

# The Effect of Implementing Listening Teams Strategy on Students' Critical Listening Ability

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## ABSTRACT

This research is based on the students of the lowest critical listening ability. In fact, critical listening ability is very important to master in order to make judgment for conclusion whether or not the ideas and information in the news they hear are facts or not, accurate or not, based on certain criteria. The aim of this research is to describe (1) the initial critical listening ability of students in news text learning, (2) the final critical listening ability of students in news text learning, and (3) the significant differences in the final critical listening ability between the students in experimental class and the control class in news text learning. This research used a quasi-experiment method with non-equivalent control group design. The sample of this research was determined through a purposive sampling technique and consisted of 31 students as the experimental class and 31 students as the control class. Based on findings, the average score of pre test in the experimental class and control class were 52.92 and 53.02, respectively. Then, the average score of post test result in the experimental class and control class were 73.96 and 60.34, respectively. Based on hypothesis test,  $t_{count}$  was obtained  $5.361 > t_{table} 1.671$  with 60 degrees of freedom and 95% confidence level. The results of this research indicate that there are significant differences in the final critical listening ability between students in experimental class and control class in news text learning.

**Keywords:** *Listening teams strategy, audio media, critical listening, news text*

## 1. INTRODUCTION

Listening has a very important role in various aspects of life. For example, when someone is involved in communication, 9% is spent for writing, 16% reading, 30% speaking, and 45% listening (Hedge, 2000). This shows the dominance of listening activity in day life. In addition, a person's listening ability affects their capacity to improve other language skills such as speaking, reading, and writing (Gilakjani & Ahmadi, 2011).

Listening to academic diversity in the process involves mental activity and is more functional to acquire knowledge by relying on reasoning abilities (Marx, Heppt, & Henschel, 2016). These mental activities are used to receive and understand information from speakers. Mental activity in the listening process is carried out actively and consciously so that it is different from listening activities that are inactive and accidental. Based on this view, listening to various academics requires active and critical thinking activities. In relation to classroom learning, active and critical thinking in

listening activities is carried out to be able to understand language codes that are conveyed by teachers. In addition, at the next level, they will clarify the language codes based on the experience they have. This is done so that they can filter the contents of which messages are appropriate and must be stored based on the language codes that they receive.

Seeing the development of information and communication technology today, everyone can spread information, or ideas freely. However, often the information and ideas are persuasion, propaganda and contain false truths. This certainly requires someone to be able to judge the truth and accuracy of the information or ideas they hear. Thus, the ideal critical listening ability is very important for everyone, so that they can make judgments to clarify the information or ideas they receive. According to Aytan (2011), the ability to listen effectively and efficiently is very important for someone to have today. As pointed out by Ariani, Dawud, and Basuki (2019), critical listening skills are not only useful in academic activities, but also for decision making problems in daily life activities.

In fact, students critical listening skills are still low. According to Barhaman, Satromiharjo, Damayanti, and Mulyati (2019) the ability to listen critically in the social organization community in Makassar is relatively low because they do not realize the importance of critical listening skills in academic activities and daily life. That research indirectly also proved that students critical listening ability was still low. Most of the students critical listening ability were in the "poor" category.

## 2. LITERATURE REVIEW

Critical listening is a type of intensive listening activity to interpret, look for facts or truths, and make conclusions about a speaker's utterance with strong reasons and can be accepted by reason (Tarigan, 2015). Critical listening is categorized as a high order thinking skill, the purpose of this type of listening is to determine what is being listened to is accurate or not, fact or not (Yalçın, 2012). To achieve this, students must also have the ability to reason. According to Ariani et al. (2019) students must think logically to decide a conclusion whether the information or any ideas in a material are facts by looking at the existing evidence.

A person can be said to have the ability to listen critically if he has the special characteristics of a critical listener, namely (1) active, (2) thorough, (3) critical thinking, (4) seeking clarity, (5) sensitive, (6) empathetic, and (7) collaborating (Erkek & Batur, 2019). A critical listener must be in a state that is ready to do intensive listening, because critical listening requires good attention, thinking, reasoning, interpretation, and imagination. There are several special situations that require a person to listen critically, among others, the delivery of political speeches, philosophical speeches, news, and the alluring words of a salesman (Hunt, 1981).

Three important things that must be prepared by the teacher before critical listening to news text learning begins, namely (1) planning, (2) implementation, and (3) learning assessment. These three things really determine the implementation of effective critical listening learning (Syafrina, Dermawan, & Widiati, 2017). However, Syafrina et al. (2017) found that teachers often carry out listening activities in text-based learning in class, but they do not plan to specifically design listening activities in the classroom, so that listening activities are carried out without direction and learning activities is ineffective.

In planning critical listening to news text learning, the teacher will consider the selection of strategies and media to be used. Strategy and media are two components that can affect the success of learning. According to Al-Alwan, Asassfeh, and Al-Shboul (2013) who found that the use of various strategies and media in listening learning in a class will have a positive

effect on the listening performance of students in that class. The learning strategy is a pattern of skills chosen to carry out learning programs that can create learning situations that allow students to perform mental and intellectual activities optimally to achieve learning goals (Iskandarwassid & Sunendar, 2018).

The listening team's strategy assisted by audio media can be an alternative strategy and media selection for critical listening to news texts learning. According to Silberman (2012) states that the Listening Team strategy is a way to help students stay focused and active during the learning process. This strategy is appropriate to use in learning competencies that require students to do intensive listening and active (critical) thinking about the material. This strategy is effective in increasing the activeness, listening skill, and critical thinking skill of students in learning by showing an opinion, arguing, and asking questions about an existing problem (Yakiba, 2017).

Audio media with their auditive abilities can provide positive stimulation so that students participate actively and are motivated to learn, so that it is easy for them to capture the message content in detail and detail (Yusantika, Suyitno, & Furaidah, 2018). The use of this media is more effective in increasing students listening ability in text-based learning which prioritizes listening activities than other media. Audio media in language learning specifically improve students listening ability from three aspects, namely memory ability, assessment ability, and respond ability.

## 3. METHOD

The research model used in this research is a quasi-experiment. The research design used in this research is Non-equivalent Control Group Design. The research was conducted at SMP Negeri 2 Lembang, West Java. The population in this research were all 8<sup>th</sup> class students of SMP Negeri 2 Lembang in the 2019/2020 school year. The population consisted of 348 students who were divided into nine classes/groups. Sampling in this research was carried out by purposive sampling technique (non-probability sampling) with a total sample of 62 students divided into two groups, with the details of one group being the experiment class and other group as the control class.

The instrument used was a test instrument in the form of questions in the form of an ordinary broad essay and series to measure students critical listening ability based on 5 indicators of critical listening ability adapted from the critical listening activity criteria proposed by Tarigan (2015). The five indicators of critical listening ability are (1) determining the reasons "why" related to the news text, (2) drawing conclusions from the news text, (3) distinguishing facts and fantasies, accurate and inaccurate, relevant from the irrelevant ones contained

in the news text. news text, (4) determining new information or additional information for a topic in the news text, and (5) detailing the habits of proper speech, words, word usage, and elements contained in the news text. The data analysis procedure includes three stages, namely as follows, (1) preparation, (2) data tabulation includes analysis of pre-test and post-test data, (3) application of data in accordance with the research approach used includes processing of parametric inferential statistical data, namely prerequisite tests. and test results (T-test).

**4. RESULTS AND DISCUSSION**

**4.1. Results of Students Pre-test and Post-test in the Experiment Class and the Control Class**

The comparison of the initial and final critical listening abilities between the students in experiment class and control class in news texts learning based on the mean score of pre-test and post-test shown in Table 1. Where, the average pre-test scores of students in the experiment and control class were 52.92 and 53.02, respectively, which were in the “Less” category. Meanwhile, the post-test average scores of students in the experiment class and control class after being given the treatment respectively were 73, 96 and 60.34 which were in the “Good” and “Enough” categories.

**Table 1.** Pra-test and post-test of experiment class and control class data

No.	Class	Data	Mean	Lowest score	Median	Highest score
1.	Eksperiment	Pre-test	52.92	38.89	48.41	74.60
		Post-test	73.96	57.14	73.02	96.83
2.	Control	Pre-test	53.02	27.78	45.24	80.95
		Post-test	60.34	38.89	53.97	84.13

**Table 2.** Inter-appraisal reliability test results

Reliability Statistics					
No.	Class	Data	N of Alpha (α)	N of Items	Description
1.	Eksperiment	Pre-test	.976	3	Reliable
		Post-test	.974	3	Reliable
2.	Control	Pre-test	.930	3	Reliable
		Post-test	.976	3	Reliable

**4.2. Prerequisite Test**

The prerequisite test in this study include inter-rater reliability, normality, and homogeneity tests as shown in Table 2. The table of the results of the pre-test and post-test data reliability of students in the experiment class and control class respectively shows that Alpha (α) values of 0.976, 0.974, 0.930, 0.976 which means Alpha (α) > 0.05. Based on the Guilford table, the Alpha (α) values of 0.976, 0.974, 0.930, 0.976 are in the range 0.80 - 1.00 and have a reliability coefficient between weights with a very high correlation category. Thus, the pre-test and post-test data for the experimental class and control class can be trusted.

The test results for the pretest and post-test data for the experiment class and the control class (Tests of Normality) show a significance value of 0.134, 0.200\*, 0.200\*, and 0.200 \*, respectively. This can be seen in the Kolmogorov-Smirnov column which shows the Sig 0.134, 0.200\*, 0.200\*, and 0.200\*. Based on these data, the values are 0.134, 0.200\*, 0.200\*, and 0.200\* > 0.05. So, data from the pre-test and post-test results for the experiment class and control class are normally distributed which can be seen in Table 3.

The test results of the pre-test and post-test data homogeneity between the experiment class control class (Tests of homogeneity of variance) show a significance value of 0.149 and 0.110, respectively. This can be seen in the column showing the Sig. 0.149 and 0.110. Based on these data, the values 0.149 and 0.110 > 0.05. Thus, the data from the pre-test and post-test results of the experiment class and control class students are homogeneous. These data can be seen in Table 4.

**Table 3.** Normality test results

Tests of Normality Kolmogorov-Smirnov <sup>a</sup>						
No.	Class	Data	Statistic	df	Sig.	Description
1.	Eksperiment	Pre-test	.139	31	.134	Normal
		Post-test	.071	31	.200*	Normal
2.	Control	Pre-test	.125	31	.200*	Normal
		Post-test	.108	31	.200*	Normal

**Table 4.** Homogeneity test results

Test of Homogeneity of Variance							
N o.	Class	Data	Levene Statistic	df1	df2	Sig.	Description
1	Eksperiment and control	Pre-test	2.139	1	60	.149	Homogen
2	Eksperiment and control	Post-test	2.629	1	60	.110	Homogen

**Table 5.** Hypothesis test results

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality Means						
			t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confident Interval to the Difference	
Equal variances assumed	2.629	.110	5.361	60	.000	13.62007	2.54056	8.53819	18.70
Equal variances not assumed			5.361	55.566	.000	13.62007	2.54056	8.53819	18.71

**4.3. Test Results**

The test results in this research include hypothesis testing to determine the significant difference in the final ability of students' critical listening in the experiment class and the control class in learning news texts. The test results are as follows as shown in Table 5.

The hypothesis test table, which can be seen in Table 5, (Independent Samples Test) shows a significance value of 0.000 and a  $t_{count}$  of 5.361. This can be seen in the Sig. (2-tailed) which indicates the Sig. 0.000 and column t which shows the value of 5.361. The  $t_{table}$  value for the 95% significance level and 60 degrees of freedom (df) is 1.671. Based on the results of the hypothesis test, the  $t_{count}$  value  $5.361 > t_{table}$  value 1.671. Thus, it can be concluded that there is a significant difference between the final critical listening ability between the students in the experimental class and in the control class to news texts learning, or in other words,  $H_a$  is accepted and  $H_o$  is rejected.

**4.3.1. The Initial Critical Listening Ability of Students in Experiment Class and Control Class in News Text Learning**

The initial critical listening ability of students in the experiment class and the control class in news text learning can be identified based on three things, namely (1) average score of the students' pre-tests, (2) students dominant pre-test scores in certain categories, and (3) analysis of the results of students' pre-test answers.

The mean value of students in the experiment class before being given treatment with the listening team strategy assisted by audio media was 52.92 which was in the 30-55 range with the "Less" category. Then, the predominant pre-test scores of students in the experiment class are in the range 30-55 with the "Less" category or one rank with the average pre-test scores of students who are in the same category. Furthermore, the results of students' pre-test answers showed that most of the students in the experiment class before being given treatment with the Listening Team strategy assisted by audio media, had difficulty answering pre-test questions listening to critical news texts which were included in the aspects number 2, 3, and 4.

The mean value of students in the control class before being given treatment with direct techniques and reading through the model was 53.02 which was in the 30-55 range in the "Less" category. Then, the predominant pre-test scores of students in the control class were also in the range 30-55 with the "Less" category or one level with the average pre-test scores of students who were in the same category. Furthermore, the results of the students' pre-test answers before being given treatment with direct techniques showed that there were still many difficulties experienced by most of the students in the control class in answering the pre-test questions in critical listening to news texts which were included in the aspects number 2, 3 and 4.

**4.3.2. The Final Critical Listening Ability of Students in Experiment Class and Control Class in News Text Learning**

The final critical listening ability of students in the experiment class and the control class in news text learning can be identified based on three things, namely (1) the student's post-test average score, (2) the students dominant post-test score in certain categories, and (3) the analysis of results of students' post-test answers.

The mean value of students in the experiment class after being given treatment with the listening teams strategy assisted by audio media was 73.96 which was in the range 70-84 with the "Good" category. Then, the students' dominant post-test score was also in the range 70-84 with the "Good" category with a percentage of 54.84%. Furthermore, the results of the students post-test answers showed that most students after being given treatment with the Listening Teams strategy assisted by audio media had no difficulty in answering post-test questions listening to critical news texts which were included in aspects number 1, 2, 3, and 4. This was identified as the influence of planning in the form of designing listening activities specifically and implementing Listening Teams strategy assisted by audio media during the learning process on each aspect of critical listening to the news text.

Critical listening is a process of accepting, constructing meaning from, and responding to verbal or nonverbal messages from the speaker or listening material (Bodie, 2013). This research found that the Listening Teams strategy has an effect on improving the

results of students' answers to aspects 3 and 4 by triggering students to think critically and to respond to the listening material they receive. This is similar to the research of Yakiba (2017) which found that this strategy was effective in increasing student activeness, listening and critical power in learning by showing an opinion, arguing, and asking questions about an existing problem. While the use of audio media has an effect on improving the results of students' answers on aspects 1 and 2, as research by Yusantika et al. (2018) who found that audio media can help students focus their attention and make them concentrate or focus on what they see, so that they are easy to capture the message content in detail and detail.

The mean values of students in the control class after being given treatment with direct techniques and reading through the model is 60.34 which is in the range 55-69 in the "Enough" category. Then, the students' dominant post-test scores were in the range 55-69 with the "Enough" category with a percentage of 45.16%.

Furthermore, the results of the students' post-test answers showed that most of the students in the experimental class after being given direct technique treatment and reading through the model had no difficulty in answering post-test questions by listening to critical news texts which were included in aspects number 1 and 2. However, students There are still difficulties in answering the questions included in aspects 3 and 4. This was identified because there was no planning in the form of designing listening activities specifically and implementing variations of strategies and media during the learning process. As research by Al-Alwan et al. (2013) who found that the use of various strategies and media in learning listening in a class will have a positive effect on the listening performance of students in class.

#### *4.3.3. The Significant Differences in Final Critical Listening Ability Between the Students in Experiment Class and Control Class in News Text Learning*

The significant difference in the final critical listening ability between students in the experiment class and the control class in learning the news text can be determined based on (1) comparison of the difference between the students post-test mean scores in the experiment class and the control class, (2) comparison of students' dominant post-test scores in certain categories in the class experiment and control classes, and (3) results of statistical calculations or hypothesis testing on the post-test data of students in the experimental class and control class.

Based on the results of the comparison of the difference in the mean value of students' pre-test and post-test in the experimental class and the control class, there is a difference in the increase in which the students

test results in the experimental class have increased higher or better than the test results of students in the control class. The difference between students' pre-test and post-test scores in the experiment class was 21.04, while the difference between students' pre-test and post-test scores in the control class was 7.32.

There are differences in students' dominant post-test scores in certain categories in the experimental class and the control class. Where, the dominant post-test score of students in the experiment class is superior and is in the "Good" category with a percentage of 54.48%, while the dominant post-test score of students in the control class is in the "Enough" category with a percentage of 45.16% or one category below. The percentage of students' dominant post-test score in the experiment class.

The results of analysis and statistical tests (hypothesis testing) showed a significance value of 0.000 and obtained a  $t_{\text{count}}$  value of 5.361 and a  $t_{\text{table}}$  value of 1.671 using 60 degrees of freedom (df) and level of confidence 95%. This shows the value of  $t_{\text{count}} > t_{\text{table}}$  because the  $t_{\text{count}}$  value of 5.361  $>$   $t_{\text{table}}$  value is 1.671. Thus, ( $H_a$ ) can be accepted because there is a significant difference in the final critical listening ability between the students in experiment class and control class in critical listening to news texts learning. Thus, it can be concluded that the listening team strategy assisted by audio media is effective in critical listening to news texts learning. This is as research by Syafrina et al. (2017, pp. 706-713) who found that listening learning with planning in the form of designing listening activities specifically and implementing variations of learning strategies and media was more effective than without planning.

## **5. CONCLUSION**

Based on the findings and discussion, the results of this research are as follows. First, the initial critical listening ability of students in experiment class and control class in news texts learning was low. This is based on the pre-test average score of students in the experiment class of 52.92 in the "Less" category and students in the control class of 53.02 with the same category. Second, the final critical listening ability of student in experiment class and control class in news texts learning is high and sufficient. This is based on the pre-test average score of students in the experiment class of 73.96 with the "Good" category and students in the control class of 60.34 in the "Enough" category. In this case, the students final critical listening ability in the experiment class was superior than the control class students. Third, there is a significant difference in the final critical listening ability between students in the experiment class and the control class in news texts learning. This is based on the results of the t test which

shows the value of  $t_{count} > t_{table}$  value or  $5.361 > 1.671$  for the 95% significance level and the degrees of freedom (df) of 60.

Based on the research findings, there are several suggestions for teachers and further researchers. First, the teacher is expected to be able to plan listening learning by arranging specific listening activities. Second, teachers are expected to be able to carry out a sharp analysis of several factors such as strategies, methods or techniques, media, needs and characteristics of students. Third, the next researchers who will examine the application or effectiveness of strategies and media in listening learning are expected to use language laboratories to create ideal and the same listening environment for students as research samples.

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