



## *The Use Of Listening Team Model To Improving Student's English Listening Skill At Mts Yusufiah*

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### ABSTRAK

Teknik analisis data diterapkan dengan menggunakan data kualitatif dan kuantitatif. Data kualitatif diambil dari wawancara, lembar observasi, dan dokumentasi. Data kuantitatif diambil dari tes. Hasil analisis menunjukkan bahwa terjadi perkembangan dalam kemampuan siswa dalam keterampilan mendengarkan. Hal ini terlihat dari rata-rata pre-test sebesar 50,08, rata-rata post-test pada siklus pertama sebesar 67,91, dan rata-rata post-test pada siklus kedua sebesar 80,94. Persentase siswa yang mencetak nilai di atas 75 dalam pre-test adalah 8 dari 28 siswa (22,22%), dan persentase skor siswa dalam post-test siklus pertama yang mencetak nilai 75 adalah 17 dari 19 siswa (47,22%). Ini berarti terjadi peningkatan sekitar 47,22%. Kemudian, persentase skor siswa dalam post-test siklus kedua yang mencetak nilai 75 atau lebih, adalah 32 dari 4 siswa (80,94%). Ini berarti bahwa peningkatannya sekitar 88,88%. Data tersebut menunjukkan bahwa penggunaan model tim mendengarkan dalam keterampilan mendengarkan efektif, dan data di atas dapat disimpulkan bahwa kemampuan siswa dalam keterampilan mendengarkan telah meningkat dengan menggunakan model tim mendengarkan sebagai metode pembelajaran. Dalam analisis kualitatif, siswa juga terlihat aktif dan antusias dalam proses pembelajaran mendengarkan dengan menggunakan model tim mendengarkan.

### ABSTRACT

Data analysis techniques are applied using qualitative and quantitative data. Qualitative data was taken from interviews, observation sheets, and documentation. Quantitative data is taken from tests. The results of the analysis show that there has been development in students' abilities in listening skills. This can be seen from the pre-test average of 50.08, the post-test average in the first cycle of 67.91, and the post-test average in the second cycle of 80.94. The percentage of students who scored above 75 in the pre-test was 8 out of 28 students (22.22%), and the percentage of students scoring above 75 in the first cycle was 17 out of 19 students (47.22%). This means an increase of around 47.22%. Then, the percentage of students' scores in the second cycle post-test who scored 75 or more was 32 out of 4 students (80.94%). This means that the increase is about 88.88%. These data show that the use of the listening team model in listening skills is effective, and the data above can be concluded that students' abilities in listening skills have increased by using the listening team model as a learning method. In the qualitative analysis, students also seemed active and enthusiastic in the listening learning process using the listening team model.

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## 1. INTRODUCTION

English is an international language that plays a crucial role in today's globalized world. Proficiency in English is not only essential in the context of business and international communication but also in the field of education. One of the key aspects of English language proficiency is listening skills. Listening skills are vital for comprehension and communication in English. Therefore, the development of English listening skills has become a necessity in education worldwide. At Mts Yusufiah, a junior high school in Indonesia, the understanding of the importance of English listening skills has become a primary focus in efforts to enhance the quality of education. Teachers and staff at this school are committed to finding effective methods to develop students' listening abilities. One approach that has emerged as an intriguing alternative is the use of the team listening model.

The team listening model involves collaboration among students in small groups to listen to and respond to various English-language materials. This approach can create an interactive and supportive learning environment, which is expected to significantly improve students' listening skills. To gain a deeper understanding of how the use of the team listening model can help enhance English listening skills at Mts Yusufiah, we will refer to findings in related Indonesian research journals. Before delving into the use of the team listening model, it is important to understand the role of listening skills in English language learning. According to [1], listening skills are the foundation for effective comprehension and speaking. If students cannot understand what they hear, they will struggle to speak and interact in English. In educational environments like Mts Yusufiah, the development of English listening skills has become an integral part of the curriculum. According to research by [2], schools in Indonesia are increasingly recognizing the importance of listening skills and have integrated them into their teaching methods.

The use of the team listening model in the classroom is one of the ways that some teachers have employed to enrich students' learning experiences. According to research by [3], this model can create a more active and interactive learning environment. However, before adopting the team listening model widely, it is important to understand to what extent this model is effective in improving students' listening skills. A study by [4] shows that the team listening model can enhance students' listening comprehension. The success of using the team listening model can also be influenced by various factors. Research by [5] identifies group size, material selection, and the teacher's role as factors that need to be considered.

What is the relevance of using the team listening model in the context of Mts Yusufiah? In a study conducted by [6] at a junior high school in Indonesia, the use of the team listening model was found to yield positive results in improving students' English listening skills. It is also important to explore how the team listening model can be integrated into the curriculum at

Mts Yusufiah. According to research by Wijaya [7], curriculum development that integrates such teaching models can support educational goals. What do the teachers at Mts Yusufiah think about using the team listening model? According to research by [8], most teachers view this model as a potential tool to enhance students' listening skills. However, it cannot be ignored that the use of the team listening model may also face challenges in implementation. According to the study by Hidayati [9], some challenges that may be encountered include time management, resource availability, and teaching skills. In order to improve English listening skills at Mts Yusufiah, we will conduct research focused on the use of the team listening model. This research will investigate the extent to which this model can enhance students' listening skills at the school and how it can be integrated into their curriculum.

This research will consider various factors identified by previous studies, as well as the perspectives and experiences of teachers at Mts Yusufiah. Therefore, this research is expected to provide a more comprehensive understanding of the potential of the team listening model as a tool to improve English listening skills at Mts Yusufiah. The research methods to be used in this study will involve classroom observations, interviews with teachers, and surveys of students. We will select a representative sample from various grade levels at Mts Yusufiah to ensure that the research findings reflect a broader reality. Additionally, we will observe changes in students' listening skills before and after the implementation of the team listening model. The results of this research are expected to provide a deeper understanding of the potential and challenges of using the team listening model in the educational context of Mts Yusufiah. Furthermore, this research can offer valuable recommendations for schools and teachers to improve English listening instruction. In a globally interconnected context, English proficiency is a necessity. Therefore, educational institutions like Mts Yusufiah must continue to innovate in their teaching methods to ensure that their students have strong English listening skills. The use of the team listening model is a promising step toward achieving this goal, and this research will make a significant contribution in uncovering its potential.

This research will also refer to various Indonesian research journals mentioned in the introduction. Data and findings from these studies will serve as the theoretical and contextual foundation for our research. This will also ensure that our approach aligns with the Indonesian educational environment and can provide more relevant recommendations for Mts Yusufiah and similar schools in Indonesia. In conclusion, the use of the team listening model as a tool to enhance English listening skills at Mts Yusufiah is a valuable and important initiative. This research will focus on the potential, challenges, and recommendations related to the use of this model in this specific educational environment. With the hope that the findings of this research will help improve the quality of English language instruction at Mts Yusufiah and contribute significantly to our understanding of the importance of developing listening skills in the context of English education in Indonesia.

## **2. METHOD**

The objective of this research is to investigate the efficacy of the Listening Team approach in establishing groups with specific duties or roles linked to the subject matter, thereby fostering active student engagement throughout the learning process. Through the acquisition of listening skills, it is anticipated that students will become proficient in receiving, comprehending, and articulating the messages conveyed by speakers or the audio content they

encounter. The mastery of these skills should empower students to address challenges related to listening skills effectively.

This action research was conducted in class VIII of MTS YUSUFIYAH. This school is located at Jl. Raya Pd. Gede No. Jalan Pondok Gede, RT.2/RW.1, Lubang Buaya, Kec. Cipayung, East Jakarta City, Special Capital Region of Jakarta 13810 researcher conducted action research based on the school schedule on 18 July to 12 August.

Classroom action research, hereinafter abbreviated as CAR is one of the kinds of action research in terms of setting and location. This type of research is familiar to teachers or educators when they will solve problems and improve the quality of research-based learning. (Action Research Classroom). In this research, the Kemmis-McTaggart spiral model from 1988 is employed. This model divides a single cycle of classroom action research into four stages, which are planning, implementation, observation, and reflection, as outlined by Trianto in 1988. (observing, and reflecting [10]

## 2.1 Action Research Design

The action research was conducted through the process below. showing the cause-and-effect relationship between actions and results.

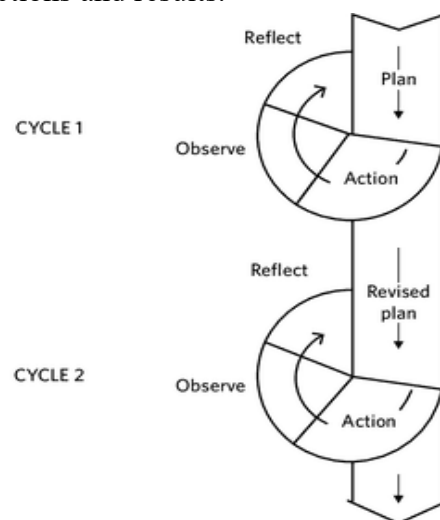


Figure 1. The Action Research Cyclical Model developed by Kemmis and McTaggart

- The planning structure is a product of initial reflection, characterized by its adaptability and the ability to be modified in response to real-world conditions.
- Action involves making efforts to rectify, enhance, or modify actions according to the action plan.
- Observation entails the careful scrutiny of the effects of the implemented actions or interventions on the students.
- Reflection encompasses the systematic analysis, synthesis, and interpretation of all information gathered during the action period. It involves evaluating and considering the outcomes and impacts of the actions, leading to well-founded conclusions aligned with existing theories or research findings.

## 2.2. Design Of The Research

This research falls under the category of action research, aiming to illustrate the enhancement process concerning students' listening proficiency. Within this procedure, researchers collaborate with English instructors and students to recognize and explore issues arising during English language acquisition. Subsequently, the researcher and teacher collaborate to devise potential solutions for addressing these issues, execute classroom actions, and ultimately assess the effectiveness of the listening team model in enhancing students' listening abilities.. In line with the statement, John Elliott that first, identifying and clarifying general ideas refers to statements that link an idea with action. In other words, the general idea is a statement about a condition or situation of an object that is to be changed or improved through the object to be changed or improved through the stages of action.

## 2.3 Research Procedure

### 1. Preliminary Observation

Initial observation holds significance in identifying genuine issues related to students' English language skills. There are some activities in preliminary observation such :

- 1) Interview with English teachers about students' English problems.
- 2) Determining students' English problems.
- 3) Choosing a method for research.
- 4) Determine the time to start the research

### 2. Pre-test

### 3. Cycle-1

### 4. Cycle-2

## 3. RESULT AND DISCUSSION

The data was collected through two observations: one before starting the Class Action Research (PTK) and after during the PTK. The researchers observed the students' participation during the English listening skills class and took notes. technique given by a teacher in teaching listening skills is not interesting for students, the teacher just gives an audio of a conversation that used hard to understand to students and asked them to rewrite again from the audio then students could not rewrite the conversation from the audio easily.

The researcher collected information about the students' situation in the class, including the problems they were facing. The students had difficulty understanding the meanings of words and struggled with spelling. Additionally, they found learning English boring and uninteresting. However, when the students started learning through the listening team model, they became excited and motivated to learn English. We can tell this because they showed enthusiasm and interest during the lessons, and their understanding and memory skills improved, as seen from their improved scores.

## 1. Research Findings

### a. Pre-Interview

In this research, there was a pre-interview done with a teacher. The interview was not highly organized and had a casual format. It took place on Monday, 24th July 2023, from 12:00 p.m. to 12:30 p.m. During the interview, the researcher asked the teacher various questions

related to the English classroom. The questions covered three main areas: the overall atmosphere in the English class, specifically focusing on listening learning, the teaching strategies used by the teacher for listening, and the difficulties students face when learning vocabulary and listening skills. The question asked the teacher was:

(R)What difficulties do you usually encounter when teaching listening?

(T) The difficulty is that some of them don't master it because they have different

From the sample above, the researcher concluded the levels of English. have different levels in English, some are already proficient, and some still have difficulty listening to what words are meant. Some still have difficulty listening to the word means, so they have to repeat it twice. Further details from the pre-interview can be found in the appendix.

(R)What media do you use to teach listening?

(T) The media is usually transcripts of songs that have had the lyrics removed, so usually played via mobile phone.

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(R). What is your biggest difficulty in learning English, especially listening?

(S). It's hard to pronounce words in English if you are spoken to in English if you listen to recordings of recording of a Caucasian person so the pronunciation is unclear.

(R).In English lessons there are four skills, namely listening, speaking, reading and writing. Of the four skills, which one do you like the most?  
favourite? Why?

(S).I like listening, so I like it when there is a listening class because it's fresh and fun. class because it's fresh and fun, miss

#### b. Post-Interview

Unstructured interviews were conducted on Friday 4 August 2023. It started at 12.00 and finished at 12.30. In this case, researchers discussed the results of the listening team in improving listening skills. The question and the teacher's responses were as follows:

(R)Does using listening teams improve students' listening skills?

(T) I think this listening team is quite effective for listening, because I see there is progress in their abilities, and focus

(R)What do you think about the listening activities with listening teams that I implement in class?

(T) Yes, so far so good, children who were previously passive began to dare to show their hands I see.

Based on the information above, the conclusions from the post-interview that is the teacher give a positive response to the implementation of the listening team model. For details, the post-interview can be found in the appendix.

(R).Do you like learning listening by using the Listening team model?

( S): I like it, but sometimes it's hard for me to understand the words. because it's too fast

(R).What progress did you feel during teaching and learning activities using listening teams?

( S): I know more vocabulary, because from the recording alone we have added a lot of vocab. recording alone we have added a lot of vocab.

### c. The Result of The Observation

The data was collected through two observations: one before starting the Class Action Research (PTK) and after during the PTK. The researchers observed the students' participation during the English listening skills class and took notes. technique given by a teacher in teaching listening skills is not interesting for students, the teacher just gives an audio of a conversation that used hard to understand to students and asked them to rewrite again from the audio then students could not rewrite the conversation from the audio easily.

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## 3.1 The Result of the Listening Skills Test

### a) Pre-Cycle

During this stage, the researchers did a few things to discover problems in the field. First, they observed how English was being taught in Class VIII at MTS YUSUFIAH. Then, they interviewed the students to gather information about any weaknesses and suggestions they had regarding the English learning process. This helped to reinforce the overall findings about the problems. The last is a pre-test a listening skills test to see the extent of students' ability to listen in English.

### b) Cycle 1

In this cycle, the researcher will adhere to a four-step process, which includes planning, taking action, conducting observations, and reflecting on the outcomes. Two meetings with the students are scheduled for this cycle, and following each meeting, an assessment will be administered to evaluate the extent of the students' progress

### c) Cycle 2

Cycle II consisted of two face-to-face meetings, with an evaluation at the end of the cycle. In this cycle, we repeated the activities from Cycle I but made improvements based on the feedback we received. In Cycle I, we provided a list of audio conversations with a translator to help students understand. However, in Cycle II, we made a change. The teacher gave the students a list of conversations without a translator and asked them to find the meaning on their own. This was done to keep the learning process engaging and to challenge the students to actively search for answers. By doing this, we aimed to make the learning experience more interesting and effective for the students

#### 4. CONCLUSION

After conducting a teaching experiment (PTK) in the eighth grade at MTS YUSUFIAH during the 2023/2024 academic year, we found that students' listening skills improved, and they were better at remembering and retaining vocabulary. This is supported by the following evidence. In the pretest, only 8 students (out of a total) met the Minimum Completeness Criteria (KKM) with a KKM score of 75. However, in the first cycle posttest, the number of students meeting the KKM increased to 17, which is 75% of the students. In the second cycle posttest, 32 students, or 80.94% of the class, reached the KKM with an average listening skills score of 88.88, showing that they achieved the success criteria. This demonstrates that using the listening skills teaching approach positively impacted the students' learning outcomes.

Secondly, when we observed the students, we noticed that they became more engaged and actively participated in the teaching and learning process. This was evident from the consistent increase in their scores during each class session. Finally, we interviewed the English teachers, and they had positive feedback about using the listening team learning model to teach listening skills. They found it a valuable alternative approach for effectively teaching listening skills. In conclusion, this study successfully enhanced listening skills through the use of the listening team model. Moreover, the students became more engaged and actively participated in the teaching and learning of listening skills. Therefore, the listening team model can be considered as a useful alternative strategy for teachers to improve and maintain students' vocabulary while teaching listening skills.

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