

# CHART FILLING AS A TRANSFER INFORMATION ACTIVITY IN TEACHING LISTENING COMPREHENSION AT SMAN 1 BENTENG, SELAYAR

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**ABSTRACT:** This thesis is aimed to find out the improvement of students' listening comprehension at the third grade of SMAN 1 Benteng Selayar in using Chart filling method. The researcher applied quasi-experimental design with non-equivalent controlled group design. The population of this research was the third grade of SMAN 1 Benteng, which consisted of 296 students. The research subject was the first semester students of III IPA 1 and III IPA 2. The researcher chose 40 students as a sample of the research with 20 students as experimental class and 20 students as control class that selected by using purposive sampling technique. There were two research variables: Independent variable and Dependent variable. The independent variable of this research was Chart filling method. On the other hand, students' listening comprehension was dependent variable. The result of the data analysis indicated that there was a significant improvement in the students' listening comprehension after being taught using Chart filling method as a listening method. It was proved by the result of the statistical analysis of the level significance  $P = 0.05$  with degree of freedom (df)=38 indicated that the t-test values of the students' listening comprehension (5.28) was greater than t-table (2.086). Based on the finding and discussion of the research, the researcher suggested that Chart filling was able use in teaching students' listening comprehension. And the researcher concluded that Chart filling method was effective to improve students' listening comprehension at the third grade of SMAN 1 Benteng, Selayar.

**KEYWORDS:** Students' listening comprehension and Chart filling

## A. INTRODUCTION

Listening is one of the keys to make a good communication that has an important role in communication because most of the time the people spend for listening activity. Morley (1991) stated that the people live in a world of sound. Listening skill becomes very important in the education field, the students need to be exercised and trained to have good listening skill. If their listening skill is poor, there will be a possibility for them to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in listening, they will have a better chance to success

in their study. For the students, listening has been a subject that is considered difficult. It can be seen when they are given a text, a lot of students have not been able to answer the questions about the text well and also often take a wrong way when listening and it leads them to the poor result. It should be noted that the learner's perception of their listening problems and strategies can be affected to their comprehension. Thus, in order to help students to get their listening skill improved, it is needed finding out their listening problems which cause difficulties to them.

Difficulties face by students in listening skill are caused by several factors, including the limited vocabulary, lack of time for practicing listening skills, lack of interest and motivation to listen, inadequate learning materials, the less transparent assessment process by teacher, the inadequate method of teaching and students' low background knowledge about the topic, text, structure and schema. One effort that researcher has conducted to the students to become more active was applying Chart filling. In this method, the students are actively involved in learning activities and contributed to building knowledge, and it is responsible for what they construct. Chart filling is a method that guide students to change the form of the message they heard with a small of writing. However, it does not imply that transferring information activities are too easy to promote listening skill. Instead, the easy activities help the learners to concentrate on the listening without being distracted by writing or reading.

Furthermore, the research problem of this research was "Does Chart filling significantly improve students' listening comprehension at the third grade of SMAN 1 Benteng, Selayar?". Then, the research objective was to find out the effectiveness of using Chart filling in significantly improving students' listening comprehension at the third grade of SMAN 1 Benteng, Selayar. In addition, this research was beneficial practically in the context for the students (they can solve their listening problems), the lecturers (they can provide an alternative solution to the problems in teaching listening by using Chart filling method), and the further researcher (they can use the finding of this study as one of their references). Finally, this research was focused on students' listening comprehension at third grade students of SMAN 1 Benteng, Selayar.

## **B. LITERATURE REVIEW**

A number of researchers had been conducted in order to improve students' listening comprehension by using Chart filling method. First, Wang (2008) was successful to prove that Chart filling can improve the students' listening comprehension. In her research, the data showed that there was a significant improvement in students' listening comprehension. Therefore, she suggested to the teacher to apply that method to create an atmosphere which can make the students feel enthusiastic in learning listening activity.

Furthermore, Suriyana (2008) conducted the research of improving students' listening skill through Chart filling strategy at the first grade of MA Bahrul Ulum Bontorea Gowa. She found the students' listening comprehension was classified very poor before being taught by using Chart Filling strategy. It can be concluded that the using of Chart filling strategy in teaching listening is effective in improving the students' listening comprehension.

It can be concluded that there were the researchers above give some contributions to the researcher. Therefore, the researcher will be seen is there any improvements of students' listening comprehension by using Chart filling method at the third grade of SMAN 1 Benteng or not.

### *Listening*

Listening is an active process which we just not hear the speaker's message but there are several things that should be done such as we must try to process it, understand it, interpreting it, evaluation it and then respond it. Background knowledge is also important in listening activity. There are some definitions about listening:

1. Underwood (1989) stated that listening is the activity of paying attention to and trying to get meaning from something we hear.
2. Newton and Nation (2009) stated that listening is the natural precursor to speak; the early stages of language development in a person's first language are dependent on listening.
3. Longman (2004) stated that listening is an activity to pay attention to what someone is saying or to something that you hear.
4. Temperly and Rivers (1978) stated that listening is an effective process in which listener plays a very active part in constructing the overall message that is eventually exchange between listener and receiver.

Nation and Newton (2009) stated that listening comprehension is a complicated operation. It involves two important processes.

1. Bottom-up processing where the listener uses to assemble the message piece by piece from the speech stream.
2. Top-down processing where the listener uses what they know of the context of communication to predict what the message in the content.

### *Transfer Information Activity*

Wang (2008) stated that, transfer information technique in teaching English as foreign language is part of the technique in achieving progress in English, especially in listening. The students have to present a written or spoken text and provided incomplete visual stimuli to be completed with information drawn from the text. These activities require students to concentrate on what words, sentences, and other language units do in a

given text. It is concluded that information transfer exercises are justified on both linguistic and teaching bases and are rooted in the organizational nature of the written text and on the hierarchical structure of learning.

### *Chart filling*

Chart filling is a method that grasp the main information and relevant details into the blank items. Moreover, listener needs to process the information deeply so that they can transfer the message. This means transferring information needs more mental effort than simply copying or filling the blanks. In teaching listening comprehension by using Chart Filling, the students need to pay attention to the information they are hearing so that they can organize the details correctly. By doing so, their listening skill will improve.

### *Theoretical Framework*

The difficulties of students in understanding listening process are caused by several factors, including the limited vocabulary, lack of time for practicing listening skills, lack of interest and motivation to listen, inadequate learning materials, the less transparent assessment process by teacher, the inadequate method of teaching and students' low background knowledge about the topic, text, structure and schema.

From several factors that mentioned in advance, the researcher will focus on students' background knowledge about the topic, text, structure and schema of learning. Many teachers when they are teaching listening in the classroom, the students sometimes ignore what the teacher said. So, the students did not know what they will learn later because the students did not have basic knowledge before. So, in the end only some students were active and got high score while the others did not understand the lesson they learned. That makes the researcher want to apply a method that requires concentration and participation of students in the process of learning in the classroom. The method is called Chart filling.

This is method that the students must be actively involved in learning activities and contributing to build knowledge, and it is responsible for what they construct. In learning Chart filling method, the students study carefully to do task or to achieve learning objectives. From the implementation steps, Chart filling method are as follows: (a) find out the keywords on the chart which will be related with the topic; (b) Try to listen carefully about the topic; (c) find the answer in the topic; (d) write down the answer on the chart; (e) Then scout class to discuss the answer.

As a transfer information activity, Chart Filling method can guide student to change the form of the message they hear by only using small amount of writing. However, this does not imply that information transferring activities are too easy to promote listening skill. Instead, the easy activities help the learners to concentrate on the listening without being distracted by writing or reading. In addition, the materials that presented are also very

closely related to the daily lives of students. It makes the students feel curious to find an empty section of a work sheet provided by the teacher. Moreover, Chart filling method can also make a good classroom atmosphere for students that can be increased the motivation of the students to improve learning achievement.

### C. RESEARCH METHOD

The researcher applied non-equivalent controlled group design which is one of the forms of quasi experimental design. The researcher used non-equivalent controlled group as a kind of the research because the researcher tried to develop an innovative strategy to solve the problems. This product can be applied by other classrooms which have similar problems. The design involved two classes which are experimental class and control class with the pre-test and the post-test design.

Group	Pre-test	Treatment	Post-test
E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>1</sub>		O <sub>2</sub>

Arifin (2012)

The researcher identified that dependent variable was students' listening comprehension and the independent variable was the Chart filling method. The population of this research was all the third grade students of SMAN 1 Benteng academic year 2016/2017. The sample of the research was taken by using purposive sampling technique which consisted of 40 students. The researcher chose 20 students in III IPA 2 as experimental class and 20 students in III IPA 1 as control class.

The researcher used purposive sampling technique and took that classes as the sample because their ability in English were the same. Latief (2013) stated that interpretation of the students' personality is mainly based on the scores resulted from the personality test done by the students. From the explanation above, the researcher also conducted test as an instrument of the research. The researcher chose pre-test and post-test that will be done by the researcher to collect information from the students about the listening problem.

Regarded the research method and design that mentioned previously, the researcher used these following techniques to collect the data:

#### 1. Pre-test

The researcher gave the pre-test to know the students' listening ability before giving a treatment by using Chart filling method. The researcher gave daily schedule task and told the students to fill the blank items. The researcher played CD for second times and the students checked again their answer. The researcher give the pre-test for experimental class

and control class to measure the initial knowledge of the students about listening whether they are good or not.

## 2. Treatment

After giving a pre-test, the researcher treated each class. The researcher gave the treatment for six meetings, each meeting took for 90 minutes. The experimental class was treated by using Chart filling method while the control class was treated by using conventional or classical method.

### a. The Experimental Class

The steps in teaching listening by using Chart filling method were:

1<sup>st</sup> meeting:

- 1) Introduced the new words to students and make sure they pronounce the words.
- 2) Presented the sentence pattern “do... until...” and asked students to make two sentences.
- 3) The students listen the someone’s schedule for the first time and reminded students to notice the time for each activity.
- 4) After the first listening, the teacher gave the task to the students and told them to answer the question while they listen CD.
- 5) Compare answers with other classmates.

2<sup>nd</sup> meeting:

- 1) Told the students about the material and tried to listen specific information.
- 2) The teacher gave a worksheet to the students and told them to answer the question while they listen CD.
- 3) Answer the specific information’s test together, like match a picture, question-response test, and multiple choice test.
- 4) Evaluated and reflected the learning and teaching process by the teacher.

The procedures of the treatment in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> meetings were the same, but the materials that gave to the students were different.

### b. The Control Class

In control class, the researcher gave a conventional or classical treatment to the students. The researcher compared how the students’ learning achievement without giving the treatment by using Chart filling method. The steps in teaching listening by using conventional method were:

- 1) Described the details of time signal and gave some examples to students.
- 2) Ask the students to make a complete sentence by stating the time in English.
- 3) The teacher checked the students’ answers whether the student has understood or not.
- 4) The teacher gave a worksheet to each student and ask them to read and understand the test before the teacher played the audio.

- 5) The teachers played audio for second times.
- 6) The teacher and students together examined the students' answers.

### 3. Post-test

After gave the treatment, the researcher gave the post-test to the students to know their mastery after treatment in listening. It aimed to find out the difference achievement of students' listening comprehension between before and after gave the treatment to the students by using Chart filling method. The content of the post-test was same with the pre-test. The students were given topic about daily schedule.

## D. FINDINGS AND DISCUSSIONS

### 1. *The Classification of the Students' Pre-Test and Post-Test Score in Experimental Class.*

*The rate percentage of score experimental class in the pre-test*

No.	Classification	Score	Frequency	Percentage
1	Very good	90 –100	-	-
2	Good	76 –89	3	15%
3	Fair	61 – 75	8	40%
4	Poor	51 – 60	9	45%
5	Very poor	Less than 50	-	-
<b>TOTAL</b>			20	100%

After treatment, the researcher conducted the post-test. All students' result could be seen into the data in table 2. There were two students (10%) got very good score, eleven students (55%) got the good score, seven students (35%) got the fair score, and none of the students (0%) got poor and very poor score.

*The rate percentage of score experimental class in the post-test*

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	2	10%
2	Good	76 – 89	11	55%
3	Fair	61 – 75	7	35%
4	Poor	51 – 60	-	-
5	Very poor	Less than 50	-	-
<b>TOTAL</b>			20	100%

Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test. There were not students got very good score in the pre-test but in the post-test there were two students got very good score and none of the students got poor and very poor score in the post-test. There was also a student got score among 53 till 80 in the post-test.

## 2. The Classification of the Students' Pre-Test and Post-Test Score in Control Class.

*The rate percentage of score control class in the pre-test*

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	-	-
2	Good	76 – 89	-	-
3	Fair	61 – 75	6	30%
4	Poor	51 – 60	10	50%
5	Very poor	Less than 50	4	20%
TOTAL			20	100%

Table 3 above shows the rate percentage of the score of control class in the pre-test from 20 students, none of the students got score more than 50. There were six students (30%) got the fair score, ten students (50%) got the poor score, and four students (20%) got very poor score. This indicates that the rate percentage of score control class in the pre-test was low.

*The rate percentage of score control class in the post-test*

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	-	-
2	Good	76 – 89	2	10%
3	Fair	61 – 75	10	50%
4	Poor	51 – 60	7	35%
5	Very poor	Less than 50	1	5%
TOTAL			20	100%

While the rate percentage of the score of control class in the post-test from the 20 students as table 4 above shows, none of the students (0%) was got very good score which score more than 90. There were two students (10%) got the good score, ten students (50%) got the fair score, seven students (35%) got the poor score and only one student (5%) that got score less than 50.

## 3. The Mean Score and Standard Deviation of the students' Experimental and Control Group

*The Mean Score and the Standard Deviation of Experimental and Control Group of the Students' Pre-test and Post-test.*

Types	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	63.9	80.05	9.62	8.38
Control	58.65	65.3	8.99	9.30



Then, the total score of students' pre-test of experimental group was 63.9. Meanwhile, the total score of the students' post-test was 80.05 and the total score of the students' pre-test of control group was 58.65 and the total score of the students' post-test of control group was 65.3. The results achieved from both tests, the pre-test and the post-test, were different.

The Result of t-test calculation

Variable	t-test Value	t-table Value
$X_1 - X_2$	5.28	2.086

The table 6 indicates that value of the t-test was 5.28. It was higher than the value of the t-table was 2.086 with significant level (P) = 0.05 and (df) = 38, then the value of t-table was 2.086 while the value of t-test (5.28 > 2.086). It means that hypothesis was accepted.

In this research, the researcher found that the students' ability increased more significantly after using Chart filling method more than control group. It is indicated by the result of pre-test of experimental group was 1278 with the mean score was 63.9 and the post-test was 1601 with the mean score was 80.05. Meanwhile, the result of pre-test of control group was 1173 with mean score was 58.65 and the post-test was 1306 with the mean score was 65.3. The result of t-test both groups, the experimental and control group was higher than t-table result (5.28 > 2.086). It means that Chart filling is one of effective ways to enhance the students' listening comprehension.

Considering the computation result above, it was clear that Chart filling method done by the experimental group contributed to their listening ability enhancement. This finding was consistent with what Vandergrift (1999) stated that Chart Filling is an excellent activity for developing both planning and monitoring strategies which also called cloze exercise that using the written version of an oral text.

## E. CONCLUSIONS AND SUGGESTION

The using Chart filling method was effective to improve the students' listening comprehension at the third grade of SMAN 1 Benteng. It was proved by students' result after giving the treatment, their scores increased and become *good* with the mean score of the students' post-test of experimental group was 80.05 with standard deviation was 8.38 while of pre-test which had *poor* score with mean score were 63.9 and standard deviation was 9.62 before the treatment.

The researcher found that there was a significant difference between experimental group and control group. The significance difference result of students was 5.28 (t-test) and the level of significance (P) = 0.05 and (df:n-2) = 40 - 2 = 38, where n1 = 20 and n2 = 20. The value of t-table was 2.086 while the value of t-test 5.28 > 2.086. It means that

hypothesis was accepted. In other word, Chart filling method could enhance the students' listening comprehension.

The research findings indicate that Chart filling method could be applied in teaching listening since it could motivate the students to be eager and get used to listening. As the result, some suggestions are proposed as follows:

1. It is suggested that the teachers use Chart filling method as one of many alternatives method in teaching listening to improve students' listening comprehension.
2. The teacher should be able to encourage and motivate the students to participate in Chart filling method.
3. The English teacher should be more creative to choose method or strategy in teaching listening, arrange the learning environment and become the best facilitator in learning situation to make students be more interested and motivated to study English.
4. This research will be a useful information and contribution for the next researcher especially about students' comprehension and reference in listening.

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