"THE IMPACT OF READING WHILE LISTENING (RWL) ON STUDENTS' LISTENING SKILLS IN NARRATIVE TEXT FOR SECOND GRADE OF SENIOR HIGH SCHOOL"

(An Experimental Research at SMAN 1 Pangkah in Academic Year 2023/2024)

RESEARCH PROJECT

Submitted as Partial Fulfilment of the Requirements for the Degree of

Sarjana Pendidikan **in English Education**

By

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ENGLISH EDUCATION PROGRAM

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS PANCASAKTI TEGAL

2024

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This research project entitled is "The Impact of Reading While Listening (RWL) on Students' Listening Skills in Narrative Text for Second Grade of Senior High School" has been agreed by advisors to be examined before the board of examiners, Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

Tegal, 18 July 2024

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STATEMENT OF ORIGINALITY

I state that my research project entitled "The Impact of Reading While Listening (RWL) on Students' Listening Skills in Narrative Text for Second Grade of Senior High School" is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which in inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 18 July 2023

The writer

MOTTO AND DEDICATION

MOTTO:

- "Moses said, 'Never will we be overtaken; indeed, my Lord is with me. He will guide me trough.'" (QS. Asy-Syu'ara: 62)

- Our actions reveal our true selves; therefore, we must thoughtfully consider every step we take, striving to live with intention and purpose.

This study dedicated to:

- I would like to express my deepest gratitude and appreciation to my beloved family, whose unwavering support and encouragement have been the cornerstone of my journey. To my father, who has always been a pillar of strength, providing guidance and motivation, and to my mother, who has been my confidante, offering comfort, advice, and endless prayers for my success. Your love and belief in me have been my greatest source of inspiration.

- To my siblings, the "Nisizarfil brothers and sisters," who have been the lively heartbeat of our home. Special thanks to my sisters, Asih Kurniasih and Murniasih, for their invaluable advice and support throughout the entire research process. To my brothers, Mohamad Irfan Maulana and Muhammad Miftahul Ilmi, who have always known how to uplift my spirits and provide the perfect support.

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- To Retno Setianingrum, my dedicated research partner and invaluable discussion companion throughout this journey, your unwavering support and shared perseverance have been instrumental in overcoming every challenge. I am deeply grateful for your collaboration and steadfast encouragement. Additionally, to my friends from PBI 2020, who have journeyed alongside me from the very first semester until now, your camaraderie and continual support have been a source of strength and inspiration. Thank you for standing by me through every step of this endeavor.

- Lastly, but certainly not least, I want to extend my heartfelt thanks to myself. For all the hard work, perseverance, and resilience through the ups and downs of this journey. For not giving up, for enduring the toughest times, and for staying true to myself every step of the way. Thank you for being strong and for believing in the dream.

PREFACE

In the name of Allah SWT, the Most Gracious and Most Merciful. All praise is solely for the Almighty Allah SWT, the Lord of the worlds, whose abundant mercy and great blessings have enabled the writer to complete this study. This study, titled "The Impact Of Reading While Listening (RWL) on Students" Listening Skills in Narrative Texts for The Second Grade of Senior High School" is submitted to meet one of the requirements for obtaining an S-1 Degree at the English Department, Faculty of Teacher Training and Education, Pancasakti University Tegal.

In completing this study, the writer received invaluable advice, assistance, and suggestions from various individuals. Therefore, the writer would like to extend heartfelt appreciation to the following persons:

1. Dr. Taufiqullah, M.Hum, the Rector of Pancasakti University Tegal.

2. Dr. Yoga Prihatin, M.Pd, the Dean of the Faculty of Teacher Training and Education, Pancasakti University Tegal.

3. Yuvita, M.Pd, the Head of the English Department, Faculty of Teacher Training and Education, Pancasakti University Tegal.

4. Anin Eka Sulistyawati, S.S, M.Hum, my first advisor, for her patient advice, guidance, and encouragement throughout the completion of this research.

5. Noeris Meiristiani, M.Pd, my second advisor, for her valuable corrections, suggestions, and guidance in writing this research.

5. Ratih Dwi Hapsari S.Pd and Kutubun S.Pd for granting permission to use their classes for research and for their guidance and input on the application of teaching strategies in this study.

6. All students of XI 2 and XI 4 in SMA N 1 Pangkah who participated as samples in this research.

The writer acknowledges that this study is not without its imperfections. Therefore, any feedback and suggestions for improvement are welcome. The writer sincerely apologizes for any flaws, shortcomings, and limitations in this study and hopes that it will be beneficial for future studies.

Tegal, 18 July 2024

Siti Nur' Azizah

ABSTRACT

Azizah, Siti Nur. 2024. 1620600018: "The Impact of Reading While Listening (RWL) on Students" Listening Skills in Narrative Text for Second Grade of Senior High School (An Experimental Research at SMAN 1 Pangkah in Academic Year 2023/2024)". Research Project. Strata I Program, Faculty of Teacher Training and Education,Universitas Pancasakti Tegal, The First Advisor is Anin Eka Sulistyawati, S.S, M. Hum and The Second Advisor is Noeris Meiristiani, M. Pd

Keywords: Reading While Listening, Narrative Texts, Listening Skills, Senior High School, Experimental Research

The research objectives are (1) to find out the implementation of teaching listening using Reading While Listening (RWL) to Narrative texts on XI grade of senior high school students. (2) To find out the impact of Reading While Listening (RWL) on students" listening skills in Narrative texts.

The research methodology is experimental with a post-test only control group design. The population consists of all eleventh-grade students at SMA N 1 Pangkah, with samples selected using cluster random sampling. The experimental group (class XI.4) was taught using the RWL strategy, while the control group (class XI.2) received traditional listening instruction. Treatment sessions spanned from April 29 to May 17, 2024, and included a post-test and teachers" questionnaire checklist to measure outcomes. Results indicated a significant improvement in the experimental group's listening skills compared to the control group. Post-test scores for the experimental group averaged 76.48, while the control group averaged 61.76. The independent sample T-Test showed a significance (2-tailed) of 0.000, indicating that the null hypothesis (H0) is rejected, and the research hypothesis (Ha) is accepted. Teachers' feedback through questionnaires highlighted the RWL method's effectiveness in engaging students and enhancing listening comprehension.

In conclusion, the RWL strategy effectively improves students' listening skills, especially when compared to traditional methods. It is recommended that teachers integrate the RWL strategy more intensively and frequently, using narrative texts, structured feedback, and technology to enhance students' listening skills. Future research should explore the long-term effects and generalizability of RWL, including comparisons with other listening strategies and the use of various technological tools.

ABSTRAK

Azizah, Siti Nur. 2024. 1620600018: "Dampak Strategi Reading While Listening (RWL) terhadap Keterampilan Mendengarkan Siswa pada Teks Naratif untuk Kelas XI SMA (Penelitian Eksperimental di SMAN 1 Pangkah Tahun Ajaran 2023/2024)". Proyek Penelitian. Program Strata I, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Pembimbing I adalah Anin Eka Sulistyawati, S.S, M. Hum dan Pembimbing II adalah Noeris Meiristiani, M. Pd.

Kata Kunci: Reading While Listening, Teks Naratif, Keterampilan Mendengarkan, SMA, Penelitian Eksperimental

Tujuan penelitian ini adalah (1) untuk mengetahui penerapan pengajaran mendengarkan menggunakan Reading While Listening (RWL) pada teks naratif pada siswa kelas XI SMA. (2) Untuk mengetahui dampak Reading While Listening (RWL) terhadap keterampilan mendengarkan siswa dalam teks naratif.

Metodologi penelitian ini adalah penelitian eksperimental dengan desain kelompok kontrol hanya post-test. Populasi terdiri dari seluruh siswa kelas XI di SMA N 1 Pangkah, dengan sampel dipilih menggunakan cluster random sampling. Kelompok eksperimen (kelas XI.4) diajar menggunakan strategi RWL, sementara kelompok kontrol (kelas XI.2) menerima pengajaran mendengarkan tradisional. Sesi perlakuan berlangsung dari 29 April hingga 17 Mei 2024, dan termasuk post-test serta kuesioner checklist guru untuk mengukur hasil. Hasil penelitian menunjukkan peningkatan yang signifikan dalam keterampilan mendengarkan kelompok eksperimen dibandingkan dengan kelompok kontrol. Skor post-test untuk kelompok eksperimen rata-rata 76.48, sedangkan kelompok kontrol rata-rata 61.76. Uji T sampel independen menunjukkan signifikansi (2-tailed) sebesar 0.000, yang menunjukkan bahwa hipotesis nol (H0) ditolak, dan hipotesis penelitian (Ha) diterima. Umpan balik dari guru melalui kuesioner menyoroti efektivitas metode RWL dalam melibatkan siswa dan meningkatkan pemahaman mendengarkan.

Kesimpulannya, strategi RWL efektif dalam meningkatkan keterampilan mendengarkan siswa, terutama dibandingkan dengan metode tradisional. Disarankan agar guru mengintegrasikan strategi RWL lebih intensif dan sering, menggunakan teks naratif, umpan balik terstruktur, dan teknologi untuk meningkatkan keterampilan mendengarkan siswa. Penelitian selanjutnya sebaiknya mengeksplorasi efek jangka panjang dan generalisasi RWL, termasuk perbandingan dengan strategi mendengarkan lainnya dan penggunaan berbagai alat teknologi.

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CHAPTER I

INTRODUCTION

This chapter introduces and deliberates on the fundamental aspects of this study, including the background, the identification of the problems, the limitations and statement of the problems, objectives of the research. The significance is further divided into two categories: theoretical significances and practical significances.

1.1 Background of the Problem

Listening is the process by which a person receives and processes the information she/he receives. In everyday life, humans use spoken and written language to communicate and meet their basic needs. Listening is an important skill early in life. Babies learn to speak by listening to their parents and the surrounding environment. This activity involves paying attention to sound, understanding meaning, and giving appropriate responses. During infancy, the process of listening helps them absorb knowledge and make sense of the world around them (Kuhl, 2002).

Listening stands as a crucial language skill essential for English language learners. When learning English as a foreign language (EFL), listening plays an important role as the first step in acquiring language skills (Setiawan et al., 2022). Consequently, having good listening skills forms the basis for improving speaking, reading, and writing abilities. Students need to consider various aspects while listening, including not only spoken content,

but also sentence structure, voice, speed, and context awareness to ensure an effective listening experience. By understanding the importance of listening and developing appropriate strategies, learners can improve their overall language skills.

However, listening is a difficult subject for most EFL learners. Wong (2015) stated listeners must consider various aspects of listening activities, including not just the spoken content, but also elements of syntax, sound, speed, and awareness of context to ensure an effective listening experience. As per the report from Saputri et al. (2019), there are several causes of students" problems in listening. Firstly, the recording quality is not good and this affects the students' lack of understanding. Secondly, there are cultural differences that have a significant impact on students' understanding. Thirdly, there are differences in dialects, both native and non-native, which cause problems in listening. Fourthly is unfamiliar vocabulary. Last, the speed of speech and speakers' conversation is a significant problem for students because they cannot control how speakers speak.

To overcome these problems the teacher or researcher ought to select an effective teaching strategy for enhancing students' listening abilities, such as employing simultaneous listening and reading, also known as the Reading While Listening (RWL) strategy. The RWL (Reading While Listening) strategy enhances students' understanding by integrating reading and listening simultaneously (Rozak et al., 2019). In listening class, the speed of speech rate is the problem most often encountered by students to understand the content being discussed by the speakers (Asrimawati & Margana, 2020).

This strategy can assist with the issue by enabling students to comprehend the content through both reading and listening.

As stated by Syahabuddin et al. (2021), teachers face difficulties in finding suitable listening materials, especially since most of the audio is delivered by non-native speakers. In addition, as mentioned by Saputri et al. (2019), students may have difficulty remembering and understanding information conveyed orally due to difficulty in focusing on the teacher or audio. Thus, these challenges affect the learning process and need to be considered in further research.

Based on observation conducted in several senior high schools in Indonesia by Zaim & Elfiona (2020), it has been found that teachers often face challenges in providing appropriate learning materials and appropriate media to teach listening. The constraints of time hinder teachers from generating appropriate materials. The use of a laptop or computer to play audio during class sessions is only effective for students who are in a physical classroom. Students absent from class may not have access to audio materials for home listening practice. To address this issue, the writer recommends utilizing digital media to enhance students' listening experience and engagement.

The use of digital media is expected to aid in addressing these listening and learning challenges. Digital media, such as podcasts, videos, and audiobooks, offer learners a flexible, global, and personalized learning experience. Learners can actively engage, receive instant feedback, and explore diverse content from native speakers (Meidasari, 2016). Smartphones

can offer numerous benefits in English language teaching, such as convenience, flexibility, and mobility, allowing students to access digital media at any time and from anywhere. Some research has demonstrated that mobile-based learning, facilitated by smartphones, can enhance teacher creativity in designing teaching materials, increasing student motivation, and providing students with learning materials that they can access whenever and wherever they need them (Zaim & Elfiona, 2020).

Based on the writer's observation, it was found that the eleventh-grade students of SMAN 1 Pangkah encountered difficulties during listening activities. The writer observed that students had difficulty when understanding and listening to English spoken in a native accent. The writer found that oral messages conveyed using native accents are more challenging for students to comprehend compared to non-native accents. As a result, listening to instruments with native speakers is more difficult than Indonesian speakers. The teacher claims that because listening instruction has not received enough attention in the classroom, kids are not accustomed to listening. Additionally, while listening to native speakers pronounce a term, students often become confused because they lack of necessary pronunciation skills. Additionally, they were unable to recount what they had heard in order.

Aligned with the preceding explanation, the writer intends to conduct an experimental study titled "The Impact of Reading While Listening (RWL) on Students" Listening Skills in Narrative Text for Second Grade of Senior High School: An Experimental Research at SMAN 1 Pangkah in Academic Year 2023/2024".

1.2 Identification of the Problem

In accordance with the study"s background regarding the effect of Reading While Listening (RWL) on students" listening skills in Narrative texts, the identification of the study involves:

1. The majority of students lack of listening skills.

2. Many students struggle to understand what native speakers say.

3. Most of the students cannot answer listening skill questions correctly.

4. Several students misunderstand what native speakers are saying.

5. Most students can't keep up with the playback speed of audio listening

6. Many students have difficulty hearing the pronunciation of words, but it is easier to understand when reading.

7. Most of students do not receive sufficient exposure from their teachers to English using authentic materials, specifically Narrative text.

1.3 Limitation of the Problem

Some of the problems mentioned in the statement above can guide writer to limit the problem of students" listening performance. The writer chooses eleventh-grade students and the writer on the effect of Reading While Listening (RWL) on students" listening skills on narrative text at the eleventh-grade of SMA N 1 Pangkah.

1.4 Statement of the Problems

According to the background of the problems, the problem statements can be formulated as follows:

1. How is Reading While Listening (RWL) implemented in teaching listening to Narrative texts on XI grade of senior high school students?

2. Does Reading While Listening (RWL) give any impact on students‟ listening skills in Narrative texts?

1.5 Objectives of the study

Based on the problem formulation above, the objectives of this study are outlined below:

1. To find out the implementation of teaching listening using Reading While Listening (RWL) to Narrative texts on XI grade of senior high school students.

2. To find out the impact of Reading While Listening (RWL) on students‟ listening skills in Narrative texts.

1.6 Significance of the study

The writer aims for the outcomes of this study to provide benefits not only theoretically but also practically for teachers, students, and future researchers. The writer believes that using Reading While Listening (RWL) in teaching listening can help students become more enthusiastic.

1.6.1. Theoretical Significance

The writer envisions this research serving as a valuable reference for English language learning. Additionally, there is a hope that this study will provide meaningful contributions that guide improvement in English language education practices.

1.6.2. Practical Significances

The results of this research will contribute to providing benefits to teachers, students, and other researchers. Here are the benefits:

a) For teachers

The teachers will have an alternative strategy to teach listening in narrative text by using Reading While Listening (RWL) via smartphones. Besides that, the teacher can make this strategy to help students" difficulties in learn to listen, especially narrative text.

b) For students

The results of this study are expected to be useful for students. It will give the students to know how to listen to English using an interesting strategy.

c) For other researchers

The outcomes of this study can serve as a valuable reference, providing additional information and contributing to the body of research on the challenges faced by high school students in developing listening skills.

CHAPTER II

REVIEW RELATED THEORIES, THEORETICAL FRAMEWORK,

AND HYPOTHESIS

This chapter covers several aspects related to this research. It includes an examination of previous studies, a review of related theories; Reading While Listening (RWL) definition, Reading While Listening (RWL) procedure, Reading While Listening (RWL) advantages and disadvantages, definition of listening, listening performance, Genres in Listening, Technology in Listening, theoretical framework, and hypothesis.

2.1. Previous Studies

Several researchers have conducted studies that are relevant to the use of Reading While Listening (RWL) in English teaching. These studies have similarities and differences with the current research. The following are prior study that become reference materials.

The first study was conducted by Milliner (2019) with the title "Comparing Extensive Reading to Extensive Reading While Listening on Smartphones: Impact on Listening and Reading Performance for Beginning Students". This study aims to determine if beginner-level English language learners (at levels A1 and A2) who use Reading While Listening (RWL) to grade reader audiobooks at the same time can improve their listening and reading skills, as measured by TOEIC (Test of English for International Communication) scores. It also investigates whether this improvement is greater than that achieved through graded reading without audio input. The

study was conducted at universities in Japan to test listening and reading skills, in total there were 58 samples in this study. The finding indicates the positive effect of Reading While Listening (RWL) on students" reading and listening skills.

There is also a similarity with the second study conducted by Asrimawati & Margana (2020) entitled "Using Reading While Listening to Develop Students" Receptive Skills: A Review Literature". The findings of this study have shown that employing Reading While Listening in the EFL Classroom as learning support, especially in reading or listening class, can be beneficial in acquiring new language input and enhancing receptive skills. Despite limited empirical research in this learning strategy area, it suggests positive effects and promotes a new learning environment for language learners. Furthermore, by providing audio recordings alongside the reading texts, it assists the students in recognizing the relationship between letters and sounds.

The third study was conducted by Tankakaran & Gampper (2020) with the title "The Effects of Reading-While-Listening and Listening-Before-Reading-While-Listening on Listening and Vocabulary". The purpose of the study was to compare the effects of the Reading While Listening practice (RWL) and a proposed practice of Listening Before Reading While Listening (LBRWL) in the north of Bangkok, Thailand, regarding listening skills and vocabulary. The findings of this study revealed that RWL and LBRWL had a positive impact on students' listening skills and vocabulary. However, RWL was found to be more effective in

improving listening skills, whereas LBRWL was more effective in increasing vocabulary.

The fourth study was conducted by Rozak et al., (2019) with the title "Reading While Listening (RWL) in an Extensive Listening Course to Reduce Student Teachers" Foreign Language Listening Anxiety (FLLA)". This experimental study aimed to examine the impact of Reading While Listening (RWL) as a form of support and comprehensible input from listening. This research was conducted from March to April 2018 at the Department of English Language Education in the context of private Institute Teacher Education (ITE) in East Java, Indonesia. The findings indicated a significant decrease in scores related to Foreign Language Listening Anxiety (FLLA) among student teachers. This suggests that RWL contributes to the implementation of Extensive Listening to reduce teachers' high levels of student teachers' Foreign Language Listening Anxiety (FLLA).

The fifth study was conducted by John (2020) with the title "Extensive Listening-while-reading: A Case Study Applying the Minimalist Approach". This study aimed to enhance the listening skills of vernacular medium learners of English by emphasizing simultaneous listening and reading, commonly known as Reading While Listening (RWL). The research sought to demonstrate the effectiveness of a minimalist approach in maximizing benefits for students' listening skills. The experiment involved daily listening to BBC Learning English's 6-Minute English podcast. Subsequently, participants were required to read the same transcript as a

BBC presenter and record their responses. The study specifically focused on five mother tongue students, with each case being described in detail. The study's conclusion indicates a gradual improvement in listening comprehension ability among participants.

The sixth study was conducted by Serrano (2023) with the title "Extensive Reading and Science Vocabulary Learning in L2: Comparing Reading-Only and Reading-While-Listening". This study aims to analyze the vocabulary improvement in second language learners following an extensive reading program that incorporated non-fiction graded readers on scientific topics in English. The research was carried out in a Spanish primary school, with a total sample of 96 participants divided into two groups: the Reading While Listening (RWL) group and the Reading Only (RO) group, which utilized audiobooks. The results of the vocabulary learning in the initial phase demonstrated an enhancement in vocabulary skills for both Extensive Reading groups.

This study differs from previous study by examining the effect of the Reading While Listening (RWL) on eleventh-grade high school students' listening skills in narrative comprehension. Although previous studies have examined the benefits of Reading While Listening (RWL) in various settings, there is a lack of research specifically investigating its effectiveness for narrative listening among high school students. This study aims to fill that gap by using a quasi-experimental design to explore how well Reading While Listening (RWL) works in a real educational environment. By focusing on narrative texts and high school students, this research seeks to understand

how Reading While Listening (RWL) can be adapted to meet the developmental and academic needs of this group. The resuls will help develop teaching strategies that improve listening comprehension skills.

2.2. Review Related Theories

2.2.1. Reading While Listening (RWL)

a. Definition of Reading While Listening (RWL)

Combining reading with listening (RWL) on short texts or for readers with different ability levels is not a conventional teaching strategy. However, recent studies involving adolescents and young adults indicate that this technique can yield notable advantages in terms of educational achievements. Chang & Millett (2014) demonstrated that Reading While Listening (RWL) favors the acquisition of incidental vocabulary with learners or different levels of proficiency, and also achieves greater gains in reading comprehension and listening than just reading (RO) and Just Listening (LO).

Depending on the context of educational and language research, "Listening While Reading" (LWR) is alternatively referred to as a read-along, simultaneous reading and listening, concurrent written and spoken presentation, or Reading While Listening (RWL) strategy, depending on the educational and language research context (Kim, 2020). The essence of LWR activities is to do reading and listening simultaneously with text presentations both orally and in writing. On the other hand, RWL is more focused on the discrimination of hearing, level, rhythm, and natural flow of spoken language. In other words, Chang (2011) asserts that LWR

places more emphasis on reading, whereas RWL focuses more on listening comprehension aided by reading.

Reading While Listening (RWL) is simply defined as a listening of a text being read at the same time learners listen to a recording while reading a text (book). In line with Vandergrift & Christine (2011), combining reading with listening (RWL) enables listeners to read the transcript while hearing the oral version without needing to hear the text separately.

b. Procedure of Reading While Listening (RWL)

Reading While Listening (RWL) is a technique that aligns closely with dual coding theory, which suggests that combining visual and auditory inputs can enhance memory retention (Paivio, 2007). This integration of reading and listening skills allows for more effective information processing. When individuals engage in RWL, they are not only exposed to auditory information but also reinforce comprehension through visual input from reading. This dual engagement with text and audio aids in deeper understanding and retention of content, making the information more readily accessible for productive skills such as writing and speaking. By concurrently Reading While Listening (RWL), students can enhance their ability to connect spoken words with written text, facilitating a more holistic language learning experience.The process of reading while listening will be illustrated:

```
┌─────────────────────┐
│     Instruction     │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│        Audio        │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│         Text        │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│    Read & Listen    │
└─────────────────────┘
           │
           ▼
┌─────────────────────┐
│         Test        │
└─────────────────────┘
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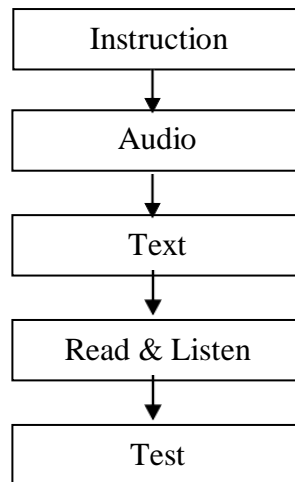
Figure 2.1: Reading While Listening Implementation

In implementing the Reading While Listening (RWL) strategy, there are several steps are taken:

1) Pre-Listening Vocabulary Instruction

The teacher begins by introducing the listening material, which is a narrative text. To prepare students, the teacher provides instructions on new vocabulary that might appear in the audio. This step is important because it helps students become familiar with words that may be unfamiliar and improve their comprehension skills while listening to sounds. The teacher might also discuss the structure or background of the story to set the stage for better understanding (Chang, 2011).

2) Playing the Audio

The teacher plays the scenario to the students. In this lesson, students focus on listening to the story. The teacher then provides feedback and enganges students in a discussion about the information they have learned. This can include asking questions

about the main ideas, details, and overall impressions of the narrative. The aim is to enhance listening skills and enable students to process the information they hear (Chang, 2009).

3) Text Distribution/Presentation

After listening to the audio, the teacher distributes or shows the audio recording that students have listened to. This allows students to receive a written version of the story they hear. This step aims to strengthen conceptual understanding and visual aids, allowing students to better understand and remember the content of the narrative (Chang & Millett 2014).

4) Simultaneous Reading and Listening

The teacher gives students the opportunity to re-read the text while listening to the audio. This simultaneous reading and listening activity helps strengthen comprehension by allowing students to match their peers' words in writing. This dual-modality strategy can improve language by combining auditory and visual processes, making it easier for students to understand the story and remember important information (Renandya & Farrell, 2011).

5) Post-Listening Discussion and Quiz

Following the reading and listening activities, the teacher ask a question based on the text. The quiz serves several purposes: it assesses students" understanding of the story, encourages participation, and reinforces the learning process. The quiz can include various types of questions such as multiple-choice, and

true/false questions. This step ensures that students understand the material well and can remember and apply the information learned (Field, 2008).

These steps provide an effective and comprehensive strategy for integrating Reading While Listening (RWL) in the classroom. By combining auditory and visual inputs, this strategy improves students' listening comprehension skills and provides and engaging and effective learning experience.

c. Advantages and Disadvantages of Reading While Listening (RWL)

An Important advantage is that Reading While Listening (RWL) causes our brains to interpret information from two sources differently, which leads to the invention of many new words in order to greatly boost vocabulary acquisition. Following the analysis from Teng (2018), it will enhance students" recall of grammar forms. Studies on vocabulary acquisition obtained positive results that revealed reading while listening can increase vocabulary. This is due to activity, which combines reading and listening skills. It also involves our brains to receive two sources of information differently. Reading While Listening can effectively increase students" vocabulary when it compared with Reading-Only or Listening-Only strategy.

While it supports written verification during learning, it remains unclear whether Reading While Listening (RWL) will improve listening skills. The presence or absence of printed text represents a clear distinction between reading and listening. Spoken language

consists of many different sounds that, as a rule, take place quickly and do not repeat. With a short period of time, listeners hear voices and voices disappear, without text that can help them understand again. In addition, in real-world listening, the listener has no control over the input. With the help of text for reading, students can control the processing of information, and can refer back to the text whenever they feel the need (Chang, 2009).

2.2.2. Listening Skill

a. Definition of Listening

The ability to listen is one of the crucial language skills for English learners to acquire, as it serves as one of the initial steps in information processing. As mentioned by Safaroh et al., (2022) listening is the process of perceiving, processing, and interpreting information using our senses, or the act of understanding what we hear. Rost (2002) defined that listening in language teaching refers to a complex process that enables us to comprehend spoken language effectively. It involves actively receiving and interpreting verbal messages, which is essential for language learners to develop their communication skills. Rost (2016) quoted from Alzamil (2021) stated that listening entails a multifaceted process enabling individuals to grasp spoken language. Beyond being a vital component of facilitating effective communication, it also aids in comprehending the world, as emphasized by Rost (2016). Listening involves the ability to appropriately receive and interpret messages in conversation. According to Setiawan et al.

(2022), listening serves as a crucial receptive skill, enabling individuals to comprehend meaningful sounds in both spoken and written language. Within the realm of learning English as a foreign language (EFL), listening holds fundamental importance, being regarded as the initial stage in language acquisition.

From the collection of several definitions above, it can be concluded that listening is an important part of communication and very important for foreign language learners to master. This is not just a passive skill, but a skill that affects our understanding of the message. Developing good listening skills is crucial for effective communication and understanding between people. Additionally, it has connections to memory, aiding in better recall of information when heard again. To create successful communication, listeners must be able to engage with the accent, grammar, and vocabulary of spoken sentences, and understand the meaning of sentences. These capabilities enrich relationships and ensure successful communication. Therefore, mastering the art of listening is an important step in building effective communication.

b. Listening Difficulties

One important skill in learning a foreign language that has been widely recognized is listening. Listening is often considered one of the most challenging skills in learning English, especially for second language learners or those learning a foreign language (Field, 2008). These challenges are especially difficult for foreign language learners

because actually understanding spoken language involves being able to hear sounds clearly during conversation. Renandya & Farrell (2011) stated that learners often have difficulties even when listening to spoken text at normal or slow speed.

If listening is compared to other language skills, it shows distinctive features. For instance, although reading and listening are both about taking in information, they have key differences. Readers can go back over written text as much as they like, but listeners don't have that same opportunity. However, with spoken text in listening, this is not feasible because listening happens in real time (Field, 2008:4). Field (2008) also states that it is not easy to distinguish word limits in listening texts as in written texts because the spaces between words are not visible, making it very challenging for learners, especially beginner learners, to separate speech flow into individual words in such a short span of time.

Nushi & Orouji (2020) in their research findings classified the difficulties that the interviewees mentioned into three main groups. Learners often have difficulty distinguishing pronunciation, including understanding various accents, overcoming native speech levels, and distinguishing word boundaries. In addition, content-based challenges involve understanding the main idea of complex text, dealing with slurred speech, and managing information density. Lastly, individual characteristic-based difficulties relate to study habits, practice, and momentary understanding.

c. Listening Activity

According to Rost (2011), listening tasks can be divided into three aspects, namely pre-listening, during listening, and post-listening. These three phases are:

1) Pre-Listening: The pre-listening stage is an activity carried out by the learner before listening to the main input with the aim of increasing readiness. During this phase, learners activate their existing knowledge, and "initial organizers" are introduced to assist them in predicting ideas and pre-structuring information. Adequately preparing before listening activities commence can lead to more effective listening tasks for learners.

2) During Listening: The stage during listening involves concrete activities carried out by the learner while actually listening to input. This stage is important to strengthen students' understanding after listening. This includes guided note-taking, completing drawings or diagrams, compiling questions, and other tasks that demonstrate continuous monitoring of meaning.

3) Post-Listening: The post-listening stage occurs a few minutes after actually paying attention to the text. This stage holds significant importance in listening instruction as it enables learners to construct mental representations, develop short-term L2 memory, and enhance motivation for subsequent listening. Post-listening tasks encompass various activities including reading, writing, speaking, and further interaction. In addition, students can compare notes, negotiate about

summaries with friends, and formulate responses or questions based on what has just been heard.

During learning activities, teachers undertake various tasks aligned with the three phases of learning stages: pre-listening, during listening, and post-listening. In the pre-listening stage, teachers activate students' prior knowledge of the topic, introduce new vocabulary, and predict the content of the text based on its title. Furthermore, at the stage during listening, the teacher assigns tasks or objectives so that students can focus and monitor their understanding while listening. Finally, in the post-listening stage, the teacher conducts follow-up activities to ensure student understanding.

d. Teaching Listening on eleventh grade of Senior High School

According to Pennington and Richards (2016), listening skills are a crucial and complex aspect of language learning. Teachers can use engaging and positive strategies to help children become better listeners. Teachers play an important role in facilitating the development of these skills by using engaging and positive strategies to help students become better listeners. In line with this perspective, the syllabus of the Kurikulum Merdeka outlines various text genres to be taught at the Senior High School level in the eleventh grade, including analytical exposition, hortatory exposition, procedure, narrative, descriptive, and discussion. Among these genres, the writer has chosen narrative texts as the focus of listening lessons for the eleventh-grade students of SMA N 1 Pangkah.

The use of narrative listening texts offers students a unique opportunity to put language in context; improves not only listening skills but also wider language skills. By using audiobooks as the primary tool for these lessons, teachers can create a stimulating and immersive learning environment that engages students and makes them enjoy listening. As noted by (Pennington & Richards, 2016), audiobooks provide students with the opportunity to improve their understanding of language structures and expand their vocabulary when they encounter conversational materials in an entertaining way.

With the implementation of these strategies, students at SMA N 1 Pangkah were encouraged to regularly practice their listening skills, both individually and in groups, using audiobooks. Through guided listening activities and discussions, students not only develop their listening comprehension abilities but also enhance their critical thinking and communication skills. By integrating narrative texts and audiobooks into the curriculum, teachers can create a dynamic and interactive learning environment that fosters holistic language development.

e. Listening to Narrative

Learning to listen involves the process of paying attention to and understanding what we hear. Like other skills in English, learning to listen also includes exposure to different genres of language use. According to Rost (2011), the idea of genre in linguistics refers to the culturally specific ways in which communication is organized. These include the communicative function and the identification of

communicative situations in which a particular type of text is used, as well as the formal characteristics of the text and textual organization (Rost, 2011).

Rost (2011) divides listening text types into two main genres: narrative and description. In this study, the writer uses narrative text to incorporate listening through Reading While Listening (RWL).

Rost (2011) asserts that the text style with the greatest universal rhetoric across all cultures is the narrative. A narrative narrates an event or occurrence by following the chronology of time and location, introducing the character, resolving conflicts, and accomplishing objectives. The ways that people in each culture comprehend and embellish the time, events, and progression of changes is how narratives are constructed. When it comes to imparting cultural values, facts, and morality and relationship lessons, narrative texts are unmatched.

Rost (2011) argues that narrative texts come in a variety of forms and elements, but they always contain a number of different components. Orientation of time and location, character identification, events, complications, meaning, and purpose are a few of them. The audience wants to know what happened, who was involved, and how the story was personally responded to when they are listening to a narrative. Throughout the story, the speaker focuses on things like acts, events, causes, justifications, possibilities, objectives, timing, and closeness. Narrative is therefore a useful tool for comprehending

stories and cultural values. However, it's important to guide learners to ensure that the material they come across is easy to understand both in language and cultural aspects.

f. Integrating Technology in Listening

Benson and Voller (1997), as cited by Rost (2011), highlight the significant impact of modern technology on languages learning. The pool of potential input materials has been greatly expanded with the availability of audio cassettes, video cassettes, CDs, DVDs, and internet downloads. Sometimes, teachers may have to think about playing back parts of recordings at the request of learners due to a lack of understanding in certain parts. This causes educators having to carefully select relevant inputs, break them down into manageable segments, create supporting materials, and train learners in the effective use of these inputs.

Field (2008) suggests that it may be overly optimistic to advise teachers in numerous EFL settings to expose their learners to a diverse range of target language speakers via the internet. However, technological advancements have made a wealth of materials readily available. Improvements in speech synthesis technology, speech enhancement, and computer-based speech recognition have allows learners to use computers in ways that simulate human interaction.

Field (2008) stated that the listening process would obviously be more focused if the listener could control the pace of operations for themselves, allowing them to step back and re-examine areas they failed

to understand. It is important to apply smart methodologies that help students develop key listening skills and strategies, so that the use of technology is not mistaken for formal methods of instruction.

According to the statement, integrating smartphones into classroom listening activities has the potential to enhance student effectiveness and engagement. The ease of accessing various applications and online resources, students can expand their understanding of language through hearing. Some of the benefits of using smartphones in classroom listening lessons include:

1) Ease of Access to Materials: it allows them to learn outside the classroom and deepen their understanding of language with students can access audio recordings, podcasts, and other auditory materials through an app on their smartphone (Pennington & Richards, 2016).

2) Personal Control: it allows them to focus on difficult parts or re-examine information that is not yet well understood. Students can control the speed and replay of auditory material using a smartphone (Chang, 2011).

3) Flexible Interaction: Online learning apps and platforms allow students to interact with auditory materials at a time and place that suits them. This facilitates more flexible and personalized learning (Kim, 2020).

4) Collaboration: It allows for more active collaboration and discussion. Students can share listening materials with classmates by

using group chats or file-sharing platforms that they can access with smartphones (Zaim & Elfiona, 2020).

It should be noted that teachers need to guide students in selecting relevant auditory material and provide guidance on effective listening strategies. It is important to ensure that the use of smartphones in learning does not replace direct interaction with teachers and classmates. With a smart and targeted strategy, smartphone use can be a valuable tool in improving students' listening skills.

2.3. Theoretical Frameworks

This study explores the impact of Reading While Listening (RWL) on enhancing students' listening proficiency in narrative texts among second-grade senior high school students. Listening plays a crucial role in language learning endeavors. By enhancing listening skills, students can further develop their abilities in oral and written communication.

In listening class, teachers are accustomed to using traditional strategy and rarely use certain strategies to improve students' listening skills less effective. Teachers must use learning strategies that can help improve students' listening skills in learning English. The use of appropriate strategies and media in the teaching and learning process of listening is very important to obtain learning in accordance with learning objectives. . Without the use of the right strategies for learning activities aimed at improving students' listening skills, the learning objectives will not be properly achieved.

This problem must be resolved because listening is an important ability to be mastered in language learning. Humans use listening to obtain information, gain understanding, capture ideas, feel meaning, and express appreciation to the speaker. One solution is to use learning strategies that can improve students' listening skills. The visual illustration below summarizes the research theoretical framework.

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┌─────────────────────┐
│  Teaching Listening │
│    on Narrative     │
│       Text          │
└─────────────────────┘
          │
          ▼
┌─────────────────────┐      ┌──────────────────────────┐
│ The Implementation  │      │   Advantages of using    │
│ of Reading While    │──────│ Reading While Listening  │
│     Listening       │      │ (RWL) Techniques in      │
└─────────────────────┘      │ Teaching Listening on    │
          │                  │ Narrative text is        │
          ▼                  │ expected to              │
┌─────────────────────┐      └──────────────────────────┘
│ Students Listening  │
│ Skill Development    │
└─────────────────────┘
```
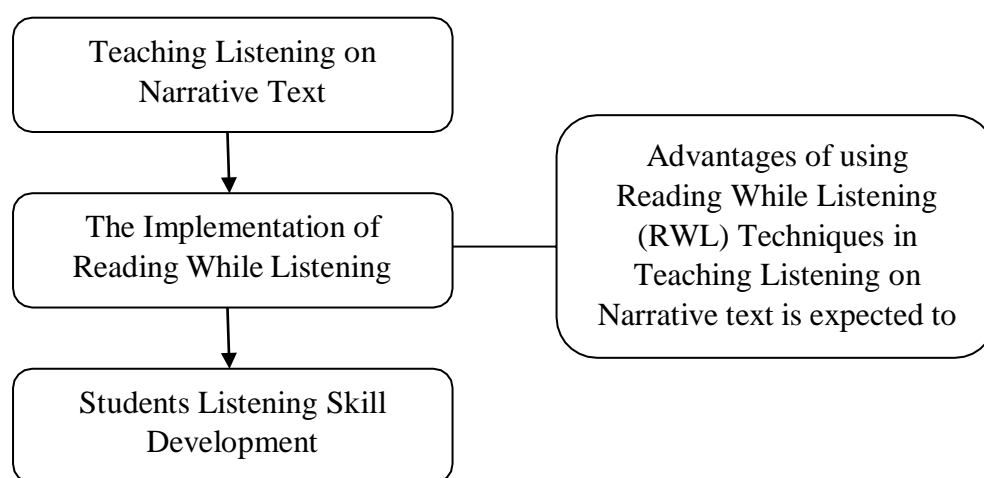
Figure 2.2 Conceptual Framework

The conceptual framework of this study focuses on improving students' listening skills using narrative texts. The main goal is to teach students to understand and respond to these texts effectively. To do this, the writer uses the Reading While Listening (RWL) strategy. This strategy has students read the text while listening to the audio at the same time, which helps them understand better. By using both reading and listening together, RWL helps students grasp the content more fully. This strategy is expected to make students better at listening. The benefits of using the RWL strategy

include better listening comprehension, increased student engagement, and a more interactive learning experience.

2.4. Hypothesis

Based on Creswell (2014), a hypothesis is a statement in quantitative research such as a research question, to narrow down a goal statement into a specific prediction. The writer makes predictions or conjectures about the outcome of the relationship between variables, attributes or characteristics. A hypothesis is any statement that requires empirical facts to decide whether to accept it or not. This study aims to test Reading While Listening (RWL) as a strategy to improve students" listening ability in Narrative texts.

The statistical hypothesis in this research is formulated as follows:

1. Ho1 (null hypothesis): There is no positive impact of using Reading While Listening (RWL) on listening skill.

2. Ha1 (Alternative hypothesis): There is a positive impact of Reading While Listening (RWL) on listening skill.

CHAPTER III

RESEARCH

METHODOLOGY

This chapter encompasses the research approach, type, and design, as well as the population, sample, sampling technique, research variables, data collection method, research instrument, and data analysis technique.

3.1 Approach, Type and Design of The Research

1. Approach of the Research

This study uses quantitative research in measuring the implementation of Reading While Listening (RWL) on students' listening skill on narrative text. Based on Creswell (2014), quantitative research is a methodology employed to examine the correlation between variables and other variables, aiming to objectively test theories. These variables are typically measurable and can be assessed using instruments, allowing for the analysis of numerical data through statistical procedures.

Creswell (2014) stated writer sometimes need to explain how one variable affects another in some quantitative studies. By examining relationships between variables, the goal is to determine whether one or more variables can influence other variables. Quantitative research methods are explained systematically, planned, and detailed from the initial stage to the formulation of the research design. Quantitative research involves the use of statistical analysis to process the numerical data obtained and analyze it using

correlation methods. These numbers are expressed mathematically, and proper statistical procedures must be applied to evaluate and analyze the results.

The writer used quantitative research because the writer wants to find out the effect of Reading While Listening (RWL) on the students" listening skill. The writer must calculate the numeric data from the test given to the students before and after using Reading While Listening (RWL).

2. Type of the Research

This study uses the type of experimental research. Following to Sugiyono (2013), experimental research is a research approach that allows writer to test the effect of a treatment on other variables under controlled conditions. The writer needs experimental research to find a causal relationship between the two factors already mentioned. This type of research is the only one that directly attempts to manipulate a specific variable, often resulting in one or more dependent variables. While it is feasible to conduct experiments with a single group, experiments typically involve two groups of subjects: the experimental group and the control group. It typically uses two groups to participate and the results are compared to determine how treatment has an impact on participants. Furthermore, in this study, the impact of its effectiveness will be known from the significant difference between students taught without using Reading While Listening (RWL) and those taught using Reading While Listening (RWL).

3. Design of The Research

The writer employed a quasi-experimental design involving a post-test only approach. In line with Sugiyono (2013), quasi-experimental design is a development of true experimental design, which is often difficult to implement because it is difficult to find control groups that can be used in research. This method evaluates the impact of an intervention by measuring outcomes after exposure to the intervention, without random assignment of participants. While this design incorporates a control group, it may not always effectively control external variables that impact the execution of the experiment.

The writer employed a two-group design consisting of a control group and an experimental group. The experimental group received treatment through the utilization of the Reading While Listening (RWL) strategy in learning narrative texts in English within the classroom, whereas the control group adhered solely adhere to the conventional strategy utilized by previous instructors. Consequently, the study exclusively employed a post-test design. According to Sugiyono (2013), post-test only design is a form of research design in which the dependent variable is measured only after the study subjects have received the intervention or therapy, which means that students only received a post-test following therapy. For six meetings, every class covered the same topic at the same time. The writer administered the same post-test to both classes at the conclusion of the study. The test was listening test. Based on Sugiyono (2013), this design takes the following form:

Table 3.1 Research Design

Group	Treatment	Post-test
Ex	X_1	O_1
C	-	O_2

Notes :

Ex = Experimental Class

C = Control Class

X = Treatment using Reading While Listening (RWL)

O_1 = Post-test experimental group

O_2 = Post-test control group

3.2 Population, Sample, and Technique of Sampling

1. Population

The subsequent step in the research process involves determining the subjects or students from the school to be included as the population and sample. Population was all elements that were used as generalization areas. Population is the whole subject to be measured, which is the unit researched. In this case the population is a generalization area contains subjects and objects that have characteristics and quantity determined by the writer for analysis and then taken in conclusion.

The study was taken from the population of eleventh-grade students of SMA N 1 Pangkah. The population of this research was all students in eleventh grade students of SMA N 1 Pangkah who are grouped in nine classes with a total number of 324 students.

2. Sample

The sample represented the characteristics and numbers of the population. When the population is extensive and analyzing it in its entirety is impractical due to constraints such as limited funds, energy, and time, sampling becomes necessary. The writer selected two groups with similar values and characteristics for this study.

3. Technique of Sampling

In this study, the sampling technique to be used was cluster random sampling. This technique alowed writer to select samples from population members based on group divisions (clusters). From these groups, several clusters were randomly selected to be sampled. Cluster random sampling is a sampling technique in which the population is divided into groups (clusters), and several clusters are randomly selected to be sampled (Sugiyono, 2013). The writer chose two classes from nine classes at SMA N 1 Pangkah.

3.3 Research Variables

In this study, two variables are utilized: the independent variable (X) and the dependent variable (Y). Independent variables are factors that influence or

instigate changes or the occurrence of dependent variables, whereas dependent variables are influenced by or are the outcomes of the independent variables.

1. The independent variable in this study is Reading While Listening (X)
2. The dependent variable in this study is students" listening skill in Narrative text (Y)

3.4 Data Collecting Technique

In this study, the writer utilized a post-test only strategy to collect data. Data plays a crucial role in research, especially when studying subjects that require in-depth knowledge. There were several techniques that used in collecting data writer used a listening test in this study. The writer uses Reading While Listening (RWL) strategy for improving students listening skill. In conducting this paper, six meetings were organized, including try-out, four treatments and a post-test as well. There techniques used in collecting data, including:

1. Treatment

In the treatment session, the writer used the Reading While Listening (RWL) strategy using a smartphone as a medium. Treatment was given for four meetings, each lasting about 90 minutes. Additionally, the writer used a variety of different narrative text discussions based on the material at each encounter during the treatment procedure. Here is a description of such treatment activities.

In the experimental group, during learning activities, students listened to the listening material independently, which they accessed via smartphone. After that, students were asked about what they heard and then were given a listening text to read while listening. Next, students were instructed to listen to the same text without reading it and try to do listening problems. On the other hand, in control classes, students were also given the same post-test. However, in the treatment, students were taught to do listening problems using conventional strategies, although they still used smartphones as a medium.

After the experimental class conducted a Reading While Listening (RWL) activity, the writer gave them feedback and attempted to explain the language patterns of native speakers. The writer also asked them to pay attention to some sentences or words that they did not understand to write in books, especially terms related to word elements in narrative texts to improve their vocabulary mastery for narrative text listening skills. Additionally, writer helped students in learning how to pronounce words correctly and asisted them if they made mistakes so that they would get used to it and know the vocabulary they heard.

2. Post-test

After the treatment session, the writer administered a post-test to the students. The purpose of this post-test is to assess whether the students‟ abilities have improved subsequent to the treatment session, with a focus on listening skills. This post-test aimed to see the development of students'

listening skills after following the Reading While Listening (RWL) strategy. Writer provided topic-related audio to both the control group and the experimental group, with students utilizing smartphones as a medium to listen to the audio. After preparing the media, students were given questions related to the narrative text they heard. The writer instructed each student to do the listening questions that had been prepared.

3. Questionnaire

During the implementation of the treatment, the writer distributed questionnaires to the English subject teachers at SMA N 1 Pangkah. These questionnaires aimed to gather detailed insights into the strategies used to implement Reading While Listening (RWL) in teaching listening to narrative texts in XI grade of senior high school. By collecting feedback from both teachers, the study seeks to evaluate the classroom application of RWL and its effectiveness in enhancing students' learning experiences and outcomes.

4. Documentation

In quantitative research, documentation can be a useful resource to support data. As mentioned by Sugiyono (2013), anyone can create written and visual documentation that can be utilized to collect information. Writer might use videos, books, documents, and more as documentation approaches. The purpose of documentation is to provide credible observations. Individual transcripts also served as a documentation guide in the study. In addition, there are photos and videos taken during research activities.

3.5 Research Instrument

Research instruments were tools used by the writer to collect data, making it easier to organize and detail information. In this study, the writer utilized two valid and reliable instruments to collect data.

1. Listening Test

In this study, the writer employed a Listening Test for Students to measure students' ability to comprehend oral language through listening. This instrument encompassed various types of materials, such as fairy tales, folktales, fables, and legends, and was relevant to the research objectives. To ensure validity, the questions in the listening test had to align with the research goals, while reliability was ensured by testing the consistency of the results, possibly through the use of reliability coefficients such as Cronbach's alpha (Sugiyono, 2013).

2. Checklist Questionnaire

Additionally, a Checklist Questionnaire was utilized as the second instrument. This instrument consisted of a list of questions or statements to be checked by respondents and was used to gather data on specific variables, such as behaviors, preferences, or habits. It was essential to ensure that the questions in the questionnaire were relevant to the research objectives and measured the desired variables to ensure its validity. Reliability was also considered, and the writer conducted retesting on the same sample or employed the split-half method to measure result consistency (Sugiyono, 2013).

3.6 Technique of Analyzing Data

In analyzing the research data, the writer used several analytical techniques, including descriptive statistics, normality tests, homogeneity tests, and hypothesis tests.

1. Descriptive statistics

In this study, the data were analyzed and distributed using descriptive statistics. Some of the analyses performed to analyze research data were included in descriptive analysis. The writer displayed information such as the total number of participants in the sample (N), minimum and maximum scores, average, and standard deviation using descriptive statistics. The data collected involved post-test scores from both the experimental group and the control group. The analysis process was carried out using SPSS software version 22.

In addition, the writer also tested whether data from both groups had a normal distribution. The normality test used was the Kolmogorov-Smirnov Test. This method checked whether the data came from a normal distribution or not. The results of the normality test were interpreted based on the comparison between values |FT – FS| with Kolmogorov-Smirnov table values. If the value |FT – FS| was smaller than the value of the Kolmogorov-Smirnov table, then the null hypothesis (Ho) was accepted; if it was larger, then the alternative hypothesis (Ha) was accepted. The normality test"s interpretation could be summarized as follows:

a) It can be assumed that the data come from normally distributed populations if the Asymp. Sig. (2-tailed) value is more than 5% Alpha (Asymp. Sig. (2-tailed) > 0.05).

b) It can be assumed that the data derived from the population distribution is not normal if the Asymp. Sig. (2-tailed) value is less than the rate of 5% Alpha (Asymp. Sig. (2-tailed) 0.05).

2. Homogeneity Test

In this study, a homogeneity test was performed to assess whether the two groups, namely the experimental class and the control class, exhibited similarity in student abilities. Homogeneity was a measure to ensure that a sample of data had an adequate degree of similarity.

The results of the homogeneity test were interpreted based on the Sig value (significance). If the Sig score was less than 0.05 (or 2 tails), then it could be concluded that both groups had homogeneity in the abilities of students. That is, the difference between the experimental class and the control class was not statistically significant in terms of student ability. The interpretation could be concluded as follows:

1) The variants differ significance is less than 0.05 (Sig. (2-tailed) 0.05). (not homogenous)

2) The variations are significantly comparable if the significance is larger than 0.05 (Sig. (2-tailed) 0.05). (homogenous)

3. Hypothesis Test

     To examine the hypothesis of this study, a T-test was conducted to see the significant effect of students" listening skills from the post-test scores of two classes that were studied. The purpose of using T-test is to see the significant effect of listening ability between Post-test of two classes.