



## TEACHING LISTENING BY USING RECORDED DIALOGUES

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### **Keywords :**

*Listening, Recorded Dialogues,  
Teaching Listening*

### **ABSTRACT**

This study aims to know whether the students who are taught listening by using recorded dialogues are more successful than the students who are taught without using recorded dialogues. Listening is the absorption of the meaning of words and sentences by the brain. It makes the students get difficulties in listening, especially in understanding the contents. The population of this study is the entire of second-year students at MAS Al - Furqan Bambi Pidie. The samples are chosen randomly, the total number of them is 60 students. Based on data analysis, the use of recorded dialogue can improve the students' ability in listening and has been successful in experiment classes compared to control classes which are taught without using recorded dialogue. Based on the post-test analysis showed that The t - score is higher than t - table, t score is 3,33, and t - table 2,00. It means that the hypothesis was accepted meaning the students who are taught by using recorded dialogue are more successful than the students who were taught without using recorded. It means that the null hypothesis was rejected and the alternative hypothesis was accepted. Finally, the writer suggests to the teacher to teach listening by using a series recorded to the students.

Volume 2, No.1, June 2022, Pages: 126-132

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## INTRODUCTION

The first thing that babies do is hear sounds. They probably spend more time using their listening skills. Listening is the most important thing in language learning. It is the skill that we must have in studying a language. Nunan (1997) defines that "Listening is assuming greater and greater importance in foreign language classrooms". Language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Listening is one of the skills in English. Listening is the absorption of the meaning of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening takes attention or sticking to the task at hand in spite of distraction (Joanne, 2002: 28). It means the process of understanding the meaning of facts and ideas through listening to voice or sound. Listening to a foreign language may be analyzed as involving two levels of activity, both of which must be taught. As Byrne (1989: 107) states that; first, the recognition level involves the identification of words and phrases in their structural interrelationships, time sequences, logical and modifying terms, and phrases that are redundant interpolations adding nothing to the development of the line of thought. The second is the level of selection, where the listener is drawing out from the communication those elements which seem to him to contain the gist of the message.

Listening is also called a receptive skill in English, because in listening people more concentration to receive the information than producing it. Brown (1994: 21) states that listening is related to oral mode as the same as speaking. Listening requires people to concentrate their attention on certain sound groupings while others are aurally perceived without being retained. This parallels the process in visual perception where we see the object which attracts our attention but does not absorb surrounding details, which from the physical point of view, are equally within the range of the view. For the student to be able to listen with ease to the foreign language in normal situations he/she needs thorough training at the recognition level and much practice in selecting specific details from the stream of sound.

Listening is as important as speaking and sometimes more important than speaking. In oral mode, listening is the most often and the most important thing than speaking, because it is used to receive messages from a speaker or other audio-lingual sources. As Carol (1996: 25) states in her book, through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading. Concentration and curiosity in one case are important things that will raise the listener's understanding, as Carol states in her journal "interest in a topic increasing the listener's comprehension, the listener's may tune out topics that are not of interest and also the listener will focus on the words that they listen to when some visual aids are available". The processes in listening are predicting, receiving messages, attending, assigning the meaning, and remembering (Dechant, 1989: 49-54), to make it clear, the writer explains as follows: (1) Predicting Listener; predicts what people are going to talk about the listening takes place. From their experience with the persons to whom they are going to communicate, such as predict what they will say and predict how they are probably going to respond. By reading aloud, the learner also has to predict what the text talks about so that can receive what the reader means. (2) Receiving messages; in daily life, every listener receives more messages than they need and can process. But not all of the messages that the listener hears will note attentively. Hybel (2001: 37) points out in his book; we hear sounds such as words and the way they are spoken - but when we listen, we respond more. The irrelevant messages just attending to what we consider important and interesting must be filtered. In addition, to receive a message is to listen to what the speaker says and comprehend it. In the technique of reading aloud, the learner will receive messages in reading text. They focus on accepting many messages because reading consists of some passages. In one passage, the learner should encounter messages.

In listening, some students get problems understanding the meaning when they listen to a resource such as radio, tape, or foreigner. Therefore, even though they learn English but they still cannot understand the meaning when they listen to English sentences. Based on an interview with an English teacher at school in Pidie, most of the students cannot get a satisfying score in listening, they get some problems such as cannot understand the pronunciation which makes them not understand the dialogue means, less vocabulary, and seldom to listen to English dialogues by a native speaker. Based on the student's problem, the writer applied a technique in teaching listening by using recorded dialogues. According to Harmer (2004: 29) recorded dialogues is one of a good way to teach the students' ability in listening. They can hear the native speaker's voice directly. Therefore, they will be familiar with English. The writer conducted this research at Pesantren Terpadu Al - Furqan Bambi, Pidie, this school is one of the

senior high schools in which the students usually speak in English but they seldom listen to English dialogue from native speakers, so their ability in listening unsatisfied.

Basic Assumption and hypothesis in this research; the writer stated some basic assumptions as follows: Listening is an important skill in English to support the process of communication and comprehension. The students have to master listening skills well to support other skills in English. The writer formulated the following hypothesis; the students who are taught listening by using recorded dialogues are more successful than the students who are taught without using recorded dialogues. In this study, the researcher chose all of the second-year students as the sample, meanwhile, the sample in this study was two classes. They were class XI, as the experiment class, and class X, as the control class. Each class consisted of 30 students. Therefore, the total numbers of them are 60 students. The writer found that clear, direct method is not only useful for speaking skills but also writing skills. After listening to the teacher's explanation of the material, the students can write the sentences into good paragraphs. The main purpose of the direct method is to improve the target language to make the students able to communicate in the target language, oral or written. In achieving this goal, the students are given some exercises to associate with vocabulary, sentences, and meaning by using demonstration, modeling, movement, and facial expression. In addition, the Direct Method is a method that uses the target language to learn the language without translation and the students can learn language directly with objects and actions so that it can make the students easy to learn a language and the teaching process will be run well. Based on the explanation above, the Direct Method is believed to be the first method that encourages language teachers to teach a second/foreign language by modeling first language learning. In this method, grammar is taught inductively with no explanations of grammar rules, which is an improvement in language teaching.

In addition, the student learns language in the context of personalized activities. They are encouraged to be creative with the language at all times for example by studying at home and finding more interesting material to read or to listen to. In the comprehending listening task, the natural approach allows a big space for vocabulary acquisition. However, this method demands that the student get input for them to give respond and to work in the classroom, the students have to be creative in finding a source of languages such as listening to the radio or television. Harmer (1994: 136) suggests strategies such as the following: Give questions in advance and remind listeners to listen for possible answers and provide a rough outline, map, chart, or graph for students to complete as they follow the lecture.

## METHOD

The methodology that was used in this research was quantitative research; experimental design. The experimental research is commonly used in scientific research (Muijs, 2004: 13). It means the experimental designs are sometimes known as the scientific method ' due to their popularity in the scientific research where they originated (Muijs, 2004: 13). As stated by Gay L. R. et al. (2006: 233), "Experimental research is the only type of research that can test hypotheses to establish a cause-effect relationship ". Moreover, Sugiono (2008: 107). "Experimental research is a test under controlled conditions that are made or to examine the hypothesis ". In this research, the word experiment means a way of trying something new, especially in order to gain experience. The experimental treatment for this study was improving the students in improving listening skills by using recorded dialogues. Arikunto (2006: 102) stated that experimental research is a study that treats or creates a condition for the subject of research. In this case, the treatment that the writer means here is recorded dialogues. In order to prove the hypothesis the writer will use the following formula: 
$$X_1 - X_2 \text{ T } 1 \text{ Vn2}$$
 Where:  $t = 1$  - score  $X_1$  - Mean of experiment group  $X_2$ - Mean of control group  $S$  - Standard Deviation  $n_1$  Number of students in experiment group  $n_2$  - Number of students in control group After comparing the means of the experimental group and the control group, the writer will prove the hypothesis. The writer gave the interpretation by using the critical value "T" and determined the degree of freedom (DF) first. Next, the writer used the 5 % level of significance and 1 % level of significance. If  $t$  - score is the same with a higher than the critical value "t", the null hypothesis will be rejected and the alternative hypothesis will be accepted. If  $t$  - score is lower than the critical value "the null hypothesis will be accepted and the alternative hypothesis will be rejected.

## RESULT AND DISCUSSION

Experimental Group; Class XI - 1 was chosen as the experimental class. The writer applied the use of recorded dialogue to teach listening. This class consisted of 30 students. They were trained to hear the recorded dialogue from the audio. They listened and comprehended the dialogue. This way was done in order to make the students adapt themselves to the foreigner's dialogue. Hopefully, they could answer the questions well. As we know, getting the right information in listening is not an easy skill, but if the students are always trained to listen to the recorded dialogue directly, of course, day by day their ability in listening is better than before.

Controlled Group; the students in the control group were different from the students in the experimental group. In treatment learning, they were not taught by using recorded dialogue, but they only learned listening by using text in the paragraph. The teacher read the dialogue and the students listened carefully. After listening to the teacher, they must answer the questions based on the dialogue which were read by the teacher. Actually, the students in the controlled class learned easier, they did not get many problems listening to the dialogue which was read by the teacher, but when they got the test by using recorded dialogue, they were not adapted to the teacher's device. That is why they got problems.

Scoring System; the test given to the students was made multiple-choice; covering the held content of the dialogue. Because the dialogue is not so long. The question consists of five. Each of them scored 20 if right. If all questions are right the score 100. If no one cannot answer the score would be zero. That is the way of giving the score. The Application of Test In this research, the writer did with two groups, which were an experimental group and a control one. Each of them consisted of 30 people. The question of the test was the same for both groups. The test was one dialogue that was played on the record. The students were asked to answer the question about what they heard on the record. The record was played for two groups. The difference was that in the experimental group, the writer taught them by playing records more one time until they were familiar with the dialogue and adapted to the situation. While for the controlled group the writer did not do it in the same way. It was treated by the teacher of the class. The first test was done for the experimental group and the second day was for the controlled group.

The Finding Analysis in this research, after teaching listening in an experimental class by using recorded dialogue and in a controlled class by using reading aloud by the teacher, the writer got the result of the tests which were given in the first meeting and in the last meeting. After doing the experiment of teaching listening by using recorded dialogue the mean scores between them were very different. The mean score of the experimental group was 62.5 meanwhile for the controlled group was 55.37 meant that the range score was 7.13. It was caused the teaching-learning process in both classes was different. Therefore, the results were different too.

As the writer stated before, the students in the experimental class were taught by using recorded dialogue, meanwhile, the controlled was taught by using reading aloud. Based on the data processing, the writer submitted the information as follows; after the researcher had accumulated and processed the data, the writer would decide to accept or reject the hypothesis. In determining the acceptance or the rejection there were criteria that showed as follows; The  $t$  - score of two mean between post-test of experimental and control class was 3.33 and  $t$  - table was 42 2.00 ( $t$  - score  $>$  1 - table ). Therefore, the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It indicates that there was a significant difference between the class that was taught by using recorded dialogue and without using recorded dialogue. The significance of a criterion for acceptance is;  $H_o$  is accepted and  $H_a$  is rejected if ' $t$  - score  $<$   $t$  - table,  $H_a$  is rejected and  $H_a$  is accepted if  $t$  - score  $>$   $t$  - table ( Arikunto, 2002: 69 ). Significant degree had been determined before the experiment was done. The researcher wants to be sure that the probabilities will be minimal before she decided to reject the null hypothesis. Sometimes the probabilities were called alpha degree and symbolized with " $\alpha$ ". Therefore, is the probability to reject the null hypothesis if the alternative hypothesis can be proved. The significance degree that was used in educational research was 0.05 or 0.01. If the researcher rejected the hypothesis to a significant degree of 5 %, it means the writer believed the hypothesis would be accepted 95 %. If the conclusion is applied in a population that consists of 100 people, it will be appropriate for 95 people and 5 people will deviate. In other words, the researcher chose  $\alpha = 1$  % means when applied to the conclusion of the research it will be a deviation of about 1 % ( Arikunto, 2002; 69 ). In this study, there was determined significance degree  $\alpha = 5$  % (0.05) .t score list that showed by significance degree is  $t$

1-a. with  $\alpha = 0.05$  was found  $t_{0.95}$  and with tree degree of two sample ( $dk$ ) =  $n_1 + n_2 - 1 = 58$ . Because there is no free degree ( $dk$ ) = 58 in the table, the researcher took the nearest score, it is ( $dk$ ) = 60. Therefore, the value of the  $t$  - table list was found  $t = 2.00$  and  $t$  - score = 3.33

The use of recorded dialogue improves the students' ability to listen had been successful in the experiment class compared to the control class which was taught without using recorded dialogue. It could be seen from the mean score between the experimental class and the controlled class. The mean score in the experiment class was 62.5 while it was 55.37 in the controlled class. There were a number of reasons why the students in the experimental class got better scores. First, using recorded dialogue in teaching listening made the students easier to understand what they had listened to. It trained them to filter the information from the tape recorder. The advantage which could be taken by the students when they learnt listening by using recorded dialogue in the learning process, the situation was more attractive, because they were more serious in listening to the tape recorder. They focused on learning because they might understand well what they have heard from the record.

To controlled group was learnt by the sound of the teacher, while the experimental class was learnt by using the recorded by the speaker. When it was tested in both classes, the controlled group seem it was very strange because they were not familiar with the sound in the recorded. They got many mistakes. In short, the mistakes they made caused the sound which was not familiar to them because of the different device in learning, if it was the same, the result would be the same too. The problem was bare in the habit and familiar.

The writer concluded some conclusions as follows: The  $t$  - score is higher than  $t$  - table,  $t$  score is 3, 33 and  $t$  - table 2, 00. It means that the hypothesis was accepted meaning the students who are taught by using recorded dialogue are more successful than the students who were taught without using recorded. Recorded dialogue as a technique could run well to improve the students' ability in listening because when the students listen to the record, the students not only listen word by word but they must understand the dialogue in the text, therefore, the students are more focused on listening.

Teachers should learn about how to teach, which includes planning various activities that may be employed in the classroom to ensure that the learning process is effective. Furthermore, each theoretical interpretation can serve as the basis for the development of techniques for motivating students in the classroom. Teachers must also have a fundamental awareness of how students learn and remember a variety of factors that affect the quality of student learning and a basic understanding of how to select and employ learning approaches and tactics to improve learning quality. Sometimes, learning can be boring for some students because they are less motivated in learning and it makes them left behind from the materials that the teacher teaches. In this situation, the teacher should pay more attention and give an appropriate method of teaching.

Clark ( 1986: 119 ) states that most important, because Classroom Assessments are created, administered, and analyzed by teachers themselves on questions of teaching and learning that are important to them, the likelihood that instructors will apply the results of the assessment to their own teaching is greatly enhanced. Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Classroom Assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning.

## CONCLUSION

In the teaching-learning process, students' motivation is one of the important aspects. Motivation is typically defined as the forces that account for arousal. Selection, direction, and continuation of behaviour. Nevertheless, many teachers have at least two major misconceptions about the motivation that prevent them from using this concept with maximum effectiveness. One misconception is that some students are unmotivated. Strictly speaking, that is not an accurate statement. As long as a student chooses goals and expends a certain amount of effort to achieve them, he is, by definition, motivated. What teachers really mean is that students are not motivated to behave in the way teachers would like them to understand. The second misconception is that one person can directly motivate another. This view is inaccurate because motivation comes from within a person. Motivation is very important in the teaching-learning process, it can influence the students' ability. People who have higher motivation will study harder than they do not have motivation. (Arief, 2000: 56). Therefore, the students who want



to get a good score, should have higher motivation first, and many factors determine whether the students in the classes will be motivated or not motivated to learn. The teachers should not be surprised to discover that no single theoretical interpretation of motivation explains all aspects of student interest or lack of it. Different theoretical interpretations do, however, teachers light on why some students in a given learning situation are more likely to want to learn than others. In increasing the students' ability in listening, teachers should be more active and more motivated in learning English, especially when they learnt in the classroom. The teacher should use some techniques in teaching listening to the students. The use of various techniques can give an innovative atmosphere in the classroom and can make the students more enjoyable in the learning process. The school should provide some facilities in order to increase the students' achievement in learning English, especially in listening, such as a laboratory, tape, cassettes and other facilities. All of the facilities might stimulate the students to study more seriously. Students should be trained the use the load speaker (sound); they were not helping totally on the non-speaker; the problem for them was to be more familiar.

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