

THE EFFECT OF USING EXPLICIT INSTRUCTION STRATEGY ON STUDENTS' LISTENING COMPREHENSION OF PROCEDURE TEXT

(A Study at the Eleventh Grade Students of SMK Negeri 1 Angkola Timur)

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Abstract: The objectives of the is research are to find out: a) The extent of the application description of using explicit instruction strategy on students' listening comprehension of procedure text b) The extent of the students' listening comprehension of procedure text before and after using explicit instruction strategy, and c) Whether there is any significant effect of using explicit instruction strategy on students' listening comprehension of procedure text. The population of this research is all the eleventh grade students of SMK Negeri 1 Angkola Timur which are divided into five classes and total are 145 students. The sample is taken from the population by using systematic sampling by using multiple of five. Therefore, sampling of this research is 29 students. This study is carried on by using experimental method. The data is collected by giving observation and test. The writer uses statistic processes in analyzing data by using formula of t_{test} . After collecting the data, it is found that the application of using explicit instruction strategy on students' listening comprehension of procedure text is 3.5. It is categorized "Very Good". The students' listening comprehension of procedure text before using explicit instruction strategy is 76.21, it is categorizes "Good". Then, students' listening comprehension of procedure text after using explicit instruction strategy 80, it is categorized "Very Good". There is a significant effect of using explicit instruction strategy on students' listening comprehension of procedure text at the eleventh grade students of SMK Negeri 1 Angkola Timur (t_o 4.15 > t_{table} 2.05). Therefore, H_a is accepted.

Keywords: Explicit Instruction Strategy, Listening, Comprehension, Procedure Text.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: a) Sejauh mana deskripsi aplikasi menggunakan strategi eksplisit instruksi pada pemahaman siswa mendengarkan teks prosedur b) Sejauh mana pemahaman siswa mendengarkan teks prosedur sebelum dan sesudah menggunakan strategi pengajaran eksplisit, dan c) Apakah ada pengaruh signifikan penggunaan strategi instruksi eksplisit terhadap pemahaman siswa dalam mendengarkan teks prosedur. Populasi penelitian ini adalah semua siswa kelas XI SMK Negeri 1 Angkola Timur yang terbagi dalam lima kelas dan jumlah siswa 145 siswa. Sampel diambil dari populasi dengan menggunakan sampling sistematis dengan menggunakan kelipatan lima. Oleh karena itu, sampel penelitian ini adalah 29 siswa. Penelitian ini dilakukan dengan menggunakan metode eksperimen. Data dikumpulkan dengan memberikan observasi dan tes. Penulis menggunakan proses statistic dalam menganalisis data dengan menggunakan rumus Ttest. Setelah mengumpulkan data, ditemukan bahwa aplikasi menggunakan strategi instruksi eksplisit pada pemahaman siswa tentang teks prosedur adalah 3,5. Ini dikategorikan "Sangat Bagus". Pemahaman mendengarkan teks prosedur siswa sebelum menggunakan strategi eksplisit instruksi adalah 76,21, itu dikategorikan "Baik". Kemudian, pemahaman mendengarkan siswa tentang teks prosedur setelah menggunakan strategi eksplisit instruksi 80, itu dikategorikan "Sangat Bagus". Ada pengaruh yang signifikan dari penggunaan strategi pengajaran eksplisit pada pemahaman mendengarkan siswa tentang teks prosedur pada siswa kelas sebelas di SMK Negeri 1 Angkola Timur (t_{test} 4,15 > t_{table} 2,05). Karena itu, H_a diterima.

Kata kunci: Strategi Eksplisit Instruksi, Mendengarkan, Pemahaman, Teks Prosedur.

I. INTRODUCTION

Listening is one of the most important skills in English language learning. Listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicate that it makes easy the development of the other language skills. The goal of listening comprehension is to comprehend the language at normal speed in an automatic condition. If it learns the text through hearing it, it will understand it. Listening has an important role in communication. Listening comprehension plays an important role in the process of language leaning as it is one of the four major skills in language acquisition.

However, not all students are successful in learning English especially on students' listening comprehension of procedure text. It can be proved by looking the mark of the students at the eleventh grade in SMK Negeri 1 AngkolaTimur on students' listening comprehension of procedure text subject based on the writer observation and pre-test was on 26th July 2018. They get the average of 60. Meanwhile, it is hoped that they get the average of 75. It means that the students' listening comprehension of procedure text is still need improvement. It happened because of their ability on students' listening comprehension of procedure text is still low.

In this case, there are some factors the influence why their listening comprehension of procedure text is low. There are two factors that can influence it such as internal and external factors. The internal factors come from the students itself such as; students' motivation, interest, the students' ability and the students' attitude. The external factors is from the students outside such as using teaching strategy, the students' environment, students' family background, curriculum, teacher's ability, school facilities, and many others, and also their interest is still low and they think that English is not important for them. Based on this fact, the writer sees their achievement on English subject is not suitable with expectation.

If this problem is not solved, it will bring the difficulties for the students in mastering other materials in English especially on students' listening comprehension of procedure text material. Therefore, the students will be boring, not active, and they do not participate in teaching learning process in class. The students will think that English is the difficult lesson. They will not interest to follow English subject, and always think that English is difficult and not an interesting lesson.

There are many ways that have been done by the teacher in order to make teaching learning process successful, for examples; prepare teaching material and use suitable strategy to increase their understand, participate, and motivate them by using strategy because there are many strategies that can be used on students' listening comprehension of procedure text. The teacher should be able to use some strategies in order to get the best result in teaching.

In this research the writer focuses on teaching strategy because by using teaching strategy on students' listening comprehension of procedure text, the writer believes students will more understand. In this research, teaching strategy that is chosen by the writer is explicit instruction strategy.

Explicit instruction strategy is systematic, direct, engaging, and success oriented and has been shown to promote achievement for all students. This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area.

1. The Nature of Students' Listening Comprehension of Procedure Text

Listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words. The goal of listening comprehension is to comprehend the language at normal speed in an automatic condition. According to Steinberg, et al in Gilakjani and Narjes (2016:123), "Listening comprehension as one's ability to recognize another through sense, aural organs and allocate a meaning to the message to understand it." Next, Nadig in Gilakjani and Narjes (2016:124) say, "Listening comprehension is the various processes of

understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.”

Based on the explanation above, the writer concludes that listening comprehension is the different processes of understanding the spoken language. Listening comprehension is defined as one’s ability to comprehend spoken language. It means that a person understands what it has heard. If it learns the text through hearing it, it will understand it. Listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception.

Procedure text is a text that explains something works or how to use instruction/operation manual, example how to use the telephone, the mouse, and the car. Then, instruction how to do a particular activity, example recipes, rules of games, science experiments, and the last dealing with human behavior, example how to live happily, how to be a good online students, and how to sleep well.

According to Iwuk (2007:54), “Procedure text is a text that contain about information that can help us to do something or to make something”. Next ,Setyawan (2008:3) says, “Procedure text is a text that explained about the way to do or result something through an action or steps”. Next, Maharani (2007:70) says, “Procedure text contains the direction or instruction to do something”.

Based on the explanation above, the writer concludes that procedure text is a kind of text that used to explain the way, process, direction or instruction to do something through sequence of events, process, an action or steps. Besides that, procedure text explains something works or how to use something.

A procedure text is arranged of three main parts: aim or goal of the procedure, list of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

According to Setyawan (2008:4), "The aim/goal of procedure text usually stated clearly as the title of the text, or sometimes in introduction sentence form". Next, Pardiyono (2007:128) says, "Topic statement of purpose contains a topic about work or something that will be do or finish".

Based on the explanation above, the researcher concludes that aim/goal means the topic or the purpose of the text, and actually it put on top of the text as the title of the text. The aim/goal of procedure text usually stated clearly as the title of the text, or sometimes in introduction sentence form.

Procedure text is a kind of text that has purpose to help everyone do a task or make something. According to Setyawan (2008:4), "For this part explains the materials or tools that needed". Next, Maharani (2007:70) says, "Material contain the substance that needed. In material part has optional character (can use or can not use)".

Based on the explanation above, the writer concludes that material means anything out of something is or may be made. It also can say as essential or important belonging to the world. Besides that, material is an important element in procedure text.

Steps/methods mean a stage in progress. It also can say as an action or move or towards accomplishing an aim. According to Iwuk (2007:55), "Method is the steps that must do. The step is written orderly. To make the reader easier to identify the sequence of events, steps in method are written use bullet". Next, Setyawan (2008:5) says, "This part contain the sequence of steps to do something. The steps actually put in a text that given number. Besides that, we also can to use adverb of sequence like first, second, then, next, and finally".

Based on the explanation above, the writer concludes that method means the ways how to make or to do something by the steps. The steps write ordinary. To easier the reader to identify the steps, the steps in method write use bullet or form.

Social function is to describe how something is achieved or accomplished through a sequence of action or steps or to instruct the ways of manuals. According to Hayati (2015:

10), "Social function is a procedure text describes how something is done step by step". Based on the explanation above social function of procedure text is to tell or describe how to make something

Lexicogrammatical is feature that use to arrange a procedure text that use grammar and step to make one text. According to Huda (2015: 31) Besides having social function and generic structure, procedure text also has significant lexicogrammatical features that support the form of a procedure text.

Based on the explanation above, the lexicogrammatical of procedure text have many process to make the text so that feature that use to arrange a procedure text like the uses simple present tense, temporal conjunction, general human and Use mainly of materials process.

2. The Nature of Explicit Instruction Strategy

Teaching strategy is teaching by using some strategies for helping students in receiving material from the teacher. In teaching model a teacher needs intellectual, attitudes and approaches. By using teaching strategy, the students can show how problems can be approached, how information can be analyzed or how knowledge is generated. Therefore, in this research the writer chooses explicit instruction strategy.

Explicit instruction strategy is a strategy that designed to develop the way of students' learning about declarative knowledge teach by using activity gradually, step by step that has purpose to make the students can mastering the material optimally.

According to Istarani (2011:99), "Explicit instruction designed to develop the way of students' learning about procedural knowledge and declarative knowledge that can teach step by step".

Next, Sanjaya in Istarani (2015:64) says, "Expository is learning that focus to the giving material verbally from a teacher to some students with the aim to make the students can mastering the material optimally".

Based on the explanation above, the writer concludes that explicit instruction strategy is systematic, direct, engaging, and success oriented and has been shown to promote achievement for all students.

There are some steps, techniques or procedures of explicit instruction strategy. Step means the movements, techniques, or procedure that is done in doing something or do anything. Explicit instruction strategy has many kinds of steps or techniques that must done by the teacher in teaching and learning process.

According to Istarani (2011:99), "Steps: 1. Convey the aim and prepare the students. 2. Demonstrate knowledge and skill. 3. Guide training. 4. Check understanding and give feedback. 5. Give chance to the next trying".

Based on the explanation above, the writer concludes that the steps of explicit instruction strategy are: 1) Orientation to the lesson: a. Teacher gains students' attention, b. Teacher relates today's lesson to a previously related one, c. Teacher uses essential questions to activate students' thinking. 2) Initial instruction: a. Teacher leads completion of several sample problems, b. Teacher models and instructs students to model problem completion, c. Teacher points out difficult aspects of problem. 3) Teacher guided practice: a. Students complete problems under teacher supervision, b. Teacher monitors each student's success in problem competition, c. Teacher assists students independently, d. Students may discuss problems with each other. 4) Independent practice: a. Students complete sample problems independently, b. Students may complete homework as independent practice. 5) Check: a. Teacher checks student performance on independent work. 6) Re-teach: a. Teacher identifies students with continuing difficulty and re-teaches the skills.

To make it clearer, it is better to see the advantages of explicit instruction strategy. According to Istarani (2011:99) says, "Advantages of explicit instruction model are: 1. Serve the material and be more concise. 2. Serving the material can be schemes to make the students are easy to understand. 3. Try the ability of the students to think systematically. 4. Give chance to the students to develop their knowledge. 5. Can lead learning process that begin guide activity that done by the teacher".

Based on the explanation above, the writer concludes that the advantages of explicit instruction strategy are explicit instruction model is best for learning concepts or skills. The specificity of the objectives or learning targets also makes it easier to teachers to create assessment tests of high validity and high reliability.

To make it clearer, it is better to see the disadvantages of explicit instruction strategy. According to Istarani (2011:99) says, "The disadvantages of explicit instruction are: 1. Teacher make material summarizing that can vice the all material. 2. In demonstrate actually the used media is limit. 3. In the next test, there is students who do not the test. 4. The source of material is less well, therefore it difficult the students to make the right material dan can vice all of the material".

Based on the explanation above, the writer concludes that the disadvantages of explicit instruction strategy can be rigid to hinder the creativity of the teacher. There is very little room to improvise because this method follows a step by step procedure. The procedure usually starts with an introduction, followed by the rationale for the instruction, then by the instruction itself.

II. METHODOLOGY OF THE RESEARCH

The method of this research is experimental method because this method is very suitable to find out the cause-effect relationship between two factors. Arikunto (2009:63) says, "Experimental method is the way to find out the cause-effect relationship between two factors and it is happened by eliminating, unless or avoiding other factors that can influence". Arikunto (2009:130) says, "Population is the whole subject of the research". The population of this research is all the eleventh grade students of SMK Negeri 1 AngkolaTimur which are divided into five classes and total are 145 students. Sudijono (2008:280) says, "Sample is a small proportion of population which should be researched chosen or determined for the analysis need. In other word, sample is part or piece of the population". In other word, sample is part or piece of the population. The total sampling of this research is 29 students by using systematic sampling. The instrument of this research used test and observation. The

result of the test is used as the data of this research. The writer used statistic formula or t_{test} formulation to analyze the data.

III. RESULT

The result of using explicit instruction strategy on students' listening comprehension of procedure text at the eleventh grade students of SMK Negeri 1 Angkola Timur can be seen as follows:

- 1) The application of using explicit instruction strategy on students' listening comprehension of procedure text at the eleventh grade students of SMK Negeri 1 Angkola Timur is 3.5. It categorizes "Very Good".
- 2) The students' listening comprehension of procedure text before using explicit instruction strategy is 76.21, it is categorizes "Good". Then, students' listening comprehension of procedure text after using explicit instruction strategy 80, it is categorized "Very Good".
- 3) There is a significant effect of using explicit instruction strategy on students' listening comprehension of procedure text at the eleventh grade students of SMK Negeri 1 Angkola Timur ($t_o 4.15 > t_{table} 2.05$). Therefore, H_a is accepted.

IV. DISCUSSION

After giving pre test and post test to the students, the researcher found the result of students' listening comprehension of procedure text before and after using explicit instruction strategy at the eleventh grade students of SMK Negeri 1 Angkola Timur. The score of students' listening comprehension of procedure text before using explicit instruction strategy is on the mean 76.21. Meanwhile the score of students' listening comprehension of procedure text after using explicit instruction strategy is on the mean 80. It can be seen that the students are more active in listening comprehension of procedure text after using explicit instruction strategy. The objective of explicit instruction strategy is best for learning concepts or skills. The specificity of the objectives or learning targets also makes it easier to teachers to create assessment tests of high validity and high reliability. Students, for their part, do not suffer much confusion in determining which part of the lesson is important and which part is not.

Review means an examination of something, with the intention of changing it if necessary. Related means connected with something or some body in some way. Finding means information that is discovered. So, it can be concludes that review of related finding means an examination of something that is connected with information discovered.

Batubara (2017) says, "There is a significant effect of using explicit instruction strategy on students' imperative sentence mastery (A study at the X grade students of MAN Sipirok). The result of research got t_{test} was 9.79 and t_{table} was known as 2.00 at 5% degrees of freedom ($df = N - 2 = 70 - 2 = 68$). If we saw the table there was not 68 in table, so the writer takes the nearest value it was 70.

Jumaini (2013) on her journal about the effect of using explicit instruction method on students' ability in writing imperative sentence. The result showed that the average of pre test on students' ability in writing imperative sentence at the X grade students of SMA Negeri 5 Padangsidempuan was 68.28, the categorized was "Enough". The average of post test on students' ability in writing imperative sentence at the X grade students of SMA Negeri 5 Padangsidempuan was 71.38, the categorized was "Good".

CONCLUSIONS

Based on the conclusion of the data analysis in previous chapter, the result of using explicit instruction strategy on students' listening comprehension of procedure text at the eleventh grade students of SMK Negeri 1 Angkola Timur can be seen as follows:

1. The application of using explicit instruction strategy on students' listening comprehension of procedure text at the eleventh grade students of SMK Negeri 1 Angkola Timur is 3.5. It categorizes "Very Good".
2. The students' listening comprehension of procedure text before using explicit instruction strategy is 76.21, it is categorizes "Good". Then, students' listening comprehension of procedure text after using explicit instruction strategy 80, it is categorized "Very Good".

3. There is a significant effect of using explicit instruction strategy on students' listening comprehension of procedure text at the eleventh grade students of SMK Negeri 1 Angkola Timur (t_o 4.15 $>$ t_{table} 2.05). Therefore, H_a is accepted.

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