interested in conducting a research on how to improve students' ability in listening. The title is “ **Teaching Listening through Paired Verbal Fluency Strategy at Tenth Grade Students of SMAN 1 Langsa**”.

B. Problem of the Study

Based on the background above, the writer states a research question is :

1. Does teaching listening through paired verbal fluency strategy improve students' ability to the tenth grade students of SMAN 1 Langsa?

C. Purpose of the Study

The purpose of the study is to find out whether teaching listening through paired verbal fluency strategy improves students' ability to the tenth grade students of SMAN 1 Langsa.

D. Significance of the Study

The writer hopes that this research will be beneficial for the reader.

For teaching :

It becomes a reference for English teachers in developing their methods in teaching listening, particularly English teachers at SMAN 1 Langsa.

For students :

This study is expected to provide useful information about the application of Paired verbal fluency strategy and the students' listening ability.

E. Hypothesis

Hypothesis is a temporary answer of the formulation of research problems that are still theoretical. It is called temporary because the truth remains to be examined, or tested with data derived from the field. Hypothesis is a very important role because it can show reflected expectations of researchers in

relation to changes or variables in the research problem.⁴ The hypothesis of this research is teaching listening through paired verbal fluency improve students ability to the Tenth Grade Students of SMAN 1 Langsa. The hypothesis that will be tested in this thesis is :

Ho: Teaching listening through paired verbal fluency strategy cannot improve students ability to the tenth grade students of SMAN 1 Langsa.

Hi: Teaching listening through paired verbal fluency strategy can improve students ability to the tenth grade students of SMAN 1 Langsa.

F. Terminology

1. Listening skill

According Cameron Listening is the receptive use of language, and since the goal is to make sense of the speech, the focus is on meaning rather than language.⁵

Sariçoban states that listening is the ability to identify and understand what others are saying. For learners, listening is how spoken language becomes input (i.e., it is the first stage of learning a new language). In the classroom, this happen by listening to the teacher, a CD,

⁴ Sukardi, *metode penelitian pendidikan kompetensi dan praktiknya*, (Bandung : Bumi Askara, 2009) p.12

⁵ Cameron, *Teaching languages to young learners*. (Cambridge: Cambridge University Press, 2001) p.10

or other learners. It is the process of interpreting messages—what people say.⁶

Listening is an important skill for students of a second language (L2) to master as part of learning to effectively communicate in that language. Listening is the natural precursor to speaking ; the early stages of language development in a person's language (and in naturalistic acquisition of other languages) are dependent on listening.⁷

2. Paired Verbal fluency

Paired verbal fluency strategy is a strategy for getting participants verbally active in discussion for a topic. This strategy can be used to activate thinking about a topic or provide an opportunity for review at any point in the presentation. The steps are as follows:

- 1) Establish partners. Have each dyad decide who will be partner 1 and partner 2.
- 2) Assign the topic each partner will discuss in turn. Partners listen carefully to each other. During their turn they try not to repeat anything said by the other person.

⁶ Sariçoban, A. 1999. The teaching of listening. *The Internet TESL Journal* 5 (12). <http://iteslj.org/Articles/Saricoban-Listening.html>

⁷ Nation, I.S.P. and Newton, J. *Teaching ESL/EFL Listening and speaking*. (Routledge: New york and London, 2009) P.37

3) When you say “Go” partner 1 begins. After the designated amount of time elapses, you say ”switch” and partner 2 takes over. Three to four rounds are usually sufficient. The time for each partner should not exceed one minute. Decreasing the time for each partner should not exceed one minute. Decreasing the time for each round keeps the energy high.⁸

⁸ Wellman B, *pathways to understanding : pattern & practices in the learning focused classroom* (Miravia : LLc used with permission : 2004) p.3