

The Effectiveness Teaching Big Class By Making Group Based on Listening Learning Strategies (Cognitive and Metacognitive)

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ABSTRACT

This research attempts to identify the effectiveness of grouping based on listening strategies in big class. The data were collected from fourth semester students in the form of opinions. The data were analyzed by questionnaire in order to find out the effectiveness of making group based on listening strategies. The questionnaire has three sections, the first section asks about students' opinion about listening class and making group in listening class, the second part about the effectiveness of making group in class and the last is about students' opinion how to build effectiveness in listening class. The results presented in first section of questionnaire that the students like listening class and making group but the number is only slightly bigger than dislike. The second parts, the students' respond that they satisfy enough in making group in listening class. The last section, the questionnaire investigates student's opinion about how to build the effectiveness in listening class. The highest answer is building knowledge and work collaboratively. Based on the students' answer it is reflected that they tend to prefer work in group for achieving the effectiveness in teaching big class.

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1. INTRODUCTION

In learning foreign language, there are four skills that must be comprehended. Listening, writing, reading and speaking are the skills. However, listening is the most essential skill in English Foreign Language Learning. Listening is described as an active process because listeners construct meaning from oral input. In addition, listening is an important part of foreign language learning process (Bentley & Bacon, 1996). Listening also takes part more in daily communication. Most of communication is in listening, the percentage is 45%, 30% in speaking, 16% in reading and only 9% in writing Feyten (1991). Moreover, the process of understanding speech in a second or foreign language is related to listening comprehension. Listening skill was not only a rule of language but acquisition in foreign language skill (Vandergrift, 1997).

Listening also has a role in developing other skill. The developing of speaking is slower than listening and in learning new language, reading and writing are frequently affected by listening. Therefore, listening is a main skill (Scarcella and Oxford, 1992). It can be concluded that the process of receiving language through listening and responds in written or spoken. Therefore, listening is a ---

main skill in foreign language learning as it is determination of EFL (English Foreign Language Learners) for comprehending the language skill.

Despite its importance, EFL have crucial problems in listening comprehension. In other words, listening is different from the other skill, especially reading skill. There is process of repeating input in reading skill. Whereas, in listening skill requires immediate processing with little or no option to access the spoken input again. Consequently, listening is more difficult. Listening requires online process and may not listen again. Therefore, spoken discourse is different from written discourse because in spoken discourse, listeners should receive input instantaneous Richards (2008). It means that the pressure of learning listening is more complicated because it is also related with grammatical message in spoken discourse in. the fact that students accomplish message and the grammatical in real time as the message reveals itself makes listening complex, dynamic and fragile (Celce-Murcia in Osada, 2004). As the complex problem in comprehending listening for EFL learners, the learning process in class should be effective in order to overcome the difficulties.

As a consequence of the complex problem in comprehending listening, the learning process plays significant role. It means that students need teachers' attention. Attaining listening skills is hard work for students and these areas deserve more support (Vandergrift, 1997). However, teaching in big class is obstacle to gain support and attention for EFL learners. Issues relate to teaching and learning in almost big classes such as there is not any enjoyment of both learning for students and teaching for teachers, it was hard for teachers organizing class activities; teachers are in troubles getting the attention from students who sit in the back of the class (Qiang and Ning, 2011). It means that teacher needs various methods in order to gain the effectiveness in the class.

Considering utilizing various methods in order to build the effective class, one of the methods is grouping. To improve the students' participation in the classroom could be done by using a message board. It could help to create an interactive discussion between lecturers and students or among the students every time. As the result, students could simply take the material as the result of group discussion. This activity should be taken as a part of classroom activity and has a certain form to ease students and teachers to take in part (Bamba, 2006). Rules and criteria are needed in order to gain the goal of the discussion and build effectiveness in class, such as grouping based on listening learning strategies.

Learning strategies is method in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening (Richards, 2008). It can be concluded that each EFL students have different listening learning strategies. Therefore it more effective grouping student based on listening learning strategies. Listening learning strategies have two categories; they are metacognitive and cognitive strategies Buck (2001). Metacognitive strategy is conscious or unconscious mental activities that perform an executive function in the management cognitive strategies. Whereas, cognitive strategy is mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval Buck (2001). Comprehending listening strategies is one of strategy in dividing group, this study attempts to find out the effectiveness of making group based on listening strategies in big class.

2. METHODS

This qualitative study required to investigate the effectiveness of grouping based on listening strategies in big class. Since this study emphasizes on the description of the process and do not measured in terms of quantity. Therefore, this study used qualitative research (Creswell, 2003). Questionnaire is used for gaining information about students' listening strategies and the effectiveness of grouping based on listening strategies. Likert-type scale is used in questionnaire for finding the EFL listening strategy.

The scale items consist of 5 scale, each number are representing, as follow; 5' represents 'almost always'. 4 represents 'often,' 3 represents "sometimes", 2 represents 'seldom', 1 represents 'never'.

This questionnaire is as a device for knowing the students listening learning strategies. Then, the students are divided in group based on the listening learning strategies. The next step is teaching the students and making group based on based on the listening learning strategies. The last step is giving the effectiveness questionnaire. It is provided in order to find out the effectiveness of grouping based on listening strategies. The questionnaire utilizes two type, they are likert-type scale and open questionnaire.

The population is fourth semester who attend scientific and critical listening class in Muhammadiyah University of Surabaya. Several considerations are decided for taking scientific and critical listening class. First, it is the class which has big number of students. The total number of Indonesian students is 24. Second, it is the last listening lesson that students take for listening skill. Third, scientific and critical listening is not only discuss about receiving listening input and responds the output written and spoken, but also identifying and critically receiving listening input.

3. RESULTS AND DISCUSSION

The results of the study illustrate the listening learning strategies in listening class. The students listening strategy displays in figure 1.

The chart that is displayed above shows the number of students in listening learning strategies type. This step is as guidance for dividing the group. The number of students who is categorized as cognitive listening learning strategies is 10 students. However, the number of students that belong to metacognitive listening learning strategies is 13 students. It can be concluded that the number of each listening learning strategies is almost similar.

Group work was conducted in scientific and critical listening class. Students were divided in group based on the listening learning strategies. The process is students listened the lesson that lecture is given. The next step is each student try to understand the content.

It means that they identify every detail of content and they identify the context. In addition, they also investigate the purpose of the lesson. The last step is sharing the understanding of the content and completing the content that they missed. During the learning process, the role of each group was observed by the lecturer. The purpose is not only making sure there was sufficient collaboration and cooperation, but also encouraging each student contributed equally to achieve final outcome. Therefore, the effectiveness of the class can be identified.

In order to investigate the effectiveness of group in scientific and critical listening class, the first step is finding the students opinion about the listening class. It illustrates in the second graphic that describes whether the students

like or dislike scientific and critical listening class.

The total number of the students is 24. Based on the questionnaire, 10 students have opinion that scientific and critical listening is difficult. Whereas, 14 students have opinion that scientific and critical listening is easy. The number is almost similar. It means that more than a half of students have difficulties in learning listening. From this response, students need encouraging for achieving the main goal of scientific and critical listening lesson. The

lecture is a vital role in achieving the goal. It means that the lecturer should build the effectiveness of the class. Therefore, this study investigates the effectiveness and one of the methods to find it is by making group.

As making group is one of the methods to investigate the effectiveness in the class, figure 3 shows students opinion about working in group in scientific and critical listening class.

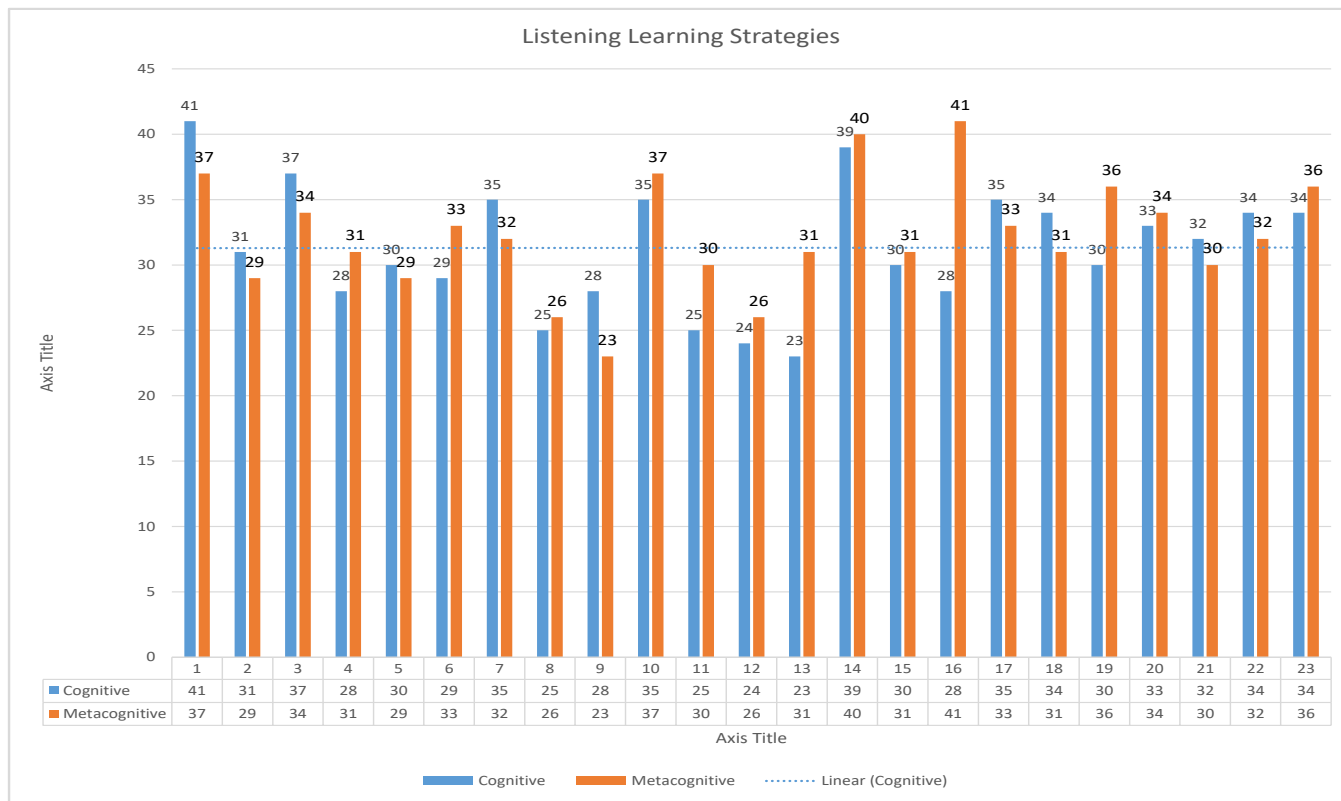


Figure 1. Listening Strategies in scientific and critical listening class

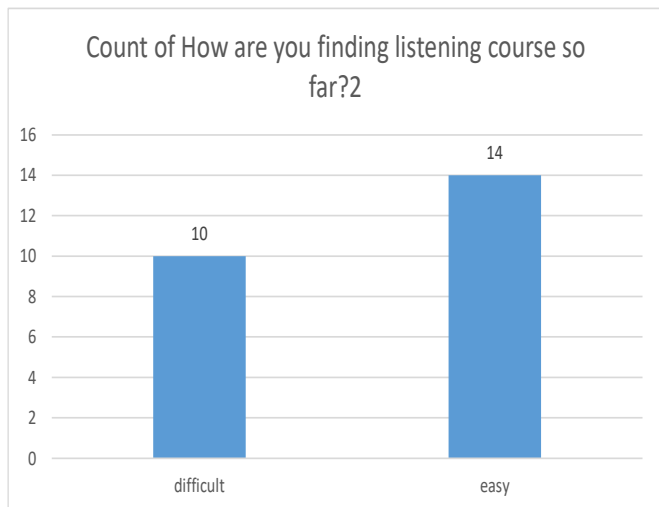


Figure 2. Opinion about scientific and critical listening class.

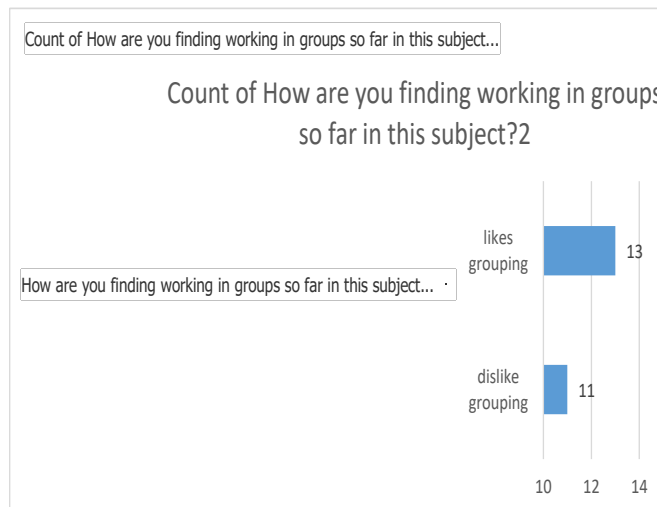


Figure 3. Opinion about working in group

Based on the figure 3, it presents that students' opinion about grouping in listening is more favorable than working by themselves. It shows that 11 students dislike in working group. However, 13 students like in working group. Although, the number is almost similar, still the highest respond is working in group more preferable. In addition, more than half students who respond that working in group are preferable. It indicates that teaching by using working group is a good solution in teaching big class and it can be concluded that students need working in group.

Considering making group is the choice of students, the next question in questionnaire is "Does working in groups affects the way you learn listening" and the figure 4 displays the student's answer.

In Figure 4 shows that 7 students disagree that working in group affect the way they learn listening. Whereas, 17 students have opinion that working group affect the way they learn listening. Based on the number of students who agree, it means that most of students have opinion that working in group has tremendous effect for the way they learn. Therefore, making group is as one of the method that is considerable in learning process. The students may share in how to receive the input of listening. The students also discuss what they have already catch while listen the lesson. In this step, each of the students can complete the missing information. In conclusion, making group is preferable method for the student in attending listening class and achieving the effectiveness.

In Figure 5 illustrates the effectiveness of working group. It consists of 8 questions and uses likert scale. Each question investigate whether they comfortable or not. The questions also provide the questions about achieving the lesson goal.

The first question is "I learn from my friends" which investigates students responds when study in group. 8 students respond that they agree for learning each other, 15 students answer moderate and only 1 student who disagree. Based on the students respond, it can be concluded that most of the students agree that making group in learning process is one of the way for learning each other. It is because working in a group facilitates the students for discussing the lesson. In addition, the students also can share about the difficulty when they receive listening input. Then, the other students help for solving the problem, Therefore, the opportunity for learning each other is.

The second question is "I learn from working as a group" which find out whether the students take advantage in working as group. The highest responding is moderate and 11 students respond moderate. The second highest respond is "agree". 9 students vote that they agree for learning from working group. In addition, it is only 4 students who vote "disagree". Based on the students respond, it indicates that most of students respond that they can learn the listening lesson when working in the group. The students also have a role in making group. It means that the students do not only learn about the lesson, but also they also learn in

working collaboratively.

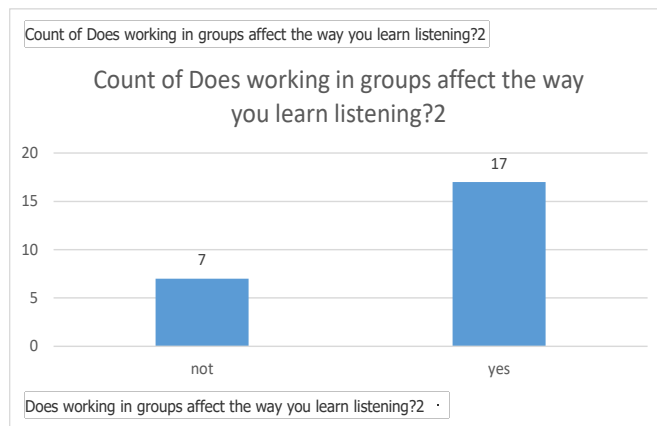


Figure 4. Working groups affect the way learn listening

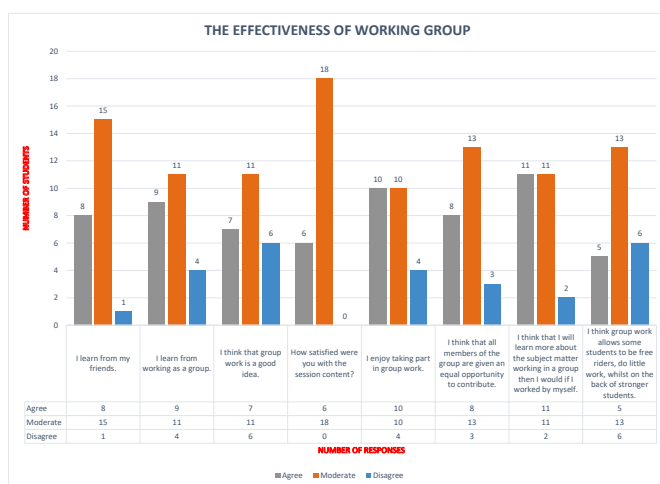


Figure 5. Students the effectiveness of working group

'I think that group work is a good idea' is the third questions. The highest responds is 'moderate' which 11 students who voted for. Students who voted for 'agree' is slightly less than 'moderate' and the total number is 7 students. Moreover, only 4 students who voted for 'disagree'. The students' respond illustrates that they mostly agree in working in a group. The number shows that more than a half students have positive respond in working in group. It can be concluded, the students have opinion that working in group is one of good method which can be applied in listening class.

Question number four is 'how satisfied were you with the session content'. The highest respond is 'moderate' and the second highest is 'agree'. The number of students who voted for 'moderate' is 18 students. Whereas, the students who voted for 'agree' is 6. Based on the students respond, they totally satisfy with the lesson. It is reflected that no students voted for disagree. In addition, the students feel that the content of the lesson is appropriate from them. It can be concluded, that the purpose of the lesson can be achieved in this lesson.

The fifth question is 'I enjoy taking part in group work'. The total number of students who agree is ten students.

The number is similar with the total number of students who is moderate. Furthermore, 4 students is the total number who is 'disagree'. In this part of questionnaire is different from the other number because the number of students who vote for agree and disagree is balance. It illustrates that students enjoy taking part in group work. In addition, it also can be concluded that the method of making group is one of the way for gaining students' interest in listening class.

'I think that all members of the group are given an equal opportunity to contribute' is questionnaire number six. The number of students who voted for 'agree' is 8. Whereas, students who voted for 'moderate' is slightly more than 'agree'. The total number is 13 students and students voted for 'disagree'. It indicates that students believe that each student have a role in taking part in group working. It also illustrates that each students are able to share and show their opinion in working group. In conclusion, working in group allows students to work collaboratively and have a role in their group.

The question number seven is 'I think that I will learn more about the subject matter working in a group the I would if I worked by myself'. In this question the students number of voted for 'agree' and 'moderate' is similar which the total number is 11. Whereas, students who voted for 'disagree' is 2 students. Based on the students' respond, it indicates that students more prefer work in group than work by themselves. In addition, the students able to learn more about the listening lesson in group. In this method, the students can have discussion and sharing their problem. Furthermore, the students also have opportunity to give take advice for improving their ability from their friends. It can be concluded, learning in group is widely give opportunity to learn more.

'I think group work allows some students to be free riders, do little work, whilst on the back of stronger students' is questionnaire number 8. The number of the students who 'agree' is 5 and 13 students who voted 'moderate'. However, 6 students voted 'disagree'. This number is slightly bigger than students who voted for 'agree'. Based on the number of voted, it illustrates that students able to help the students who have problem in the listening class. However, there is still problem for student in helping their friends as in this question have the highest 'disagree' number of voted than the other question. It can be concluded that students enjoy work in group and they can share each other but there is still difficulty in helping the students who have problem. It can be concluded, the lecturer may give more emphasize in helping and learning together especially with the students who have difficulty in receiving the listening lesson.

Based on the eight questions in the questionnaire, the students mostly respond for 'moderate' which indicates that they agree enough in working groups. The balance score of vote is only in two questions. The score of 'agree' and 'moderate' are similar. The first question is 'I enjoy taking part in group work' and the second question is 'I think that

I will learn more about the subject matter working in a group the I would if I worked by myself'. Both of questions are reflected about the students preferable of working in group. In addition, it also shows that students able to develop more their learning progress through working in group. In conclusion, working in group is one of students favors' method and the students also believe that they can develop more in working group.

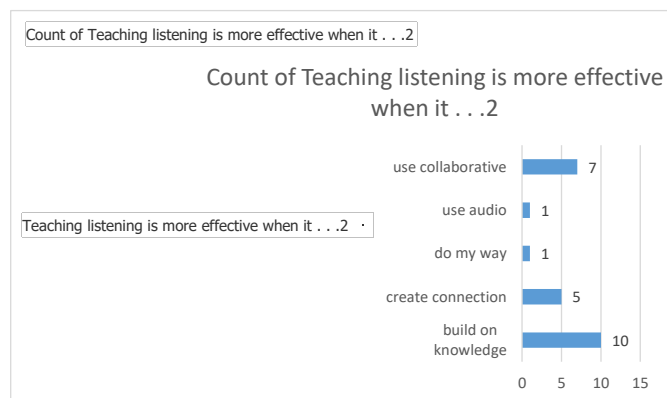


Figure 6. The more effectiveness teaching method

The students answer the question for the method for leaning listening effectively. The highest score is the answer of building on knowledge and the total number of the students is 10. The second highest answer is use collaborative which it is slightly less than the highest and the total number of students is 7. Furthermore, the third is the answer of create connection which is 5 students who answer it. The last is use audio and do my way and only one student who answer it.

Based on the answer, the highest score indicates that the student eager to learn listening when the lecturer provides for improving their knowledge whether it is on the strategies achieving listening purpose or the content of the lesson. It indicates that the students want to get the insight of listening knowledge. They do not only know how to listen effectively, but also want to develop in improving listening by knowing how the way to listen effectively and gain more knowledge by listening the lesson. In addition, the second highest presents that students tend to prefer work in collaborative. It indicates that students enjoy working in group. Therefore, working in group is one of significant method for building the class' effectiveness.

4. CONCLUSION

The presents study is attempted to find out the effectiveness of making group based on listening strategies in big class. Having been presented previously, the result presented based on the questionnaire that is given to the students which is divided in three parts. The first part asks the students opinion about listening lesson and making group which the students voted for like or dislike is almost similar. However, the students strongly believe that working in group will influence their learning. The second part asks about the students' effectiveness in working group, the students mostly answer moderate. It means that

they satisfy enough in making group that applied in listening class. Moreover, the last part is asking about students' opinion about how to build effectiveness and the students answer is building knowledge as the highest and the second highest is work collaboratively. It indicates that the students' opinion about making group is one of the methods that can builds effectiveness in listening class.

The implication of the study is the lecturer should emphasize more in identifying the weakness of making group and improving in next teaching listening meeting. Finally, additional research is recommended to be trained to make it related with the students listening learning strategies and their gender. In addition, the research can also be developed in investigating the effectiveness from two perspectives. The two perspectives are the effectiveness of learning process which analyzes based on students and teacher perspective.

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