

Predicting, Inferencing, Monitoring and Intonation Strategy to Increase Students' Listening Ability

Sri Hariati Mustari¹, Rostina^{2,*}

¹ Government Science, Institute of Political Social Sciences 17-8-1945, Makassar, Indonesia

² Business and Management Department, Balai Latihan Kerja Bantaeng, Makassar, Indonesia

Email: ¹srimustari@gmail.com, ^{2,*}rostinaalimuddin21@gmail.com

Abstract—The research was conducted to increase the students' listening ability in SMPN 1 Tompobulu, Bantaeng, South Sulawesi. Listening is one of difficult skills in English so the teachers need to find suitable strategies to improve the students' listening ability. This researcher used predicting, inferencing, monitoring, and intonation strategy to solve students' problem in listening skill. Those strategies could increase students' listening skill in the class. The researcher applied Classroom Action Research. It consisted of two cycles and each cycles consisted of four meetings. The result of the research in the first cycle shown that the students' achievement and performance were so low. It could be seen from the students' mean score in the first cycle was **65.71**. The highest score in the first cycle was **90** and only three students who received the highest score. Then, the result of the research in the second cycle showed that the students' achievement and performance have improved highly. The students' mean score in the second cycle was **90.47** where the highest score in the second cycle was **100**, this score were received by eleven students. Based on the data above, the researcher concluded that those strategies could increase the students' ability in listening.

Keywords: Listening Strategy, Classroom Action Research

1. INTRODUCTION

Listening is one of essential skills in EFL learning [1]. However, some students are still difficult to master it. The difficulty is caused by many factors like the difference sounds between the second language and the first language or the lack of vocabulary. Text length in listening task, speech rate, clarity of voice, accents, text genre and topic are considered as the reasons that listening is a difficult skill [2]. To overcome the students' problem in listening, many educators try to apply treatments and strategies in the class. Metruk in his research used authentic English video that allowed learners to receive listening and reading input [3]. Metacognition is one of the concepts to make teaching and learning of listening be more effective [4]. Not only for students, the teachers also always find some troubles when teaching listening. Listening is the most difficult skill than the others to be taught by teachers in the class [5]. Therefore, teachers have to look for the solution of this issue.

In this research, the researcher applied predicting, inferencing, monitoring and intonation strategy to increase the students' ability in listening. Field in his book discusses the benefits of those strategies in improving listening skill of the students [6]. Four of the strategies are the combination of meta-cognitive and cognitive strategies and really helpful to improve the students' listening ability [7]. Predicting is one of effective strategies to improve learners' listening comprehension ability [8]. Predicting, inferencing, monitoring and intonation are important steps in balancing tasks for comprehension, acquisition, and encouraging learners to go further so, the students easily can catch the information from the speakers when listening. These strategies also can take place at any level of learning for students in beginner, intermediate, or in advance level.

Generally, predicting, inferencing, monitoring and intonation were suitable strategies to be applied for students in SMP 1 Tompobulu who were categorized as beginner level at the time. The result of preliminary interview with teacher also indicated that there were some difficulties which always be faced when students learn listening, like the students were hard to recognize the words or the vocabulary, the speakers' pronunciation, and difficult to conclude the speakers' statements [9]. From the result of preliminary interview, the researcher also found that the students were not regularly given exercise in listening by their teacher in the class. From those causes, the researcher focussed to solve those problems by applying four strategies in listening.

The aim of this study is to help the students in increasing their listening skill in the class. During the research, the researcher applied predicting, inferencing, monitoring, and intonation strategy where the students were given some listening tests then the students answered the tests. The researcher also gave questionnaire to know students' responses during the research.

2. METHODOLOGY

In this research the researcher used Classroom Action Research (CAR). Classroom action research is the way that researcher uses to improve the students' ability in listening. The main propose of Classroom Action Research is to identify and to solve the students' problem in the class. CAR also be applied to support and develop teacher profession in the school [10].

2.1 Research Setting

This research was Classroom Action Research and took place of the first year SMPN 1 Tompobulu in Bantaeng. The class that the researcher had chosen was class 7.4.

2.2 Subject of the Research

Subject of this research was the students of SMPN 1 Tompobulu. The students that the researcher chose about 21 students. They were all of the students in 7.4 which divided into 9 boys and 12 girls.

2.3 Technique of Collecting Data

The techniques that researcher used to get a valid data were:

a. Planning

In this plan stage, researcher made a good planning before doing research in the field. After the researcher got data about the students' problems in identifying the specific information, the researcher did a treatment to improve their comprehension and to overcome their problems in listening.

b. Action

After the researcher had prepared planning the next, researcher gave them treatment to improve their comprehension and to overcome their problems. In this step, researcher used treatment to increase the students' listening ability in identifying specific information. The treatment that the researcher applied was predicting, inferencing, monitoring and intonation strategy.

c. Observation

The researcher observed the students' listening ability in identifying the specific information. The researcher also checked whether the strategies could improve the students' listening ability in identifying the specific information. She also identified the students' problems in listening. After identifying the problems, she looked for the problem solving to overcome the problems in the next cycles.

d. Evaluation and Reflection

In evaluation and reflection, the researcher focused on the indicators that had been achieved and had not been achieved. After analyzing the indicator, the researcher focused on the indicator that had not been achieved yet. The researcher looked for the problem solving to achieve the indicators. In evaluation and reflection, the researcher also prepared for the planning and acting in the next cycles.

2.4 Instrument of the Research

a. Test

In applying test, the students were given test to know their achievement in listening. The researcher gave them listening materials from audio than asked the students to listen its and identified some information.

b. Observation Sheet

The observation sheet was used to find data directly about the student's progress during teaching process which consisted student's activity. In this section researcher and collaborator were observers in the class during the teaching process in the classroom.

c. Questionnaire

In this research the researcher also used the questionnaires as the instrument. According to Arikunto in his book *Prosedur Penelitian* who said that questionnaires is a number of written questions which used to get information from the participants about their personal information, or some things that they know [11].

2.5 Technique of Data Analysis

There two techniques in analyzing of the data. The researcher in this study used comparative descriptive analyzing and statistic analyzing.

2.5.1 Comparative Descriptive Analyzing

The students' achievements were analyzed by using comparative descriptive analyzing. This analyzing compared the students' achievement among the cycles and the indicator that was achieved. Besides, this analyzing compared the students' achievement also by the observation sheet in the first cycle and the second cycle.

2.5.2 Statistic Analyzing

To know the students' achievements in each cycle, the researcher has to use statistic analyzing from Gay [12].

a. Scoring the students' achievement

$$\text{Score} = \frac{\text{students' gained score}}{\text{total score}} \times 100 \% \quad (1)$$

b. Classifying the score of the students

Tabel 1. Classifying the score of the students

No.	Score	Criteria
1.	90 – 100	Excellent
2.	80 – 89	Very good
3.	70 – 79	Good
4.	60 – 69	Fairly good
5.	50 – 59	Fairly
6.	40 – 49	Poor
7.	< 40	Very poor

c. Questionnaire

Tabel 2. Knowing the students' response by using questionnaire

No.	Score	Criteria
1.	1 – 8	Not interesting
2.	9 – 16	Not Interesting enough
3.	17 – 24	Interesting enough
4.	25 – 32	Interesting
5.	32 – 40	Very Interesting

d. Computing the Frequency and the Rate

$$P = \frac{f}{N} \times 100\% \quad (2)$$

Where: P = percentage
 $\frac{f}{N}$ = frequency
 N = the total number of students.

e. Mean Score

$$\bar{X} = \frac{\sum X}{N} \quad (3)$$

Where: $\bar{X}$: Mean score
 $\sum X$: Sum of all scores
 N : Total number of subject.

2.6 Indicator of the Successful Action

Based on the minimum ability criteria in the school, the school decided that the minimum ability criteria that the students have to reach was 70. A class could be said reaching the standard value if 80 % students had reached the minimum ability criteria.

3. RESULTS AND DISCUSSION

After applying predicting, inferencing, monitoring and intonation strategy, the research found the result of each cycles. The data below showed the comparison between first cycle and second cycle during the research. The researcher also put the result of students' response in the questionnaire form.

3.1 First Cycle**Table 3.** The result of students' score in first cycle

Respondents	Score of the students
Reski Aulia	60
Bayu anugrah putra	90
Selvi Ramadani	80
Ernita	80
Nur Ubaidillah Azhar	90
Sul Fikri	40
Ilham Wahyudi	60
Usri Srama Hendra	80

Respondents	Score of the students
Muliadi	50
Syamsul Haidar	50
Indah Lestari	70
Nur Alya Isma	70
Himmatul Auliya	50
Annisa Febriana	50
Sri Rahayu	50
Kiki Reski Ananda	50
Rijal S	80
Reski Nur Afiah	80
Danti Indra Astuti	50
Khaerul Amri	60
Rosni Hastuti	90

Table 4. The result of test in first cycle

Scores	Frequencies	Percentage (%)
90	3	14.29
80	5	23.80
70	2	9.53
60	3	14.28
50	7	33.33
40	1	4.77
Mean Score: 65.71		
Total	21	100

3.2 Second Cycle**Table 5.** The result of students' score in second cycle

Respondents	Cycle II
Reski Aulia	70
Bayu anugrah putra	90
Selvi Ramadani	70
Ernita	80
Nur Ubaidillah Azhar	100
Sul Fikri	60
Ilham Wahyudi	90
Usri Srama Hendra	80
Muliadi	100
Syamsul Haidar	70
Indah Lestari	100
Nur Alya Isma	100
Himmatul Auliya	100
Annisa Febriana	90
Sri Rahayu	100
Kiki Reski Ananda	100
Rijal S	100
Reski Nur Afiah	100
Danti Indra Astuti	90
Khaerul Amri	100
Rosni Hastuti	100

Table 6. The result of test in second cycle

Scores	Frequencies	Percentage (%)
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100	11	52.38
90	4	19.04
80	3	14.28
70	2	9.53
60	1	4.77
Mean Score: 90.47		
Total	21	100

3.3 Questionnaire

Table 7. Response of the students

Students	Questions								Total Score
	1	2	3	4	5	6	7	8	
1	3	5	4	5	3	4	3	3	30
2	3	4	4	4	3	3	3	3	27
3	3	5	4	4	3	5	3	3	30
4	4	5	4	5	4	5	3	3	33
5	3	4	4	3	3	4	4	2	27
6	2	3	3	4	2	4	3	3	24
7	3	3	4	4	4	3	4	4	29
8	3	5	4	3	4	4	4	2	29
9	4	4	3	5	3	4	4	5	32
10	3	3	4	5	3	3	4	2	27
11	3	4	3	3	3	4	3	3	26
12	3	3	5	4	3	4	3	3	28
13	4	4	4	3	4	5	5	4	33
14	5	4	4	3	4	4	4	3	31
15	4	4	4	5	3	4	3	4	31
16	4	4	5	4	5	4	4	4	34
17	4	4	3	4	4	4	3	2	28
18	4	4	3	4	3	4	3	4	29
19	4	4	3	3	4	4	4	3	29
20	4	4	4	4	3	3	4	3	29
21	4	4	4	4	3	4	3	3	29

Score for every questions:

Perfect	: 5
Very Good	: 4
Good	: 3
Good Enough	: 2
Poor	: 1

Table 8. The result of students' questionnaire

Score	Criteria	Frequency	Percentage
8 — 14,4	Very poor	-	-
14,5 — 20,9	Poor	-	-
20,10 — 27,3	Fair	4	19.04
27,4 — 33,7	Good	16	76.19
33,8 — 40	Very good	1	4.76
Mean score: 29,54			
Total		21	100

The data above has proven that predicting, inferencing, monitoring and intonation strategy can increase students' listening ability. The students also gave positive responses toward those activities in the class.

4. CONCLUSION

Relating to the goal of this research, the data showed that the students' listening ability was successfully increase in the second cycle. The students' responses in implementation of listening strategies in the class were very good. All

of the students gave positive responses during learning and teaching and learning process. It proved that predicting, inferencing, monitoring, and intonation strategy contributed to increase students' listening ability in the class.

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