

Implementation of UKBI to improve students' listening ability

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ABSTRACT

Listening is one of the basic language skills that must be possessed by student in elementary teacher education study program. As a teacher candidates, listening ability can be used as knowledge for student in teaching practice in elementary school. The listening ability is still relatively low. Listening ability for students its important, so need a have efforts and attention. This study aims to improve the students listening ability through the implementation of UKBI. UKBI is a proficiency test of Indonesian language that used as a method to measured proficiency of someone's language ability. This study used classroom action research with two cycles. This study was conducted on 41 students class 2 A of elementary teacher education student in Ahmad Dahlan University. Data collection methods was used test and observation. The results showed that the implementation of UKBI can improve the listening ability to elementary teacher education student. This was proved in cycle I and cycle II with the increase of the average listening scores of 75.12 and 83.05 and the classical completeness of 78.05% and 90.24%. Analysis of the listening scores showed that remembering is the most prominent ability among understanding and analyzing.

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1. INTRODUCTION

Education is one of the important factors in advancing a nation, as well as a medium to develop and improve the quality of human resource. The quality of education affects the output of a nation's human resource. Quality individual is a result from quality education and vice versa. A nation must be able to provide good quality education in order to produce human resource as what had been expected.

One effort to improve quality of education can be conducted in university, particularly teaching education institution because it is the institution that will produce teachers. Teacher has a very important role in a country, as the most important actor in implementation of education [1]. Through education teacher nurtures human resource, as well as determiner of nation's education quality [2]. Therefore, teacher must have good competency and quality in encouraging nation's education objective.

One way to measure teacher's competency level is how good that student can understand materials studied in university. Teachers who are able to understand materials well, it is likely that teacher can teach students well. Students' learning quality in university is highly determined their competency after graduating. Quality university will produce teachers that can compete globally and determine nation's future [3]. Therefore, lecturer or professor as educator of students in university must be able to provide quality learning thus excellent and competent human resource will be produced.

The most important competency that students in university must have is language ability. Indonesia language ability is one of requirement subjects must be mastered by elementary teacher education student. Indonesia language ability taught aims to language usage ability in daily communication [4]. For students, language ability eases them for expressing their minds and opinions to others. Moreover, language ability has a role as a key to advance someone's life either from knowledge or social aspect [5]. Language ability learning includes listening, speaking, reading and writing ability. These four abilities are interrelated, support and encourage someone to have higher language ability [6]. As a result, good language ability usage must be emphasized to student of teacher education of elementary school as teacher candidates.

Listening as one of the basic language abilities is must be had by every student. This ability becomes the main basic of other language abilities and arouses someone's awareness of the important of language [7]. Listening also becomes a medium to receive information in communication activity [8]. It shows that listening has main role in encouraging effective communication in daily life. It also acts as motivator in developing someone's language knowledge [9]. Therefore, listening ability is must be mastered ability by all individuals.

As basic language ability, listening has important role for elementary teacher education student because students do listen more than other language activities [10]. All ideas and insight science received by students in general are obtained through listening activity. By listening, students will obtain their in detail understanding easier [11, 12]. This ability also can become their knowledge when they conduct teaching practice in elementary schools. Teacher candidates must understand the importance of listening because when they have graduated from university and become teachers, they will practice listening activity to their students [13]. Moreover, teacher candidates must have good listening ability before they are able to teach listening ability to their students in elementary school [13].

The successfulness of listening learning is influenced by learning technique implemented by the lecturer. Learning technique selection can be adjusted by students' need in class. Appropriate learning technique will create efficient, effective, and motivating students' listening ability. Moreover, students will be more enthusiasm and focus in learning activity in class. Before conducting learning activity, lecturer must plan the learning activity thus the learning conducted in class is according to the determined objectives.

In fact, the learning conducted in class has not been according to what had been expected. Students' listening ability was still categorized low. It was showed in our observation result that the students' low listening ability caused by a lack of ability to understanding and analyzing. Moreover, appropriate learning technique has not been implemented and lack listening practice in teaching listening ability in class. Hwaider added that problem may be caused by linguistic factors including pronunciation, stress, intonation, vocabularies, and syntax structure [14].

Having seen the importance of listening ability for elementary teacher education student, it needs serious attention to listening learning. This problem must be solved immediately so it will not cause big impact for students, lecturer, and university. Lecturer should strive for students' good listening ability. Technique implementation of Indonesia Language Proficiency Test (abbrev in Bahasa as UKBI) is one way to solve the problem. UKBI is a measurement medium to know how good students' Indonesia language ability [15]. UKBI can encourage students to develop their language ability in the future [16]. Through UKBI students will obtain Indonesia language ability training and practice. Indonesia language ability in UKBI will be focused on listening ability only. Training and practice conducted will train and improve students' listening ability.

Based on this analysis, then it needed a study to improve students' listening ability. Class action will be used in this study. This study was expected to be able describe students' listening ability level and their readiness before practicing teaching in elementary school. This study was entitled "Implementation of UKBI to Improve Students' Listening Ability".

Listening is one of language abilities that must be mastered by students [17]. It is a language sound listening activity seriously and cautiously as an effort in identifying and understanding what is talked by the speaker [18]. Listening is an activity process in listening verbal symbols cautiously, appreciation understanding, and interpretation to obtain information, capturing the content, and understanding communication that will be delivered by speaker through oral or verbal. It shows that listening activities require high concentration. With high concentration a listener is able to understand the content of listened subjects.

Another definition of listening is the skill of understanding the voices of language spoken by other people and transformed into meaning to continue to be processed, concluded and responded [19]. This can be interpreted that listening activity, it does not merely listen but it needs rationalization in organizing what someone hears. Thus, what is captured by listener is according to what is delivered by other people. Furthermore, listening is an activity involving someone's activeness as message sender and receiver to

develop and respond the meaning of the verbal message [20]. Listening is also defined as an activity to solve complex problem, in which speaker gives task input and influence towards message receiver [21].

The successfulness of listening is influenced by learning technique provided. One of techniques that can be implemented is UKBI. This test is a language ability test that can describe someone's language ability level [22, 23]. Listening UKBI includes listening subjects as dialogs and monologs that can be obtained from cassettes or MP3. During implementation students only is listened once and given time limit, UKBI can be conducted by two ways: (1) UKBI based on paper and pen; and (2) UKBI based on computer. In this study, we will conduct UKBI based on paper and pen. Listening ability indicator implemented in UKBI more emphasizes on remembering, understanding, and analyzing ability.

2. RESEARCH METHOD

The method used in this study was class action research. This study was conducted in two cycles. The respondents were 41 students in class 2 A of elementary teacher education in Ahmad Dahlan University, Yogyakarta. The study was conducted from March to April in the academic year of 2017/2018. Observation and test were used as data collection methods. Then the data were analyzed by using descriptive method combined with quantitative method.

3. RESULTS AND ANALYSIS

3.1. Improvement of listening ability

The research conducted in class 2 A of elementary teacher education of Ahmad Dahlan University to improve students' listening ability. The data result showed percentage value and indicator of listening that students achieved. The data presented in the form of tables and graphs to show the result of pre-cycle, cycle I and cycle II.

Pre-cycle learning was conducted by giving listening subjects such as news and stories. Students were given listening task then writing the content of the subject in a sheet of paper. The result of students' listening ability can be seen in the Table 1.

Table 1. Students' pre-cycle listening ability value

No	Scores	Frequency	Relative Frequency
1	< 75	27	65.85%
2	≥ 75	14	34.15%
Total Average		69.98	
Classical Completeness		34.15%	

Based on Table 1 it can be concluded that 14 of 41 students have reached ≥ 75 point. Classical completeness that can be achieved is 34.15% with average value 69.98. It showed that the result of pre-cycle listening has not achieved the determined successfulness indicator. The low level of students' listening ability was supported by observation result showing that students lack listening practice. For more indicator score detail can be seen in Table 2.

Table 2. Result of pre-cycle listening ability indicator score

No	Indicator	Percentage
1	P1	60.13%
2	P2	35.33%
3	P3	34.65%

Description: P1= Remembering, P2= Understanding, P3= Analyzing

Table 2 shows that students' remembering ability is 60.13%. It can be considered that students' remembering ability is adequate good. Nevertheless, students' ability in understanding and analyzing still categorizes low. This statement is proved by the result showing 35.33% and 34.65% subsequently. Students still have not been able to understand and analyze the listening subjects well.

Based on this pre-cycle result, class action research used to improve students' listening ability. This study will implement UKBI to train students to master their Indonesia language ability, particularly in listening ability. This study will be conducted in two cycles, in which each cycle consists of one meeting.

The implementation of first learning cycle was conducted on March 28th 2018. In cycle I, UKBI implemented dialog and monolog. Implementation of UKBI in cycle I has shown positive impact towards students' listening ability. It can be seen in result of students' listening ability value in Table 3.

Table 3. Students' cycle I listening ability value

No	Scores	Frequency	Relative Frequency
1	< 75	9	21.95%
2	≥ 75	32	78.05%
Total Average		75.12	
Classical Completeness		78.05%	

Based on Table 3, it can be concluded that UKBI can improve students' listening ability. Overall average obtained in cycle I is 75.12. Completeness obtained reaches 78.05% while students that have not pass the completeness value is 21.95%. Therefore, students' listening ability needs to be improved again so students' listening ability can be more optimal. For more detail result of students' listening ability indicator score can be seen in Table 4.

Table 4. Result of cycle I listening ability indicator score

No	Indicator	Percentage
1	P1	86.18%
2	P2	61.25%
3	P3	53.66%

Description: P1= Remembering, P2= Understanding, P3= Analyzing

Table 4 shows that students' remembering, understanding and analyzing abilities have improved compared with pre-cycle result. Nevertheless, this result has not been optimal and reached determined comprehensive indicator. Remembering, understanding and analyzing abilities score 86.18%, 61.25% and 53.66% respectively. It is caused by students have not focused totally on listening subjects and time limit given thus they lack concentration.

Data and analysis obtained in cycle I can be concluded that this study still needs further research to obtain comprehensive score ≥ 75 . Moreover, students' ability in remembering, understanding and analyzing listening subjects can be improved. On the next step, this study will conduct cycle II by implementing UKBI with more understandable dialog text and monolog, thus students can remember, understand and analyze easier.

Cycle II was conducted once on April 4th 2018. Treatment in cycle II provides very positive impact on students. It is proved with the increasing average value in cycle II. Assesment data in cycle II can be seen in Table 5.

Table 5. Students' cycle II listening ability value

No	Scores	Frequency	Relative Frequency
1	< 75	4	9.76%
2	≥ 75	37	90.24%
Total Average		83.05	
Classical Completeness		90.24%	

According to Table 5, the result of cycle II can conclude that there is an increasing average value of students' listening ability becoming 83.05. This score has passed completeness value 75. And 90.24% of students reach completeness value and only 9.76% of students have not reached completeness value. The result of cycle II has reached determined successfulness indicator, thus it can be said that UKBI succeeds in improving students' listening ability. For more detail that can be seen Table 6.

Table 6. Result of cycle II listening ability indicator score

No	Indicator	Percentage
1	P1	96.48%
2	P2	76.27%
3	P3	65.85%

Description: P1= Remembering, P2= Understanding, P3= Analyzing

Table 6 shows that students' remembering, understanding and analyzing abilities have been reached successfulness indicator. All indicator scores have increased compared with the previous result. Remembering, understanding and analyzing scores are 96.48%, 76.27% and 65.85% respectively. Therefore, this study can be concluded that students' listening ability is good.

This study proved that implementation of UKBI significantly influences students' listening ability. It can be seen the percentage of listening comprehensiveness and indicator value increasing in pre-cycle, cycle I and cycle II. The increase can be seen in the Figure 1.

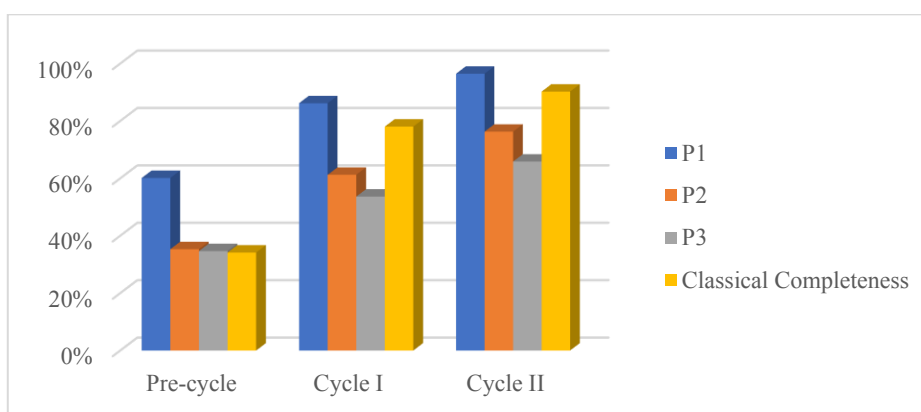


Figure 1. Listening ability improvement graph

Figure 1 shows that implementation of UKBI improves students' listening ability. This improvement was proved by the increasing of listening completeness scores in pre-cycle, cycle I and cycle II as follows 34.15%, 78.05% and 90.24% respectively. This improvement was encouraged by implementation of UKBI training the students in listening practice, thus they are trained to remember, understand and analyze what they listen to. It was emphasized in indicator P1 (remembering) increasing in pre-cycle, cycle I and cycle II as follows 60.13%, 86.18% and 96.48% respectively. While indicator P2 (understanding) that is 35.33% in pre-cycle becomes 61.25% and 76.27% in cycle I and cycle II respectively. Indicator P3 (analyzing) that is 34.65% in pre-cycle becomes 53.66% and 65.85% in cycle I and cycle II respectively.

3.2. Discussion of the result

The success of the learning process is influenced by several factors. One of them is the learning design. Learning design is arranged before learning activities are carried out by lecturers. Learning design includes the learning techniques that will be used. By applying learning techniques, the learning will be more directed and effective [24]. Therefore, the use of learning techniques is very important in determining the level of success of the students' learning.

The choice of learning techniques to be used must consider several things. This aims to make sure that the learning techniques used can run effectively and have a significant influence for the students. Some important things to consider in selecting learning techniques are the goals to be achieved, the learning material and the student learning environment. Lecturers are encouraged to choose the right learning techniques in order to improve the academic success and the student independence [25]. Students who use the right learning techniques are more successful than those who do not [26]. This can be interpreted that the accuracy in determining the learning technique is really significant to make sure the success of learning process.

Likewise, the learning process carried out in this study is by implementing the UKBI to improve the students' ability to listen. Through UKBI students practice listening. In this study, it was found that the implementation of the UKBI was able to encourage students to be more active in learning activities. Students

also looked enthusiastic in following the learning process. This result is in line with the research Nurhayati about the UKBI which revealed that the UKBI technique can create active, fun and effective learning [27]. UKBI improves the student activities in the learning process.

The result of this study indicates that there was an increase of the average listening scores of 75.12 to 83.05 and the classical completeness obtained were from 78.05% to 90.24% in the first and second cycles. This data proves that the UKBI is able to improve the students ability in listening. The result of the study was also revealed by Nurhayati who stated that the UKBI was able to improve the student learning outcomes, reaching a value of 88.54 and 100% of learning completeness [27]. Learning outcomes and learning completeness have increased in each cycle. The results of the study shows that the UKBI has a significant influence on student competence.

The increase of the average score and classical completeness proves that UKBI is very effective to be used in this study. This is in line with the results of the research Puspito that the UKBI is effective to be used as a medium for strengthening of Indonesian language learning students [28]. UKBI encourages students to be able to master Bahasa Indonesia skills well. The effectiveness of the UKBI is also reinforced by the result of a literature study Yanti that the government is implementing the UKBI in improving teacher competency in Indonesia [29]. UKBI is used as a way to encourage the ability of teachers in using Indonesian language. This can be interpreted that the implementation of the UKBI is effective in increasing the listening ability of elementary teacher education students as teacher candidates.

The success of listening in this study will provide many benefits to students. This is because listening is likened to Cinderella ability which is dominant and very important ability in language learning activities [30]. Without good listening skills students cannot learn anything. For teacher candidates, listening trains students in communication activities [31]. Listening also plays an important role in the education process [32]. Listening as a provision for the ability of teacher candidates to teach students at school. This is in line with the research conducted by Aytan that the ability to listen is important for candidates Turkish teachers in teaching students in the classroom [33]. This is because teacher candidates will play an important role in teaching listening skills to students in the classroom. In addition, it will also help teacher candidates in implementing an effective teaching and learning process.

Another important finding in this study is that based on the analysis of the students' listening ability scores, it was found that the ability to remember shows the highest percentage of 96.48%. Students master the ability to remember better than the ability to understand and analyze. This result is in line with the research Chalak & Mizbani about listening and speaking analysis which revealed that the ability to remember in listening activities was 60% [34]. The ability to remember in this study also occupies the largest percentage compared to other abilities. This is because remembering as the lowest skill in the level of taxonomy of Bloom [35]. So that remembering is the easiest ability to be mastered by students.

The ability to understand in this study reaches 76.27%. The ability to understand occupies the second level after remembering. This is because the ability to understand is still in the category of low thinking skills [36]. So that this skill is not too difficult for students. In this study, most students were able to understand the contents well. In addition, it should be noted that this level of understanding is quite important and logical [37]. Especially in listening activities, understanding is important because this ability determines whether students know the intentions conveyed by the speaker.

The percentage of analyzing ability includes 65.85%. This ability to analyze is at the third level. This ability is a skill that is a little difficult for students to achieve among other abilities. This is explained by Igbaria that analytical skill is considered as high-level thinking skill, so that this ability is classified as difficult [37]. In addition, this difficulty is also due to the fact that the analytical ability requires the students to be able to organize and integrate the information obtained [38]. Thus, the ability to analyze requires high concentration.

4. CONCLUSION

Based on the results of classroom action research that was conducted in two cycles, it can be concluded that the implementation of the UKBI can improve the students' listening ability. This is proved by the students' listening ability which increases significantly in each cycle. In the cycle I, the average score was 75.12 with 78.05% of the classical completeness. Meanwhile the average score was 83.05 with classical completeness 90.24% in cycle II. The results of the listening scores analysis showed that remembering is the most prominent ability among the others. The ability sequence most mastered by students includes remembering, understanding and analyzing. The implementation of the listening learning process through the implementation of the UKBI trained the students in listening activities and also attracted students' enthusiasm in participating in the learning activities. Thus, the implementation of the listening learning process runs effectively and in accordance with the expected learning outcomes.

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