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Analysis of ability to listen to descriptive text through the implementation of the learning team's strategy student

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ABSTRACT

The purpose to be achieved in this study is that students could have the ability to analyze and gather to descriptive text through the application of the listening team strategy, especially 2nd semester students in class A majoring in Indonesian Language and Literature Education in the 2019/2020 academic year. The research method used is descriptive qualitative method according to its type. The subject of this research is the ability to listen to descriptive texts of 2nd semester students in the 2019/2020 academic year majoring in Indonesian Language and Literature Education. The source of data is class A 2nd semester students totaling 32 people and lecturers of Listening Skills courses. To collect data, the technique used is a combined triangulation of observation and tests. The data analysis technique is inductive based on the facts obtained in the learning process and then constructed according to its type. The process goes through several stages starting with orienting the learning process, all data is described, the next stage is reduction or focus on the problems that arise during learning then selected according to the type, the last stage is analyzed. The results of the study state that the learning teams learning strategy has had a positive impact on student responsibility and activity in analyzing the description text that has been listened to during learning. Of the thirty-two students participating in the learning, 25 students have carried out their responsibilities 'well', 5 people are classified as quite good, and 2 people are 'not good'. The test results showed that 27 students answered correctly and 5 students still needed further guidance. The application of the learning teams strategy can improve the ability to analyze descriptive texts from listening to second semester students of the Department of Indonesian Language and Literature Education FBS Unima because the achievement is maximum.



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Introduction

Listening competence that must be possessed by language learners, in this case students majoring in Indonesian Language and Literature Education semester 2 class 2019/2020, is to be able to analyze the content of the text they are listening to. Listening is the process of listening to verbal symbols with full attention, understanding, appreciation, an interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through an oral exam (B et al., 2023; Sudaryanto et al., 2022; Sukaton, 2018; Supriyadi et al., 2019; Tarigan, 1991). So, listening requires various competencies such as attention, interpretation, appreciation and understanding of the

meaning of communication. Understanding the meaning in question includes literal and nonliteral (critical) meanings (Sari et al., 2020). Furthermore (Saddhono, K & Slamet, 2014) states that the listener is the most important factor in determining the effectiveness of listening events. Although other factors have met the requirements, if the listener does not try seriously and does not exert maximum ability, the effectiveness in listening will not be achieved.

At the tertiary level, the listening competence required is of course different from that in elementary or secondary schools (Tang, 2020; Wallace, 2022). Listening is the basis for students to gain knowledge so that students can listen well, students must be given understanding and good listening techniques (Abd. Syakur, 2020; Djaborova, 2020; Ekayati, 2020; Zhang & Graham, 2020). For example, students must be equipped with techniques for capturing main ideas/explanatory ideas, basic information, causal relationships, and summarizing the material they are listening to. Students must also be equipped with pragmatic listening techniques, diction, language style and so on.

The irony is that in general, students' scores in listening courses are low. Researchers assume that students have not been able to listen well to the material given by the lecturer. In lectures, students generally use this skill because students' reading interest is considered lacking which has an impact on students being less interested in listening. Therefore, listening skills need attention and solutions to problems faced by students must be sought (Cicekci & Sadik, 2019).

As a lecturer at the Department of Indonesian Language and Literature Education for researchers, the solution taken is through improving teaching strategies. Lecturers should provide students with an understanding of good listening techniques in addition to situational factors (comfortable circumstances), noisy, not conducive, and speaker factors (interlocutors), listeners (unclear speech instruments), unclear voice volume, and how to unattractive speaker. According to Canale and Swain in Hidayat (1990) communication skills including listening skills require the ability to language rules, socio-cultural rules, discourse rules, probabilities, appearances and communication interactions.

One strategy that is considered appropriate to maximize or improve students' listening skills is through listening teams (Nainggolan, 2023). This strategy helps students to stay focused and stay focused on lectures that use the lecture method. This strategy aims to form groups that have certain duties and responsibilities related to lecture material (Zaini, H, 2008). This strategy is used in addition to creating a conducive classroom climate, it can also increase the responsibility of students and their groups by way of students having to understand good listening techniques. The learning process students are divided into seven heterogeneous teams, each team assigns a person who reads a description text with the title "Danau Tondano", the others serve as listeners. After the text reading stage is complete, each team is given time to discuss the results of the simulation. The process is that there are those who function as questioners, there are those who agree, disagree and even those who give examples, according to the material of analyzing the results of listening to descriptive texts.

Listening can be divided into intensive listening and extensive listening. This research is limited to intensive listening, especially critical listening, students majoring in Indonesian Language and Literature Education in semester 2 of the 2019/2020 academic year using the strategy of listening teams. For the sake of clarity of this research, the problem is formulated as follows, 'How is the ability of semester students, class A majoring in Indonesian Language and Literature Education for the 2019/2020 academic year in analyzing the results of critical listening to descriptive texts using listening teams strategy? The purpose of this study was to describe the ability of students majoring in Indonesian Language and Literature Education in semester 2 of class A, 2019/2020 academic year in analyzing the results of critical listening to descriptive texts using listening teams strategy.

The results of this study are expected to contribute to efforts to develop learning strategies, especially listening skills learning strategies. In addition, lecturers can use it to improve the quality of their teaching. The learning process students are divided into seven heterogeneous teams, each team assigns a person who reads a description text with the title "Danau Tondano", the others serve as listeners. After the text reading stage is complete, each team is given time to discuss the results of the simulation. The process is that there are those who function as questioners, there are those who agree, disagree and even those who give examples, according to the material of analyzing the results of listening to descriptive texts.

Method

This research uses descriptive analytic method, carried out with the main objective of systematically describing the facts and characteristics of the object or subject being studied appropriately. This method is used to get in-

depth data, meaningful data, and tries to describe the symptoms of events, and events that are happening today. According to (Sugiyono, 2009) analytical descriptive method to describe active problems as they are in the implementation of research. This qualitative descriptive research method follows the steps of the learning teams of listeners. The data was obtained through learning strategies for the second semester students of class A, majoring in Indonesian Language and Literature Education, class of 2019/2020.

The data sources for this research are students in the second semester of the 2019/2020 academic year, totaling 32 people majoring in Indonesian Language and Literature Education. Descriptive research is generally carried out with the main objective of systematically describing the facts and characteristics of the object or subject under study. Due to the fact that this research has a target that produces listening learning strategy products, this research uses an R & D (Research and Development) approach. According to Nusa (2011) the peak of R & D is to involve the process of product introduction. The steps are: a) Strategy development, b) Strategy validation, c) Trial (pretest, treatment, post-test), and d) Analyzing trial results and developing trial results. Furthermore, it is analyzed based on its assessment aspects.

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Observation

This technique is used to obtain data by direct observation to the research subject. Before the listening teams strategy was implemented, the researcher observed the learning process while taking notes. This learning observation is carried out repeatedly according to the listening course schedule. The final data collection was carried out on May 24, 2020. When the listening teams strategy was implemented, the researcher started the activity at that time by observing the learning process in class. Observing the way the teacher teaches by implementing the listening team strategy, as well as the active response of the students.

Test

The test is given to measure the listening ability of second semester students of class A, 2019/2020 school year. According to Arikunto (2010) the test is a tool or procedure used to find out or measure something, with events that are in accordance with predetermined rules. The researcher reads the material in the form of a description text with the title "*Danau Tondano*", then the students give responses according to the function of each theme. The aspects assessed are:

A = understand basic information (weight:30)

B = Summarize the content of the text (weight: 50)

C = Understanding the ideas of each paragraph (weight:20)

Technique of Data Analysis

To analyze the test result data, the technique used is the technique of drawing a percentage which includes the percentage of individual scores and the percentage of the average grade of the class.

Results

Observation of the Learning Process

Observations were carried out on lecturers who applied the learning teams strategy to their impact on activities that were able to analyze the results of listening to descriptive texts and student responsibilities during the team learning process.

Implementation of the Listening Team Strategy

The steps for learning to listen using the learning teams listening team strategy are as follow.

Planning

Discussion with the Listening Skills lecturer as a collaborative team about the steps for implementing the listening team's learning strategy (*learning teams*). (2) Discussion with the department head about the condition of semester 2 students Class A class 2019/2020, which consisted of 32 people regarding student academic abilities and other things. (3) Studying the RPS for the Listening Skills course. (4) Compiling material about listening (understanding, types, systematics, and how to analyze the results of listening to descriptive texts) with the title "*Danau Tondano*". (5) Compiling Observation Sheet for lecturers and students and its elements. (6) Develop research instruments that include observation sheets, tests, and data analysis guidelines

according to predetermined indicators. (7) Prepare learning video recordings in the form of audio containing descriptive text material with the title "*Danau Tondano*" for learning to listen.

Implementation

Preliminary : (1) Lecturers greet, greet and check student attendance. (2) The lecturer gives apperception. (3) Lecturers give motivation. (4) The lecturer informs the learning objectives. (5) The lecturer informs the learning steps according to the model learning teams of listeners. Core activities : (1) Lecturers formed seven groups consisting of small heterogeneous teams (gender, academic ability, ethnicity, family economy). (2) The lecturer distributes material in the form of descriptive text to students who are appointed to read the descriptive text with the title "*Danau Tondano*" in each group. Students who get, observe the descriptive text to be read, and the other members are then divided according to their function as a listening team. (3) The lecturer then gives instructions to the students to be ready to listen to the descriptive text with the title "*Danau Tondano*". Furthermore, those who were assigned to read the text carried out their duties, and the results of each participant's listening were analyzed in groups. Aspects of the assessment include: A = describe the structure of the text, B = conclude the content of the text, C = analyze the ideas of each paragraph. (4) Lecturers guide students (question and answer) about the problems encountered during the implementation of learning. In addition, the lecturer stimulates students to be more active in discussing the results of the hearing. (5) After all students have finished interacting in their respective groups, the lecturer gives each group the opportunity to present (communicate) the process and results of group listening. Other students gave feedback. (6) Lecturers and students conclude the process of analyzing the activity of listening to the descriptive text with the title "*Danau Tondano*" which has been carried out by their respective groups, while the lecturer completes all the material covered in the student discussion.

Closing: (1) The lecturer gives a test to assess students' ability to analyze listening to descriptive text with the title "*Danau Tondano*" through the strategy of the listening team (learning teams). (2) Lecturer mcollect the results of student work, after that the learning ends.

Observation of Students

Based on the results of observations on the implementation of the learning teams learning strategy in learning to listen to texts for students majoring in Indonesian Language and Literature Education, it is clear that the implementation of this strategy has had a positive impact on students' responsibility for assignments given by lecturers. Of the thirty-two students observed, 78% of students had carried out their responsibilities 'good' and the others were classified as 'good enough' and 'poor'. Responsibility is shown by all students asking about assignments that they do not understand, other students answering questions so that maximum interaction occurs in the learning process. These student responsibilities have had an impact on student activities. Of the thirty-two students who attended, 78% were active students,

Test Results

The application of the learning teams strategy in learning to listen to texts can be seen in the following table:

Table 1. Test Results

College student	Rated aspect			X
	Understanding Basic Information	Concluding Text Content	Understanding the Idea of Each Paragraph	
01	37	35	17	89
02	37	35	17	89
03	37	37	17	91
04	30	30	15	75
05	40	35	17	92
06	37	35	17	89
07	35	35	17	87
08	37	35	20	92
09	35	35	17	7
10	30	30	17	77
11	35	37	17	89
12	30	35	15	80
13	35	37	17	89
14	35	35	17	87
15	35	35	17	87
16	30	30	17	87

College student	Rated aspect			X
	Understanding Basic Information	Concluding Text Content	Understanding the Idea of Each Paragraph	
17	30	30	17	87
18	35	30	17	82
19	37	30	17	84
20	37	35	17	89
21	35	30	15	80
22	35	35	15	85
23	35	35	15	85
24	30	35	15	80
25	37	35	17	89
26	35	35	15	85
27	35	37	15	87
28	30	35	15	80
29	35	35	15	85
30	37	35	15	87
31	30	35	17	82
32	30	30	15	75
Amount				2729
Percentage				85.28

Based on the results of data processing above, it is clear that students are able to listen to the text because the average grade obtained is 85.28%. The analysis of the first aspect, namely describing the structure of the descriptive text of the results, was found that almost all students answered maximally and correctly. The second aspect, there are 27 students who can conclude correctly and five students must be completed. The third aspect there are 23 students who answered correctly, 6 students were good and 3 students repeated again. Thus, it can be concluded that the use of the listening team learning strategy able to analyze the descriptive text of the results of the second semester of class A students, class 2019/2020 majoring in Indonesian Language and Literature Education FBS Unima. Based on these results, it can be concluded that the application of the learning team learning strategy can maximize the analysis of students' ability to critically listen to the descriptive text entitled "*Danau Tondano*".

The procedure for implementing learning to listen to descriptive texts for students majoring in Indonesian Language and Literature Education semester 2 class A in the 2019/2020 academic year is carried out through stages: 1) introduction, 2) forming seven teams, each team assigns a descriptive text reader entitled "*Danau Tondano*", 3) discussion activities for each team, 4) presentation of discussion results, and 5) evaluation in the form of a test, the results are analyzed according to the assessment criteria. The process was strengthened by Saddhono, et al (2014: 15) stated that in the event of listening there are three dominant factors: 1) the intentional factor appears clearly and clearly, 2) the understanding factor must exist and appear clearly, and 3) the assessment factor appears clearly.

Based on the findings during the implementation of learning, the liveliness of each team is different: some appear very active, but there are also those who are passive and some even appear humorous and ignorant. The learning atmosphere was very pleasant as seen from the faces of the students who enthusiastically discussed to complete the assigned tasks. From the results of data analysis, it is clear that the application of the learning teams strategy in analyzing the ability to listen to descriptive texts with the title "*Danau Tondano*", clearly has a positive impact on increasing student responsibility and activity. Of the thirty-two students involved in learning activities in the class divided into seven groups, 25 students have shown their responsibility and activity 'good', active and very well respond to learning.

Associated with student test results, the results show that 27 students answered correctly according to the assessment aspects, and 5 people still need further guidance. This can be interpreted that the maximum responsibility and activity of students in learning activities in the classroom can have an impact on improving the ability to listen to descriptive texts of 2nd semester class A students, majoring in Indonesian Language and Literature education FBS Unima. Students' achievements in this learning prove that the application of the learning teams strategy can improve student learning outcomes. This is in line with the results of research from Nur Wahid and Tri Wahyu Makrifa on the application of team learning strategies with lesson study-based reflection discussions to improve learning outcomes in the field of Geography Man, Mojokerto City on natural resources in Indonesia.

The results prove that the use of learning teams strategy creates dynamic learning, students are highly motivated and responsible in teamwork according to their respective functions. This is reinforced by Zaini (2008) states "the strategy of the listening team (learning teams), aims to form groups that have certain tasks and responsibilities related to course material. This strategy is a way to help students stay focused and ready during the learning process. The implementation of creative learning cannot be separated from the application of strategies that are suitable for teaching materials. Lecturers' creativity and innovation in creating innovative and constructive learning models/strategies are highly demanded. Therefore, it is expected that lecturers are creative in creating and implementing innovative and constructive learning models to create a conducive classroom climate, in the learning process.

Conclusion

The application of the Learning teams strategy has a very positive impact on student responsibility and activity towards the tasks given by the lecturer. So that in the learning process students are very enthusiastic about discussing with high ethics. In discussion activities, a pleasant atmosphere and mutual respect are created. In the end, it provides experience for students in conveying bright ideas to fellow students. This simple research still has many shortcomings, therefore the researcher hopes for constructive suggestions for the perfection of this research. Moreover, further research is needed as an effort to develop learning strategies that are suitable for teaching materials by educators, both teachers and lecturers. So that learning objectives can be achieved according to the established competency standards.

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