USING OVER TO YOU STRATEGY TO IMPROVE LISTENING COMPREHENSION ACHIEVEMENT OF THE TENTH GRADERS OF SMA MUHAMMADYAH 6 PALEMBANG

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by

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DEDICATION

This thesis is dedicated special for:

- *Allah SWT that always gives me chance to finish this thesis.*
- *My beloved parents, my father (Mas'ud) and my mother (Saunah), who always pray, love and support me in every single step in my life. No words can be described how much I love you.*
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"Motto"

"And Allah will show the truth to be the truth by His words, though the guilty may be averse (to it)."

(Qs. Hud: 82)

"The best way to predict your future is to create it."

(Abraham Lincoln)

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ABSTRACT

The objectives of this study were to find out: (1) whether or not there was a significant improvement on the tenth graders' listening comprehension who were taught by using Over to You strategy at SMA Muhammadyah 6 Palembang before and after the treatment, and (2) whether or not there was a significant difference between the tenth graders' listening comprehension between those who were taught by using Over to You strategy and those who were not at SMA Muhammadyah 6 Palembang. The sample of this study was 60 tenth graders of SMA Muhammadiyah 6 Palembang, which were divided into control and experimental groups, and each group had 30 students. The technique of selecting the sample was purposive sampling. To collect the data, each group was given a pretest and a post test. The data analyses used paired sample and independent sample t-test. The results of this study showed that (1) that the p-output (Sig. 2 tailed) was 0.000 and t-obtained was 17.021 at the significance level at 0.05 in two tailed testing with df=29. It means that there was significant improvement in students' listening achievement after the students were taught by using Over to You Strategy, and (2) the t-obtained was 7.963 and p-output was 0.000 at the significance level 0.05 in two tailed testing with df=58. It means that there was significant difference in students' listening achievement between who were taught by using Over to You Strategy and those who were. The students who were taught by using Over to You Strategy showed better improvement, they were enthusiastic by the implementation of using Over to You Strategy, they practiced to listen more, and they could remember the lesson easily. In conclusion, improving listening achievement by using Over to You Strategy can improve students' listening comprehension achievement.

Keywords: Listening Comprehension, Over to You Strategy.

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CHAPTER I

INTRODUCTION

This chapter presents: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1.1 Background

In this era of globalization, in order to be advanced people, they need to communicate with other people around the world who speak different languages. This international communication requires people to speak more than only one language. Clyne (2008, p. 2) states that English is one of languages that has been used internationally so that it is now used almost everywhere in the world. Besides, English is almost always useful for communication (Crystal, 2003; Ahmad, 2016, p. 478). For any professions, English is never useless for getting wider connection to international communication (Clyne, 2008, p. 3; Lebedko, 2014, p. 28).

In English, as well as other languages, there are four skills that should be mastered by learners. Those important skills of language are listening, speaking, reading, and writing skill (Brown, 2007, p. 232). Harmer (2007, p. 265) states that speaking and writing are classified into productive skill. Meanwhile, reading and listening are classified into receptive skill. In addition, Nation (2009, p. 37) explains that the four skills shown earlier, listening, speaking, reading, and writing, all of them have its own phase in human language development. He also adds that listening is the first skill that human acquires, and then the ability is increasing by uttering sounds or words. This speaking ability could be developed by imitating

what have been heard before. The next is that human can receive the information or the language sign in written way. By this stage the competence of reading is started. Furthermore, Gilakjani (2011, p. 977) and Spektor, et. al (2011, p. 30) say that:

> "Communication competence includes four main activities: speaking, listening, reading, and writing. Listening is the most difficult skill for many of our students. But that of the time a person is engaged in communication, approximately 9% is devoted to writing, 16% to reading, 30% to speaking, and 45% to listening".

In interpersonal communication competence, listening is the first skill to be mastered (Jefferson, 2006, p. 1; Troike, 2010, p. 137; Djouadselma, 2015, p. 2). In the field of ELT, Sabouri (2016, p. 123) states that listening is a significant language skill to develop in second language learning, because it is in the core of language learning and the main source of providing input for language learners (Alijani, 2014, p. 1). Listening is also important as Sharma (2011, p. 13) mentions that listening is a communication method that requires the listener to understand, interpret, and assess what they hear. Moreover, it is the least element of effective communication (Dyer, 2007, p. 1). In short, listening is a highly complex skill that is a process of providing input and paying attention to sound or voice to understand the idea.

Listening skill is usually measured by listening comprehension. Listening comprehension is the primary channel of learning a language (Bozorgian, 2012, p. 657). Further, Caldwell (2008, p. 4) asserts that comprehension is an unobservable process which is extremely complicated and multifaceted entity. So, it can be defined that listening comprehension as the process of simultaneously extracting

and constructing meaning through interaction with oral language. Rost (2011, pp. 2-3) defines that listening comprehension encompasses receptive, constructive, and interpretive aspects of cognition. Moreover, Fletcher, et. al (2006, p. 188) state that listening comprehension is the terms that needs to be unpacked and refers to process as hard to measure as reading comprehension. Therefore, listening comprehension is a complex cognitive process that allows a person to understand spoken language.

Based on the syllabus of curriculum 2013, listening is also a prominent skill that has to be mastered by the students. At the end of English course, the tenth graders of Senior High School are hoped to be able to reach instructional outcomes. Based on the instructional outcomes, there are some basic competences that should be achieved by the tenth graders of Senior High School (Kemdikbud, 2013). First, the students are able to identify the meaning of transactional and interpersonal conversation accurately and fluently by involving utterance of introduction. Second, it is involving expressions of intention, complementation and congratulation. Third, the students are able to identify the meaning of short functional spoken text such as announcement. Fourth, the students are able to identify the meaning of monolog text accurately and fluently in descriptive, recount, and narrative text (Depdiknas, 2013).

For many EFL learners, listening is a difficult skill to be improved. Out of four language skills, listening is the most difficult skill to learn (Vandergrift, 2004, p. 3; Dyer, 2007, p. 5; Walker, 2014, p. 167; Nimehchisalem, 2015, p. 263). It is also reported in EF English Proficiency Index for Schools (EF EPI-s) (2015), in all of 16 countries studied (including Indonesia), after five or more years of English

instruction, students are on average at B1 or B2 level in listening skills. In addition, Common European Framework of Reference (CEFR) describes B1 and B2 as Independent user. It indicates that they are still below C1 and C2 level (Proficiency user) (*See appendix H).*

Further, EFL teachers and learners have serious problems in listening comprehension. Gilakjani (2011, p. 978) & Walker (2014, p. 168) point out that the most important factor that should be emphasized is the use of listening teaching strategies. Therefore, listening skill is being viewed as an active skill as elements which students should actively acquire (Walker, 2014, p. 168) but listening has not drawn much attention of both teachers and learners (Osada, 2004, p. 54; Field, 2008, p. 11; Sabouri, 2016, p. 123) in classrooms, teachers seem to test, not to teach listening. Meanwhile, students seem to learn listening, not listening comprehension (Osada, 2004, p. 59). In continuation to the above point, it would be logical to assume that teachers should recognize that the students have to concentrate on the listening process and test results.

To understand better the difficulties in teaching listening, the teachers should begin by identifying the difficulties the student faces when undergoing listening (Walker, 2014, p. 168). The first, listeners have a limited vocabulary (Dyer, 2007, p. 4; Gilakjani, 2011, p. 981; Hamouda, 2013, p. 117). Cross (2009, p. 47) describes that vocabulary knowledge is a text listening problem that are mostly idiomatic language, proper noun and low frequency words. Hamouda (2013, p. 16) shows that different accent is also one of listening problems. Familiar accent are easier to understand than unfamiliar words (Bloomfield, 2010, p. ii). Walker

(2014, p. 168) adds that unfamiliar pronunciation, stress and intonation are also included in listening problems. Therefore, it makes the listeners cannot control the speed of delivery and control how quickly a speaker speaks (Gilakjani, 2011, p. 981; Hamouda, 2013, p. 137). Then, the listeners get much trouble in grammatical structures (Ghrib, 2004, p. 67; Osada, 2004, p. 59; Nune, 2016, p. 209). It can be difficult for listeners to concentrate in a foreign language (Gilakjani, 2011, p. 982). Further, Background knowledge about a topic is also an important variable that can influence students' listening comprehension (Dyer, 2007, p. 4; Bloomfield, 2010, p. 14; Hamouda, 2013, p. 149). As a result, EFL learners have serious problems in some aspects that can influence their listening comprehension. Furthermore, it is agreed by Dyer (2007, p. 3) who assumes that:

> "In order to better understand the complex process of spoken language, a listener must construct meaning from information presented by the speaker. The way the meaning of the message is interpreted depends on the listener's internal knowledge and skills. An evaluation of these internal factors, intelligence, language facility, vocabulary, background knowledge, and speech registers, will further a person's understanding of the listening process."

In line with the condition above, listening problems are also faced by students in SMA Muhammadyah 6 Palembang. It is based on the result of researcher's informal interview with the teacher of English who teaches the tenth graders and the tenth graders of SMA Muhammadyah 6 Palembang on September, 22nd 2016. The teacher of English had done efforts to increase the students' ability especially in listening. It show that the students' listening comprehension was still low because there were only 10% students could reach 76 as the standard score of *Kriteria Ketuntasan Minimal* (KKM) on their test, this result was taken by the

students' listening comprehension test which indicated that most students got 40 to 60 on the average of the class. However, some of students just listened to whatever teacher said or listened audio without doing and getting something. The process of learning only focused on teacher (teacher center). Therefore, students could not focus and get the points from the listening session. Moreover, they did not comprehend the messages of the speakers they listened to. When they had got points or ideas from listening to the teacher or tape recording, they could not remember it. *(See appendix CC).*

Furthermore, based on the researcher's preliminary study at SMA Muhammadyah 6 Palembang, the students have many problems especially in term of listening comprehension. Their listening comprehension was still low from the expectation of curriculum. The students indicated that they had problem to get the minimum criteria of passing grade. It was caused they had no motivation to learn English. English made students feel so bored, afraid and lazy. They also had difficulties to comprehend the material so that they were not able to respond to what they heard. Besides, they did not give attention to the speaker, ignored what was discussed and focused on their own activities so that they were not able to answer the questions from listening session. These problems indicated that students' listening skill needed to be improved. *(See appendix CC)*

To overcome these problems, the teacher should have a specific strategy that can be applied to the students to improve students listening comprehension. Learning strategy is very helpful for the teacher in helping students' improvement in learning. Richards (2008, p. 11) claims that strategies are the ways in which a

learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. Furthermore, learners need to apply effective strategies to get good comprehension (Brown, 2004, p. 125). It is proved by Zhang (2012, p, 625) shows that in general, good listeners use a variety of strategies and strategy instruction could help students to improve listening comprehension. One of the strategies that can help students to improve their listening comprehension is *Over to You* strategy.

Over to You strategy is very simple and easy to use in teaching in the classroom, especially in senior high school. *Over to You* strategy also offers an array of fresh and original activities for helping students learn to listen (Maley, 2000, p. 133). It was introduced by White (1998), this strategy offers the teacher to ask the students to be a volunteer to control the audio CD (White, 1998, p. 21). The students' volunteer will stop and replay audio CD when she/he sees two or more hands go up. It is agreed with the aim of *Over to You* strategy is to show students how they can control the tape recorder or video, to give students confidence in asking for clarification and to diagnose the listening problem (White, 1998, p. 22). By allowing the students to control the tape recorder or video, it will be able to diagnose very clearly what they find difficulties in listening comprehension.

Over to You strategy also help students become aware of the need to listen to each other, and to create situations where they have to listen closely to other person (Hadfield, 2000, p. 127). This implies an increased level of responsibility for students listening development. It also helps to change them as passive to be active participants in the process of learning and makes the listening more personal

to them (White, 1998, p. 10; Hadfield, 2000, p. 127). In addition, this strategy is also the innovative strategy that make students learn to communicate in real-world situations by predicting the questions that students hope to answer (Bradfield, 2014, p. 2). To sum up, this strategy is very good for the students to upgrade their comprehension in listening. By using this strategy, teacher will be able to diagnose very clearly what difficulty the students find in the listening skill. Then, teachers are easy to solve the students' problem in listening session.

Related to the use of *Over to You* strategy, there has been some research which investigated its effectiveness. Oktorina (2014) reported that there was a significant effect of students' comprehension in listening taught by using *Over to You* Strategy. Therefore, it was concluded in her study that student's comprehension in listening taught by using *Over to You* Strategy was better than students comprehension in listening taught without using Written Conversation Strategy. Safitri (2016) also conducted the research of using *Over to You* strategy on students' listening comprehension. It was found that teaching listening comprehension through *Over to You* Strategy to students was effective. It was confirmed that the students' scores in posttest were higher than the pre-test.

Based on the considerations above, it is still important to focus on this issue. Therefore, the researcher is interested in conducting this research entitled "Using *Over to You* strategy to improve listening comprehension achievement of the tenth graders of SMA Muhammadyah 6 Palembang".

1.2 Problems of the study

The problems of the study are formulated in the following questions:

1. Is there any significant improvement on the tenth graders' listening comprehension who are taught by using *Over to You* strategy at SMA Muhammadyah 6 Palembang before and after the treatment?
2. Is there any significant difference between the tenth graders' listening comprehension between those who are taught by using *Over to You* strategy and those who are not at SMA Muhammadyah 6 Palembang?

1.3 Objectives of the study

1. To know whether or not there is a significant improvement on the tenth graders' listening comprehension who are taught by using *Over to You* strategy at SMA Muhammadyah 6 Palembang before and after treatment.
2. To know whether or not there is a significant difference between the tenth graders' listening comprehension between those who are taught by using *Over to You* strategy and those who are not at SMA Muhammadyah 6 Palembang.

1.4 Significance of the study

Hopefully, the results of this study can give valuable input and contribution to some parties:

1) For the teachers of English, this study is expected to give information and solution to the English teachers that this *Over to You* strategy can be used for their teaching strategy to improve students' listening comprehension.

2) For the students, it is expected that this study will help them reduce the difficulties that they have in their listening comprehension and the students can develop their listening comprehension by using *Over to You* strategy. The students are expected to be motivated and to improve their listening comprehension.
3) For future researchers, it is expected that this study can be used as a reference to get information about *Over to You* strategy.
4) For the researcher himself, it is expected that this study can enlarge his knowledge about the research especially in the field of education.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of listening, (2) type of listening performance, (3) the importance of listening comprehension, (4) the factors influencing listening comprehension, (5) the concept of over to you strategy, (6) teaching procedures by using over to you strategy for listening. (7) previous related study, (8) hypotheses of the study, and (9) criteria of testing the hypothesis.

2.1 The Concept of Listening

In connection to English, the early language development depends on listening (Nation and Newton, 2009, p. 37). Listening is a skill which impacts in specific ways upon the classroom context in general and upon in individual learner in particular (Field, 2008, p. 56). In the field of ELT, Sabouri (2016, p. 123) states that listening is a significant language skill to develop in second language learning, because listening is a key to receive messages effectively and to combine of hearing what another person says and the person who is talking (Tyagi, 2013, p. 1). It has been estimated that adults spend almost half their communication time in listening, and students may receive as much as 90% in school information through listening to instructors and to one another (Ansyari, 2007, p. 89). To conclude, listening includes in the most important skills that should be mastered, because if the students do not have good comprehension in listening, they will get difficulties in comprehending language.

Based on the explanation above, there are some factors should be included in listening such as: *receptive, constructive, collaborative and transformative* (Rost, 2011, pp 2-4). *Receptive* means receiving what the speaker actually say while *constructive* suggets constructing and representing meaning. *Collaborative*, on the other hand, shows negotiating meaning with the speaker and responding while *transformative* requires creating meaning through involvement, imagination and empathy. In summary, effective listening involves the listener taking an active role in construcing meaning with the speaker. At this point, the writer can infer that listening plays the important roles in teaching English as a second language or foreign language, as communication, as the listeners' active perception of strategies and as a manipulation of strategies.

According Nadig (2010, p. 1) states that there are three basic listening Modes. 1) *Competitive or combative listening* happens when listeners are more interested in promoting their own point of view than in understanding or exploring someone's view on listening. 2) *Passive or attentive listening* happened when listeners are genuinely interested in hearing and understanding the other person's point of view. Finally, 3) *Active or reflective listening* is the single most useful and important listening skill. In active listening listeners are also genuinely interested in understanding what the other people is thinking, feeling, wanting or what the message means, and active in checking out our understanding before responding with new message. It can be concluded that the basic listening modes is an act of listening attentively. Listener can get the information from the speaker, and then can result imagination and understanding. When a person decides to communicate

with another person, they person wants something, feels discomfort, and feeling or thoughts about something. In deciding to communicate, the person selects the method or code which is effectively deliver the message, impression, thought, and emotional to the other person.

2.2 Type of Listening Performance

Brown (2007, pp. 255-258) explains that, there are six type of listening performances such as:

1. Reactive

   It means that listening is used for repeating the speaker had said. For example, the teacher gives learners an individual drills that focus on pronunciation.

2. Intensive

   Intensive is used for perception of component (phonemes, words, intonation, discourse maker, etc) of a larger stretch of language in listening activities.

3. Responsive

   Responsive means that a relatively short stretch of a language (a greeting, question, command, comprehension, check, etc) in order to make an equally short response in listening activities.

4. Selective

   The meaning of selective is a processing of discourse such as a short monologue for several minutes in order to scan for entertain information.

5. Extensive

   It can be described that extensive is used in listening to develop a top-down, global understanding of spoken language.

6. Interactive

   This listening type could combine all five the type above, it also integrated with speaking or others skills in the authentic give and take of communication interchange.

Listening skill needs certain some processes that allow people to be good listeners, those processes are bottom-up processing and top-down processing (Brown, 2007, p. 260; Richard, 2008, p. 10). They are:

1. Bottom-up Processing

   Bottom-up point of view looks the process of listening as the way to get information from the (listening) text. Wolvin (2010, p.167), the first model listening to be developed was the so-called bottom-up. It was developed by researchers working in the 1940s and 1950s. According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message, individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses and sentences. Furthermore, Benati (2009, p. 122) claims that the bottom-up approach consists of the ability for the reader to decode the linguistic information (e.g. orthographic knowledge, lexical and syntactic knowledge) in a written text in gradual way. From the small to large units. Readers will

process letters and characters, and analyze and interpret the meaning word and sentences.

2. Top-down Processing

Wolvin (2010, p. 167) mentions that, top-down processing developed after bottom-up models, top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model was developed when researchers consisted the fact that experimental subjects are unable to identify truncated words in isolation from the words of which they from a part, while, on the other hand, they are quite able to identify these same truncated word so long as they are presented with the surrounding context. Moreover, Benati (2009, p. 122) shows that top-down processing will involve processing beyond the analysis of linguistic information (e.g. knowledge of text structure, prior knowledge (topic familiarity, culture awareness).

Thus, teacher can choose the right processing of listening between top-down processing and bottom-up processing to their teaching. Top-down processing and bottom-up processing are important for students because both can improve students' listening skill.

Both top-down and bottom-up processes will need to be taught if learners become competent in activities that prepare to be effective listeners. Listening activities are usually subcategorized into 3 stages (Gilakjani, 2011, p. 982; Djouadselma, 2015, pp. 10-12; Nune, 2016, p. 207) as follows:

1. Pre – listening stage

    It is the most important stage in which the teacher prepare the students of what are going to listen and ask the students questions about the topic in order to motivate and encourage them (Djouadselma, 2015, p. 10). Then, the teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear (Nune, 2016, p. 207). Gilakjani (2011, p. 982) also explains that pre-listening activities usually help to activate students 'prior knowledge, build up their expectations for the coming information, and to provide the necessary context for the specific listening task.

2. The While- listening stage

    In while listening stage, it includes a number of tasks that are done by students during the lesson in order to help them to understand the message of the text and do the activities successfully (Djouadselma, 2015, p. 11). In this stage, teacher must prepare for question or task. Then the learner finding the answer or doing the task. For example: answering questions-comprehension (multiple choice, true or false), completing task (form, grid, chart, pictures, etc) using information that learners hear, following direction on a map, matching what will be said with a set of pictures, doing something in response to what learners hear.

3. The Post- listening stage

    It means that a stage which has a good activity to integrate the listening with work in other skills where students have the opportunity to

check their answers about the students have been listening to, give feedback and consolidate what the students have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with listening activity (Nune, 2016, p. 207). Students will try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answers straight away (Gilakjani (2011, p. 982).

All in all, the pre-listening stage, the while listening stage and the post listening are important stages to lead the teacher in teaching listening comprehension in order to get effective and competence listeners. During the post listening stage, there is an emphasis on helping students with difficulties, and reflecting on performance. The post-listening stage also developed with the realization that listening provides excellent input and that this input needs to be analyzed.

2.3 The Importance of Listening Comprehension

Listening is a language that is used most frequently language skill and it has been spent almost half of communication time in listening (Gilakjani, 2011, p. 977). Yildirim (2016, p. 2094) said that listening has an important role both in daily life and in academic contexts for people to get effective communication. It is because in listening takes up 40-50% of the total time spent on communication (Hamouda, 2007, p. 114; Gilakjani, 2011, p. 977; Spektor, 2011, p. 30). In other word, listening plays as an important skill and a significant role in the life of people because they can get knowledge and understand about the language by listening.

Listening is the most important component of being a successful in communication. Dyer (2007, p. 5) confirms that effective listening clears up misunderstandings, builds successful business and personal relationships, helps in developing respect, and establishing a feeling of cooperation. In spite of the importance of listening in the communicative skills, Brown (2004, p. 119) agrees that every teacher of language knows that one's oral production ability is only good as one's listening comprehension ability. It means that, Active listeners will understand what the speakers said with relevant background knowledge and their particular purpose (Chunyan, 2014, p. 35). All in all, listening skill helps students acquire detailed comprehension as a goal of listening comprehension.

Listening comprehension is one of the basics of language learning (Balaban, 2016, p. 126). Therefore, it is an important skill in the daily verbal communication (Chunyan, 2014, p. 36). Hamouda (2013, p. 115) expresses that listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills. Therefore**,** listening comprehension of a foreign language should be developed as a single skill (Xu, 2011, p. 164). Further, developing listening comprehension helps learners to succeed in language learning to enhance comprehensible input (Sabouri, 2016, p. 1799). Furthermore, learners need to apply effective strategies to get good comprehension (Brown, 2004, p. 125). It is proved by Zhang (2012, p, 625) shows that in general, good listeners use a variety of strategies and strategy instruction could help students to improve listening comprehension. She also describes that, the aim of the strategy to help the

learners become more aware of the strategies which they could use to learn more effectively, to monitor and to evaluate their listening process.

From the previous explanation above, it can be inferred that listening comprehension is the core of the communication process which can be improved by effective strategy. If the students are not able to get comprehension in listening, they actually have failed to understanding information.

2.4 The Factors Influencing Listening Comprehension

There are some factors that may have influence in listening. Brown (2004, p. 122) states that there are eight factors in listening process. They are as follow:

1. Clustering

   It means that in spoken language, memory limitations and our tendency for clustering the words, the teachers and students should make a speech into smaller group of word. Phrases within clauses are more easily to comprehend.

2. Redundancy

   It is spoken language such as conversation, it always find redundancy of words, like repetitions, elaborations, and insertions.

3. Reduced Forms

   It also has many reduced forms beside it has a good deal of redundancy. This very influencing and it is a significant difficulty especially for the learners.

4. Performance Variable

   In spoken language except for planned discourse, hesitation, false stars, pauses and correction are common.

5. Colloquial Language

Learners are difficult in relating colloquial language such as idioms and slang in conversation whether it is monologue or dialogue.

5. Rate of Delivery

The language delivered fast will make learners difficult to comprehend it. So, the number and length of pauses that are used by speaker is more crucial and easy to comprehend the information.

6. Stress, Rhythm, and Intonation

People can comprehend the spoken language easily if there is any stress, rhythm, and intonation. it can be understood whether question, statement or emphasis.

7. Interaction

The learners have to understand that good listeners in a conversation are good responders. To get respond actively from the students or listener, the teacher needs good strategy and it makes them understand the material clearly.

2.5 Concept of Over to You Strategy

Successful listening can also be felt in terms of the strategies the listener uses when listening. Listener focuses on how to listen and raises the issues of listening strategies (White, 1988, p. 21). A strategy can be thought of as the way in which a learner approaches and manages a task, and listeners can be taught effective way of approaching and managing their listening (Richards, 2008, p. 11).

Over to You is the innovative strategy that ensures students will learn to communicate in real-world situations by predicting the questions that students hope to answer (Bradfield, 2014, p. 2). This is a good strategy that can help students to improve their listening ability. This strategy is very simple and easy to use in teaching in classroom, especially in senior high school. It was introduced by White in 1998. The aim of *Over to You* strategy is to show students how they can control the tape recorder or video, to give students confidence in asking for clarification and to diagnosing the listening problem (White, 1998, p. 21). Therefore, this strategy is very good for the students to upgrade their comprehension in listening. By using this strategy, teacher will be able to diagnose very clearly what the students find difficult in the listening comprehension. Then, teachers are easier to solve the students' problem in listening session.

Over to You strategy also help students become aware of the need to listen to each other and listen closely to other person (Hadfield, 2000, p. 126). This implies an increased level of responsibility for their own listening development. It also helps to change them as passive to be active participants in the process of learning and makes the listening more personal to them (White, 1998, p.10; Hadfield, 2000, p. 127). There is also a greater emphasis on reflecting on the process of listening as it is unfold in the activities, and on feeding the results of this reflection back into further work. The integration of listening with the other language skills is also given due attention. So that, by using this strategy, teacher knows the students need to listen.

2.6 Using Over to You Strategy toward Students Listening Comprehension

According to White (1998, pp. 21-22), there are some procedures of using *Over to You* Strategy. Therefore, the researcher is including pre-activity, while-activity and post-activity as follows:

a. Pre-activity

1. The teacher greets the students.
2. The teacher checks attendance of learners
3. The teacher tells the students briefly about the topic that they are going to hear.
4. The teacher asks the students to think about some questions they hope to answer when they listen.

b. While-activity

1. The teacher asks the students to be a volunteer.
2. The students' volunteer will stop and replay audio CD when the students ask for it.
3. The students' volunteer will stop and replay audio CD when she/he sees two or more hands go up.
4. The teacher asks the students to listen with their eyes closed.
5. The teacher explains that it will help them to concentrate better; it will also mean that they are not affected by what other people think.
6. The teacher tells them that if they do not understand something while they are listening, they should put their hands up.
7. The students listen and try to find the answer of the questions.

c. Post-activity

1. The teacher and the students discuss about the answer of the questions.
2. The teacher and students concluded the result of today's topic.
3. The teacher closes the class.

2.7 Previous Related Study

In relation the use of *Over to You* strategy, there have been many studies reporting its effectiveness in improving students' listening skill.

The first study was written by Oktorina (2014) entitled "The Effect of Using *Over to You* Strategy on Students Comprehension in Listening at SMAN 2 Rambah Hilir Rokan Hulu". This study investigated the effect of using *Over to You* strategy on listening comprehension of students. After analyzing the data, the researcher found that there was a significant effect of students' comprehension in listening taught by using *Over to You* Strategy.

In relation to the previous study, the similarities and the differences were found between the current study and Oktorina's study. The similarities are as follows: both of the researcher discuss quantitative research, both of researcher use same technique, in this case, both of them use *Over to You* strategy. And the differences are as follows: the participants of current study are the tenth graders of SMA Muhammadyah 6 Palembang, while Oktorina's study were the eleventh grade students of SMAN 2 Rambah Hilir Rokan Hulu.

The second one was the study conducted by Safitri (2016) entitled "Teaching listening comprehension through *Over to You* strategy to the eighth grade students of State Junior High School 26 of Palembang". The objective of the

study was to investigate whether or not there is an effectiveness to teach listening comprehension through *Over to You* Strategy. Based on the discussions in this study, it can be concluded that teaching listening comprehension through *Over to You* Strategy to students was effective. Therefore, the researcher confirmed that the students' scores in posttest was higher than the pre-test.

In relation to the previous study, the similarities and the differences were found between the current researcher and Safitri's study. The similarities are as follows: both of the researcher discuss quantitative research, both of researcher use same technique, in this case, both of them use *Over to You* strategy. And the differences are as follows: the participants of current study are the tenth graders of SMA Muhammadyah 6 Palembang, while Safitri's study were the eighth grade students of Junior High School 26 of Palembang.

2.8 Hypotheses of the Study

According to Creswell (2012, p. 111), hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics. Hypotheses of this study are proposed as Null Hypothesis (Ho) and Alternative Hypothesis (Ha) as follows:

1. Ho: There is no significant improvement on the tenth graders' listening comprehension who are taught using *Over to You* strategy at SMA Muhammadyah 6 Palembang before and after treatment.

Ha: There is a significant improvement on the tenth graders' listening comprehension who are taught using *Over to You* strategy at SMA Muhammadyah 6 Palembang before and after treatment.

2. Ho: There is no significant difference on the tenth graders' listening comprehension between those who are taught by using *Over to You* strategy and those who are not at SMA Muhammadyah 6 Palembang.

   Ha: There is a significant difference on the tenth graders' listening comprehension between those who are taught by using *Over to You* strategy and those who are not at SMA Muhammadyah 6 Palembang.

2.9 Criteria of Testing the Hypothesis

According to Fraenkel et al (2012, pp. 228-233) standpoints that to prove research problem in measuring significant different, testing research hypothesis is required as follows:

1. If the p-output (sig. 2-tailed) is lower than 0.05, and t-obtained is higher than t- table 2,0452 (with df= 29), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

   If the p-output (sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table 2,0452 (with df= 29), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2. If the p-output (sig. 2-tailed) is lower than 0.05, and t-obtained is higher than t- table 2,0017 (with df=58), the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

If the p-output (sig.2 tailed) is higher than 0.05 and t-obtained is lower than t-table 2,0017 (with df= 58), the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2.10 Research Setting

The researcher conducted his research at SMA Muhammadyah 6 Palembang that was located on Jl. Balayudha KM 4,5 Ario Kemuning, Palembang 30151. SMA Muhammadiyah 6 Palembang has been built since 01 Juli 1988/1989. The present headmaster of SMA Muhammadiyah 6 Palembang is M. Erlan, S.pd. The total number of the teachers and staffs of SMA Muhammadiyah 6 Palembang are 55 person. There are 18 civil servants, 32 honored teachers, 5 administration staffs.

This school has 12 Classrooms which are permanent building with total students in academic year 2016/2017 are 380 students. There are some facilities in this school, such as Musholla, library, canteen, language laboratory, science laboratory, multimedia laboratory, air conditioner, school health center, computer laboratory, and toilets. In addition this school has one headmaster room, two teachers room, and one administration room.

CHAPTER III

RESEARCH METHOD AND PROCEDURES

This chapter presents: (1) research method; (2) research variables; (3) operational definition; (4) population and samples; (5) techniques for collecting the data; (6) research instrument analysis; (7) research treatments; (8) techniques for analyzing data; and (9) pre-requisite analysis.

3.1 Research Design

In this study, experimental research was used by the researcher. According to Fraenkel, Wallen and Hyun (2012, p. 265), experimental research is one of the most powerful research methodology that researcher can use. The design selected for this study was quasi-experimental research design and quasi-experimental designs did not include the use of random assignment. One of the quasi-experimental was Pretest-Posttest Non-equivalent Group Design. There were two groups, they were experimental and control group which both were given pretest and posttest. The experimental group was given treatments by using *Over to You* strategy, but the control group was not.

Cohen, Manion and Morrison (2007, p. 283) formulate the figure of Pretest-Posttest Non-equivalent Groups Design as follows:

O1	**X**	**O2**
- - - - - - - - - - - -		
O3		**O4**

Where :

O_1 : Pretest in experimental group

O_3 : Pretest in control group

X : Treatment in experimental group using *Over to You* strategy

O_2 : Posttest in experiment group

O_4 : Posttest in control group

--- : Dashed line (Non random)

3.2 Research Variables

There were two kinds of research variables, independent variable and dependent variable. Creswell (2012, p. 116) say that an independent variables an attribute or characteristic that influences or affects an outcome or dependent variable. And Creswell (2012, p. 115) claims that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. There were two variables in this research. They were: *Over to You* strategy as independent variable and listening comprehension achievement as dependent variable.

3.3 Operational Definition

The title of this study is "Using *Over to You* strategy to improve listening comprehension achievement of the tenth graders of SMA Muhammadyah 6 Palembang", to avoid misconception or misunderstanding, several terms used were explained in this study as follows:

Over to You strategy is a simple strategy to improve students' listening comprehension and diagnose students' problems in listening comprehension.

Listening Comprehension Achievement is the outcome of teaching listening process from the materials that students have learned. It was measured by conducting the listening test in the form of multiple choice questions to know students' listening comprehension achievement.

3.4. Population and Sample

3.4.1. Population

Fraenkel, Wallen and Hyun (2012, p. 92) define population as the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Fraenkel, et al. (2012, p. 92) also state that population is always all of the individuals who possess a certain characteristic (or set characteristics). It means that population is whole number of the research object which are going to be investigated in a research study. The population of this study was the tenth graders of SMA Muhammadyah 6 Palembang consisting of four classes. There were IPA A, IPA B, IPA C and IPS A. The total of the students were 128 students. There were three classes of science classes that consisted of 92 students and one class of social class that consisted of 36 students. The distribution of whole population can be seen in the following table 1:

Table 1
Distribution of Population

Class	Students
X IPA A	30
X IPA B	30
X IPA C	32
X IPS A	36
Total	**128**

(Source: SMA Muhammadyah 6 Palembang academic year 2016/2017)

3.4.2. Sample of the Study

Within this target population, a sample was selected for the study. Sample refers to any group on which information is obtained (Fraenkel et al., 2009, p. 129). Cresswell (2012, p. 381) explains that sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. In this study, purposive sampling technique was used in two science classes. They were chosen as sample because of some considerations, such as; 1) they had equal level, 2) they had same difficulties in listening activity, 3) they were taught by same teacher and 4) they had same total of students in the class. And then the sample was taken for each experimental and control groups.

To determine experimental groups and control group, pretest was given to the students in class IPA A and IPA B. After pretest, the result of class X IPA A was higher than class X IPA B. Therefore, class X IPA A was selected as the control group and class X IPA B as the experimental group. The sample was showed in the following table 2:

Table 2

Distribution of Sample

Class	Male	Female	Total of Students
X IPA A **(Control group)**	15	15	30
X IPA B **(Experimental Group)**	13	17	30
Total			**60**

3.5 Technique for Collecting the Data

3.5.1 Test

In collecting the data, listening comprehension test was used with the form of multiple choice which cover four options, namely (a, b, c, and d). There were two tests (pretest and posttest) that were given to the sample of this study. In this test, some listening texts (descriptive text and narrative text) and some expressions (expression of intention, complementation and congratulation) were used. This listening comprehension test was developed from two books. They were: *Pathway to English for SMA/MA Grade X (Wajib) and Pathway to English for SMA/MA Grade X Kurikulum 2013 Kelompok Peminatan,* written by Theresia Sudarwati and Eudia Grace. Published by Erlangga based on 2013 Curriculum with audio CD. In this study, listening comprehension test was used twice, for pre-test and post-test. The test items in pre-test were same as those of post-test because the purpose of the test was to measure students' listening comprehension achievement by using *Over to You* strategy before and after the treatments.

Before the test was given to the sample, the test had been tried out to the one class of tenth graders of SMA 'Aisyiyah 1 Palembang. The class was X IPA because it had similar characteristics to the sample, such as; 1) the accreditation was A; 2) the class was from science class. After doing the try out test, the validity and reliability of test items were analyzed before giving to the sample. After the test was valid and also consistent as reliable test, the final test was produced. The final test was used in pre-test and post-test. The pre-test and post-test were explained as follows:

1. **Pre-test**

Pre-test was done before the treatments in both groups, experimental and control group. Pretest was done to know students' listening comprehension achievement before the researcher gave the treatment. In this study, pre-test was done before giving treatment in both groups, experimental and control group. The pre-test was given both in experimental and control group. It measured the students' listening comprehension before treatment. The purpose of giving pretest to the students was to know the students' ability in learning listening before implementing *Over to You* strategy.

In pretest for experimental and control groups, the students were tested by using multiple choice items and the total of questions in pretest were 30 questions. The students did the test in around 45 minutes. All of questions were about listening comprehension test with audio CD. The test were taken from students' books for the tenth graders. Then, the result of students' score in pretest checked and scored by the reseacher.

2. **Post-test**

Post-test was done after the treatments in both groups, experimental and control group. This test was done to know the students' score in listening comprehension after the treatment. In this study, post-test was given to the experimental and the control group after conducting treatments. The treatment which was given to the experimental group was *Over to You* strategy. The type of posttest was the same as the pretest. The aim of giving posttest to the students was to measure students' comprehension in listening after implementing *Over to You*

strategy. The result of this test was compared with the result of pretest in order to know the improvement of students listening comprehension by using *Over to You* strategy. From the posttest, the data was gotten that was used to measure the students' progress taught by using *Over to You* strategy.

Same as pretest, in posttest the students were tested by using multiple choice questions and the total of questions in pretest are 30 questions. The students did test in around 45 minutes. All of questions were about listening comprehension test with audio CD. The test were taken from students' books for the tenth graders. The result of this test was compared with the result of pretest in order to know the effect of teaching listening by using *Over to You* strategy to students' listening comprehension. From the posttest, the data can be gotten that was used to measure the students' progress taught by using *Over to You* strategy.

3.5.2 Research Treatments

The research was conducted to the tenth graders of SMA Muhammadyah 6 Palembang. The listening materials was taught based on teaching learning objective that refer to the English syllabus of Senior High School. The learning materials were taken from *Bahasa dan Sastra Inggris (Untuk Siswa SMA-MA/SMK-MAK Kelas X) and Bahasa Inggris (Untuk Siswa SMA/MA Kelas X): Kelompok Peminatan Ilmu-Ilmu Bahasa dan Budaya* written by Otong Setiawan with audio CD. The schedule and materials of treatments can be seen in the following table 3:

Table 3

The schedule and Material of Treatment

No	Day / Date		Materials	Research Treatment Meeting	Time Allocation
	Experiment	Control			
1	Monday, Jan 30th 2017.	Monday, Jan 30th 2017.	Pre-test	1st	45’
2	Thursday, Feb 02nd 2017.	-	Unit 1 – Can I have your name, please?	2nd	2x45’
3	Saturday, Feb 04th 2017.	-	Unit 2 – Excellent – Congratulation!	3rd	2x45’
4	Monday, Feb 06th 2017.	-	Unit 3 - I’d like to…..	4th	2x45’
5	Thursday, Feb 09th 2017.	-	Unit 4 – This historical site is visited….	5th	2x45’
6	Saturday, Feb 11th 2017.	-	Unit 5 – What does the announcement say?	6th	2x45’
7	Monday, Feb 13th 2017.	-	Unit 6 – Looks at this advertisement	7th	2x45’
8	Thursday, Feb 16th 2017.	-	Unit 7 – Have you ever tried it?	8th	2x45’
9	Saturday, Feb 18th 2017.	-	Unit 8 – According to history…	9th	2x45’
10	Monday, Feb 20th 2017.	-	Unit 9 – Once upon a time…	10th	2x45’
11	Thursday, Feb 23th 2017	-	Unit 10 – it is the fact that…	11th	2x45’
12	Saturday, Feb 25th 2017.	Saturday, Feb 25th 2017.	Posttest	12th	45’

Source: Bahasa dan Sastra Inggris (Untuk Siswa SMA-MA/SMK-MAK Kelas X) and Bahasa Inggris (Untuk Siswa SMA/MA Kelas X): Kelompok Peminatan Ilmu-Ilmu Bahasa Dan Budaya.

3.5.3 Research Instruments

1) Validity Test

Fraenkel, Wallen and Hyun (2012, p. 147) said that validity is the most important idea to consider when preparing or selecting an instrument for use. Validity test was used to measure whether the obtained data of an instrument was valid or not. Then, The term validity as used in research refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel and Wallen, 2009, p. 148). In order to ensure each item of listening test was valid, Pearson Product Moment found in SPSS (Statistical Package for the Social Science) version 20 software to calculate the validity of the test was used. In this study some kinds of validity became the main concern, as follows:

1.1) Construct Validity

According to Brown (2004, p. 25) states that construct validity is a major issue in validating large-scale standardized tests of proficiency. The construct validity of this study involve two types, they were items for pre-test and post-test and lesson plans for experimental group. The researcher did construct validity of the test to judge or measure whether or not a test instrument well to measure student ability. After constructing the instruments related to some aspect measured, then it was consulted to achieve some expert judgments from at least three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. There are some characteristics for expert judgments or

validators, such as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500.

In relation to the statement above, the researcher asked the lecturers of English Education Study Program at UIN Raden Fatah Palembang as validator in this study. There were three validators to validate the research instruments and lesson plan. Based on the assessment carried out by validator I, II, and III, the instruments and lesson plan can be used with little revision. The first validators gave B both instrument and lesson plan. The second validator gave A for instrument and B for lesson Plan. The third validator gave B for instrument and B for lesson plan. From the validators, it could be assumed that the instrument and lesson plan were appropriate to apply in this research. After measuring the format of the instrument test, it was continued to do tryout to the tenth graders. The try out was conducted in order to know the validity of instrument.

1.2) Content Validity

Cohen, Manion and Morrison (2000, p. 131) describe that content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations or subject matter in question. The content and format must be consistent with the definition of the variable and sample of subjects to be measured. In order to know if the contents of the test items were appropriate, the researcher suit them to content of syllabus. The researcher used syllabus curriculum 2013 of Senior High School and table of specification which contain the items which were necessary to test in listening comprehension selecting the appropriate test and items were used based on the syllabus that used in the school.

The instrument focused on listening comprehension. Instrument for this research was test. The test given to students was considered not too difficult or too easy. Item difficulty was determined as the proportion of correct responses. In order to ensure each item of listening test was valid, Pearson Product Moment found in SPSS (Statistical Package for the Social Science) version 20 software to calculate the validity of the test was used. The test items of try out consisted of 60 items. The result of validity shows that there were 33 items accepted. Therefore, there were 30 items for Pre and Posttests. The test of specification was described in table 4.

Table 4
Test of Specification

Objective	Test materials	Indicators	No. of test	Type of test	Answer key
The students are able: 1. To find the main idea of the text 2. To find cause/effect of the text 3. To find vocabulary of the text 4. To find the detail and factual information	Hi, My name is….	The students are able: 1. To find detail and factual information.	1, 2. 3.	Multiple choice.	B, A, D,
	Let's do it!	The students are able: 1. To find detail and factual information. 2. To find the main idea of the text	4, 5, 6, 7, 8, 9,	Multiple choice.	A, A, A, A, C, B,
	What should I do?	The students are able: 1. To find detail and factual information.	10, 11, 12.	Multiple choice.	A, B, C.

	Too Hot, Too Cold	The students are able: 1. To find detail and factual information.	13, 14 15, 16, 17.	Multiple choice.	B, D. D, C, A.
	Product on discount	The students are able: 1. To find detail and factual information. 2. To find the main idea of the text	19. 18, 20.	Multiple choice.	D, C, B.
	It was a memorable event	The students are able: 1. To find detail and factual information.	21 22,	Multiple choice.	A, C.
	What's the difference?	The students are able: 1. To find detail and factual information.	23, 24.	Multiple choice.	B, B.
	Whatever will be, will be	The students are able: 1. To find detail and factual information. 2. To find the main idea of the text	25, 26. 27. 28, 29, 30.	Multiple choice.	B, B, C. B, B, A.

1.3) Validity of Each Question Items

In this study, validity test of each question item was used to indicate whether the test item of the instruments in each question is valid or not. To know the validity of each question items, the tryout was done. The tryout of the test was on Tuesday, 24th of January 2016 at 08.30 p.m – 09.30 p.m. The instruments of the test were tested to 30 students (X IPA 1) to the tenth graders of SMA 'Aisyiyah 1 Palembang. The result of the test was analyzed by using (Statistical Package for Social Science) SPSS version 20. To know whether it is valid or not, the score of significance (r-output) should be compared with the score of "r-table" product moment. If the result

of the test shows that r_{output} is higher than r_{table} (with N=30) 0.361 with sample (N) is 30 students, it means that the item is valid.

In this part, there were 60 multiple choice items given to 30 students at SMA 'Aisyiyah 1 Palembang. It was found that there were 27 questions were considered invalid. It means that 27 items test could not be used as the instrument since the scores of significance are lower than 0.361. Then, 33 questions item were used as the instrument since the scores of significance are higher than 0.361. There were only 30 valid questions items to be instruments of pretest and posttest. The further result analysis of validity in each question items can be seen in *appendix F*.

2) Reliability Test

A test must be reliable as measuring instrument. Reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another (Fraenkel et al., 2012, p. 154). In this design of the study followed internal consistency method that was used to estimate the reliability which involves comparing different sets of items that were part of instrument of this study. Reliability test measures whether research instrument used for pretest and posttest activities is reliable or not.

To know the reliability of the test used in this study, the researcher calculated the students' score by using Spearman- Brown Prophecy Formula found in SPSS 20 (Statistical Package for the Social Science) program. The score of reliability were obtained from tryout analysis which was done using the instrument test. The school where try out analysis was different from the school where the

researcher study. In this part, the test was analyzed by using Split-half Procedure formula SPSS 20 program. It was used to obtain the score of try out analysis.

To know the reliability test using split half method, p-output must be higher than r-table. Fraenkel and Wallen (2009, p. 157) also state that the test score is considered reliable if p-output is higher than 0.70. Moreover, it was found that the p-output of *Guttman Split-half Coefficient* was 0,796. Therefore, it could be stated that this instrument was considered reliable for this study since the p-output was higher than r-table (0.361) with sample (N) was 30 students. The result of analysis of reliability test was described in table 5:

Table 5
Result of Reliability Analysis Measured Using Split-half

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.711
		N of Items	15[a]
	Part 2	Value	.542
		N of Items	15[b]
	Total N of Items		30
Correlation Between Forms			.671
Spearman-Brown Coefficient	Equal Length		.803
	Unequal Length		.803
Guttman Split-Half Coefficient			.796

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15.

b. The items are: item16, item17, item18, item19, item20, item21, item22, item23, item24, item25, item26, item27, item28, item29, item30.

3.6 Data Analysis

In analyzing the data, the researcher used and described some techniques, as follows:

3.6.1 Listening Test

In this study the test was given to each classes of the sample. 1) The test was distributed by the researcher, it must be done in the same situation and condition, where the sample must answer the question in the classroom and in the similar limitation. 2) The test type to measure students' listening comprehension achievement was multiple choice type, it consisted of 30 items with four alternatives (a, b, c, and d), it was allocated 45 minutes of answering the test. The test was taken from students guide books of the tenth graders. They were: *Pathway to English for SMA/MA grade X (Wajib); and Pathway to English for SMA/MA*

grade X kurikulum 2013 kelompok peminatan. 3) The comprehension test was analyzed to determine the listening comprehension achievement by accounting the total number of correct answer, the total numbers of the questions were 30 items. The maximum score that the students got if they answered all questions correctly was 100 point.

$$\textbf{Final Score} = \frac{\textbf{Total Correct Answer}}{\textbf{Total item}} \times \textbf{100}$$

4) Finally, the students' score of listening comprehension achievement test by using *Over to You* strategy was analyzed by using percentage formula suggested by the classification of students' listening comprehension achievement score of SMA Muhammadyah 6 Palembang which was applied as the following table 6.

Table 6

The classification of Students' Listening Comprehension Achievement

No	Range	Qualification
1.	86 – 100	Excellent
2.	76 – 85	Good
3.	56 – 75	Average
4.	< 55	Poor

(Source: Based on Curriculum Score Range of SMA Muhammadyah 6 Palembang).

3.6.2 Data Description

Data descriptions illustrate two analysis, they were distribution of frequency data and descriptive statistics.

1) Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage were achieved. The distributions of frequency data were obtained from students' pretest-posttest scores in experimental and control group.

2) Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation were analyzed. Descriptive statistics were obtained from students' pretest and posttest scores in experimental and control groups.

3.6.3 Prerequisite Analysis

Before analyzing the obtained data, a prerequisite analysis was done before testing hypothesis. It estimated whether or not the obtained data from students' pretest and posttest score in experimental and control group were distributed normal and homogen. According to Flynn (2003, p. 15) states that the use of parametric statistics requires that the sample data, be normally distributed, have homogeneity of variants and be continuous. As we know, the first choice for a researcher was using parametric statistics. Therefore, if the researchers wanted to know the technique of statistics that was used in analyzing the data, the researchers firstly have to test the normality and homogeneity. The description of both as follows:

1) Normality Test

Before analyzing the data for further analysis (t-test), normality test was done to measure whether the results of the students' pretest and posttest in control and experimental groups were normal or not. The test was considered normal whenever it is higher than 0.05. Moreover, Flynn (2003, p. 17) states that a value less than 0.05 indicate that the data are non-normal. After the data have normal

distribution, a parametric test should be used. Then, in analyzing the normality, *Kolmogorov-Smirnov test* in SPSS 20 was used. The data were obtained from the students' pretest and posttest in control and experimental groups.

2) Homogeneity Test

Before analyzing the data for further analysis (t-test), homogeneity test was done to know whether the results of the students' pretest and posttest in control and experimental groups are homogenous or not. According to Flynn (2003, p. 18), the data can be categorized homogenous whenever it is higher than 0.05. In analyzing the homogeneity, *Levene Statistics* in SPSS 20 was used. The result was obtained from the students' pretest and posttest in control and experimental groups.

3.7 Hypothesis Testing

Hypothesis testing is a procedure for making decisions about results by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values (Creswell, 2012, p. 187). In measuring significant improvement and significant difference on students' listening comprehension by using *Over to You* strategy, it analyzed the differences using paired sample t-test and independent sample t-test in SPSS 20 software application. Paired sample t-test used to compare pre-test and post-test score of listening comprehension achievement in experimental group. The significance difference for paired sample t-test is accepted when the p-output (Sig.2-tailed) is lower than 0.05 and t_{count} is higher than t_{table}. This study also used independent sample for testing student's post-test scores in control and experimental groups. The significant difference for independent sample t-test accepted whenever the probability value

was lowers than 0.05 and t-count is higher than t-table. The explanations were as follows:

1. In measuring the significant improvement. The paired sample t-test was used for testing student's pre-test and post-test scores in experimental groups. The significant of experimental is accepted whenever the p-output (Sig.2-tailed) is lower than 0,05 and t-obtained is higher than t_{table} (30-1) 2,0452 (with df = 29). While the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0,05 than t value is lower than t-table (30-1) 2,0452 (with df = 29).
2. In measuring the significant difference. Independent Sample t-test was used for testing student's posttest scores in control and experimental groups. The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0,05and t-obtained is higher than t_{table} (60-2) 2,0017 (with df = 58). While the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0,05 than t_{value} is lower than t_{table}(60-2) 2,0017 (with df = 58).

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) findings and (2) interpretation

4.1 Findings

The findings of this study are divided into three parts. They are: (1) data descriptions, (2) prerequisite analysis, and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In data descriptions, there were two analyses done. They were distributions of frequency data and descriptive statistics.

4.1.1.1 Distribution of Data Frequency

In the distribution of data frequency, score, frequency, and percentage were analyzed. There were two kinds of listening tests used in this research: the pretest and the posttest. The pretest was administered before the treatment was conducted. It was aimed to measure the students' skill before the treatment. The posttest was given at the end of the treatment. It was aimed to know whether or not the treatment to the experimental group had any significant improvement and differences in listening skill compared to the control group. The scores were obtained from: (1) pretest scores in control group, (2) posttest scores in control

group, (3) pretest scores in experimental group, and (4) posttest scores in experimental group.

1) Students' Pretest Scores in Control Group

The analysis of distribution data frequency in pretest score of control group showed that one student got 45.00 (3.3%), nineteen students got 50.00 (63.3%), two students got 53.00 (6.7%), one student got 57.00 (3.3%), two students got 60.00 (6.7%), three students got 63.00 (10.0%), one student got 67.00 (3.3%) and one student got 70.00 (3.3%). Further description of distribution data frequency could be seen in Table 7.

Table 7

Distribution of Data Frequency on Students' Pretest Scores in Control Group

Score	Frequency	Percent
45	1	3.3
50	19	63.3
53	2	6.7
57	1	3.3
60	2	6.7
63	3	10.0
67	1	3.3
70	1	3.3
Total	**30**	**100.0**

Furthermore, there were four categories of students' listening scores. The classification of listening categories of students' pretest score in control group can be seen in Table 8.

Table 8

Listening Skill Category of Students' Pretest Scores in Control Group

Score Interval	Category	Pretest Score	
		Frequency	Percentage
86-100	Excellent	-	-
76-85	Very Good	-	-
56-75	Average	8	26.4%
<55	Poor	22	73.4%
Total		30	100%

Based on the table above, it is shown that eight students (26.4%) belonged to average category and twenty two students (73.4%) were included in poor category, and no student was included in excellent and very good category. In short, most of the students' pretest scores in control group belonged to poor category.

2) Students' Posttest Scores in Control Group

The analysis of distribution data frequency in posttest score of control group showed that three students got 47.00 (10.0%), seven students got 50.00 (23.3%), four students got 53.00 (13.3%), two students got 57.00 (6.7%), three students got 60.00 (10.0%), nine students got 63.00 (30.0%) and two students got 67.00 (6.7%). Further description of distribution data frequency could be seen in Table 9.

Table 9

Distribution of Data Frequency on Students' Posttest Scores in Control Group

Score	Frequency	Percent
47	3	10.0
50	7	23.3
53	4	13.3
57	2	6.7
60	3	10.0
63	9	30.0
67	2	6.7
Total	**30**	**100.0**

Furthermore, there were four categories of students' listening scores. The classification of listening categories students' posttest score in control group can be seen in table 10.

Table 10

Listening Skill Category of Students' Posttest Scores in Control Group

Score Interval	Category	Posttest Score	
		Frequency	Percentage
86-100	Excellent	-	-
76-85	Very Good	-	-
56-75	Average	16	53.3%
<55	Poor	14	46.6%
Total		30	100%

Based on the table above, it is shown that sixteen students (53.3%) included in average category and fourteen students (46.6%) included in poor

category, and no student included in excellent and very good category. In short, most of the students' posttest scores in control group belonged to average category.

3) Students' Pretest Scores in Experimental Group

The analysis of distribution data frequency in pretest score of experimental group showed that six students got 40.00 (20.0%), two students got 43.00 (6.7%), five students got 47.00 (16.7%), eight students got 50.00 (26.7%), four students got 53.00 (13.3%), one student got 57.00 (3.3%), three students got 60.00 (10.0%), one student got 63.00 (3.3%). Further description of distribution data frequency could be seen in Table 11.

Table 11

Distribution of Data Frequency on Students' Pretest Scores in Experimental Group

Score	Frequency	Percent
40	6	20.0
43	2	6.7
47	5	16.7
50	8	26.7
53	4	13.3
57	1	3.3
60	3	10.0
63	1	3.3
Total	**30**	**100.0**

Furthermore, there were four categories of students' listening scores. The classification of listening categories students' pretest score in experimental group can be seen in table 12.

Table 12

Listening Skill Category of Students' Pretest Scores in Experimental Group

Score Interval	Category	Pretest Score	
		Frequency	Percentage
86-100	Excellent	-	-
76-85	Very Good	-	-
56-75	Average	5	16.6
<55	Poor	25	83.3
Total		30	100%

Based on the table above, it is shown that five students (16.6%) included in average category and twenty five students (83.3%) included in poor category, and no student included in excellent and very good category. In short, most of the students' pretest scores in experimental group belonged to poor category.

4) Students' Posttest Scores in Experimental Group

The analysis of distribution data frequency in pretest score of experimental group showed that one student got 53.00 (3.3%), five students got 63.00 (16.7%), five students got 67.00 (16.7%), seven students got 70.00 (23.3%), ten students got 73.00 (33.3%), one student got 83.00 (3.3%), one student got 87.00 (3.3%). Further description of distribution data frequency could be seen in Table 13.

Table 13

Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

Score	Frequency	Percent
53	1	3.3
63	5	16.7
67	5	16.7
70	7	23.3
73	10	33.3
83	1	3.3
87	1	3.3
Total	**30**	**100.0**

Furthermore, there were four categories of students' listening scores. The classification of listening categories students' pretest score in experimental group can be seen in table 14.

Table 14

Listening Skill Category of Students' Posttest Scores in Experimental Group

Score Interval	Category	Posttest Score	
		Frequency	Percentage
85-100	Excellent	1	3.3
71-84	Very Good	11	36.6
55-70	Average	17	56.6
<54	Poor	1	3.3
Total		30	100%

Based on the analysis above, it is shown that one student (3.3%) included in excellent category, eleven students (36.6%) included in very good category, seventeen students (56.6%) included in average category and one student (3.3%) included in poor category. In short, most of the students' posttest scores in experimental group belonged to average category and very good category.

4.2.1 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviation were analyzed. The scores were acquired from; (1) pretest scores in control, (2) posttest scores in control group, (3) pretest scores in experimental group, and (4) posttest in experimental group.

1) Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group is described in Table 15.

Table 15

Descriptive Statistics of Students' Pretest Scores in Control Group

Students' Pretest Score in Control Group	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
	30	45.00	70.00	53.4667	6.23524

In descriptive statistics of students' pretest scores in control group, it is showed that the total number of sample were 30 students. The minimum score was

45.00, the maximum score was 70.00, the mean score was 53.4667, and the score of standard deviation was 6.23524.

2) Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in control group is described in Table 16.

Table 16

Descriptive Statistics of Students' Posttest Scores in Control Group

Students' Pretest Score in Control Group	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
	30	47.00	67.00	56.6000	6.57372

In descriptive statistics of students' posttest scores in control group, it is showed that the total number of sample were 30 students. The minimum score was 47.00, the maximum score was 67.00, mean score was 56.6000, and the score of standard deviation was 6.57372.

3) Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics of students' pretest in experimental group is described in Table 17.

Table 17

Descriptive Statistics of Students' Pretest Scores in Experimental Group

Students' Pretest Score in Experimental Group	N	Minimum	Maximum	Mean	Std. Deviation
	30	40.00	63.00	49.1000	6.62467

In descriptive statistics of students' pretest scores in experimental group, it is showed that the total number of sample were 30 students. The minimum score was 40.00, the maximum score was 63.00, mean score was 49.1000, and the score of standard deviation was 6.62467.

4) Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics of students' posttest in experimental group is described in Table 18.

Table 18

Descriptive Statistics of Students' Posttest Scores in Experimental Group

Students' Posttest Score in Experimental Group	N	Minimum	Maximum	Mean	Std. Deviation
	30	53.00	87.00	67.7667	6.22943

In descriptive statistics of students' posttest scores in experimental group, it is shown that the total number of sample was 30 students. The minimum score was

53.00, the maximum score was 87.00, mean score was 67.7667, and the score of standard deviation was 6.22943.

4.3.1 Prerequisite Analysis

In prerequisite analysis, there were two analyses done. They were normality test and homogeneity test.

4.3.1.1 Normality Test

Normality test was done to know whether the data of the students' pretest and posttest in control and experimental groups were normal or not. The data could be classified into normal when the p-output was higher than mean significant difference 0.05. In measuring normality test, *1-sample Kolmogronov Smrinov* was used.

4.3.1.2 Students' Pretest Score in Control and Experimental Groups

From the statistical analysis in normality test using *I-sample Kolmogronov Smrinov*, it was found that the Kolmogorov-Smirnov test of the pretest in control group was 2.068 and experimental group was 0.799. It can be assumed that the scores from pretest in control and experimental group were categorized normal since p-output was higher than 0.05. The analysis result is displayed in the Table 19.

Table 19

Normality Test of Students' Pretest

in Control and Experimental Groups Using 1-Sample Kolmogronov-Smirnov

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	30	2.068	0.000	**Normal**
2	Experimental Group	30	0.799	0.545	**Normal**

4.3.1.3 Students' Posttest Score in Control and Experimental Groups

From the statistical analysis in normality test using *I-sample Kolmogronov Smrinov,* it was found that the Kolmogorov-Smirnov test of the posttest score in control was 1.104 and experimental group was 1.288. It can be assumed that the scores from posttest control and experimental group were categorized normal since p-output was higher than mean significant different 0.05. The results analysis is presented in the Table 20.

Table 20

Result Analysis in Measuring Normality Test of Students' Posttest in Control and Experimental Groups Using 1-Sample Kolmogronov-Smirnov Test

No	Students' Posttest	N	Kolmogorov Smirnov	Sig.	Result
1	Control Group	30	1.104	0.175	**Normal**
2	Experimental Group	30	1.288	0.072	**Normal**

4.4.1 Homogeneity Test

Homogeneity test was done to know whether the data of the students' pretest and posttest in control and experimental groups were homogeny or not. The

data was categorized homogeny when p-output was higher than mean significant difference 0.05. In measuring homogeneity, *Levene Statistics* was used.

4.4.1.1 Students' Pretest Score in Control and Experimental Groups

Firstly, based on the result of analyzing the data of students' pretest score in control and experimental groups, it was found that the *Levene Statistics* was 0.697. It means that the obtained score from students' pretest score in control and experimental groups were homogenous since the p-output was higher than 0.05. The result of homogeneity test is presented in Table 21.

Table 21

Homogeneity Test of Students' Pretest Score in Control and Experimental Groups Using Levene Statistics

No	Students' Pretest Score	N	Levene Statistics	Sig.	Result
1.	Control Group	30	0.697	0.407	**Homogenous**
2.	Experimental Group	30			

4.4.1.2 Students' Posttest Score in Control and Experimental Groups

Secondly, based on the result of analyzing the data of students' pretest score in control and experimental groups, it was found that the *Levene Statistics* was 3.174. It means that the obtained score from students' posttest score in control and experimental groups were homogenous since the p-output was higher than 0.05. The result of homogeneity test is presented in Table 22.

Table 22

Results Analysis in Measuring Homogeneity Test of Students' Posttest Score in Control and Experimental Groups Using Levene Statistics

No	Students' Posttest Score	N	Levene Statistics	Sig.	Result
1	Control Group	30	3.174	0.080	**Homogenous**
2	Experimental Group	30			

4.5.1 Result of Hypothesis Testing

4.5.1.1 Measuring means significant improvement

In measuring the significant improvement on students' pretest and posttest scores in experimental group, a significant improvement was found since the p-output was lower than 0.05 and the t-obtained exceeded the t-table 2.0452. The detail result of the analysis is presented in Table 23 below.

Table 23
The Analysis Result of Significant Improvement from Students' Pretest and Posttest Score Taught by Using *Over to You* Strategy

Over to You **Strategy**	**Paired Sample T-Test**			**Ho**	**Ha**
	T	Df	Sig. (2-tailed)		
	17.021	29	0.000	**Rejected**	**Accepted**

Based on the table analysis, it was found that the p-output was 0.000 with df=29 (2.0452), and t-value was 17.021. It can be stated that there was a significant improvement from students' pretest to posttest scores in experimental group taught

using *Over to You* strategy since p-output was lower than 0.05. Thus, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. To conclude, there was a significant improvement on the tenth grade students' listening skill who were taught by using *Over to You* strategy at SMA Muhammadyah 6 Palembang.

4.5.1.2 Measuring means significant difference

In measuring the significant difference on students' posttest to posttest scores in control and experimental group, a significant difference was found since the p-output was lower than 0.05 and the t-obtained exceeded the t-table 2.0017. The result of analysis in measuring the significant difference is presented in Table 24.

Table 24

Result Analysis of Significant Difference from Students' Posttest in Control and Experimental Group

Using *Over to You* Strategy and Those who are not	**Independent Sample t-Test**			**Ho**	**Ha**
	T	Df	**Sig. (2-tailed)**		
	7.963	58	0.000	**Rejected**	**Accepted**

From the table analysis, it was found that the p-output 0.000 and the t-obtained was 7.963. At the significant level of 0.05 for two-tailed test and degree of freedom 58, t-table was 2.0017. Since the p-output was lower than 0.05 and the value of t-obtained exceeded the critical value of the t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In conclusion, there was significant difference between the tenth grade students' listening skill

who were taught by using *Over to You* strategy and the tenth grade students' listening skill who were taught by using teachers' strategy at SMA Muhammadyah 6 Palembang.

4.2 Interpretations

In the previous chapter based on the results of statistical analyses, some interpretations were made as follows:

First, from the result analysis used paired sample t-test, it was found that p-output was lower than 0.05 and the t-obtained was higher than t-table. It could be interpreted that there was significant improvement from students' pretest and posttest score in experimental group. It means that *Over to You* strategy significantly improved the tenth graders' listening skill at SMA Muhammadyah 6 Palembang especially X IPA B. This happened because this strategy had some good influences in teaching and learning process. This result was in agreement with many studies, some of them were conducted by Oktorina (2014) who found that *Over to You* strategy enhanced students' listening comprehension and Safitri (2016) who also found that *Over to You* strategy was effective to improve students' listening comprehension.

During the treatment, there were 12 meetings including pretest and posttest in experimental group. In the first meeting, the students were confused about *Over to You* strategy because it was the first time and the students did not know how to apply it. In the second and the third meeting, the students were still confused. So the students were helped by a demonstration of *Over to You* strategy during the treatment by the researcer. By the time, the students could follow quickly and enjoy

the learning process of listening comprehension in fourth meeting. It was because some of them could comprehend easier and faster. Then, the students could answer the questions of listening comprehension at the fifth to tenth meeting although in the first to third meeting the students still felt difficult to answer the questions of listening comprehension. In addition, the researcher explained more, gave the students motivation and stimulated their thoughts by asking and directing the students to listen again and focus on the audio CD. Those were included in the second and third step of *Over to You* strategy, in this step the researcher informed the students to listen the instruction by giving motivation. Therefore the students were motivated in learning process and they became more active than before.

Furthermore, in third step of the strategy. The teacher asked the students to be a volunteer to stopped and replayed audio CD when the students asked for it. The students' volunteer stopped and replayed audio CD when she/he saw two or more hands go up. In this step the students became more active in learning process, because the students asked the students' volunteer to stop and replay what they would learn. By allowing the students' volunteer to control the audio CD, it will be able to diagnose very clearly what they find difficulties in the listening comprehension. It is in line with the aim of *Over to You* strategy which is to show students how they can control the tape recorder or video, to give students confidence in asking for clarification and to diagnosing the listening problem (White, 1998, p. 21). Therefore, this strategy was very good for the students to upgrade their comprehension in listening. By using this strategy, the teacher was be able to diagnose very clearly what the students found difficulties in the listening

comprehension. Then, teachers are easier to solve the students' problem in listening session.

On the fourth to fifth step of *Over to You* strategy, the researcher played recorder and asked students to listen audio CD carefully with their eyes were closed. Then, it helped the students to concentrate better and it also meant that they were not affected by what other people think. In the last step of *Over to You* strategy, the researcher and students had discussion about the answer of questions what they have listened to. Bradfield (2014, p. 2) says that *Over to You* is the innovative strategy that ensures students will learn to communicate in real-world situations by predicting the questions that students hope to answer. Therefore from the first to last step students got motivated, became more active, interested and students were able to comprehend the material. They also felt the benefits when the researcher applied the strategy.

Second, from the result analysis used independent sample t-test measuring means significant difference from students' posttest score in control and experimental group, it was found that there was significant difference in control and experimental groups since the p-output was lower than 0.05 and the t-obtained was higher than t-table. It could be interpreted that improving the tenth graders' listening comprehension who were taught by using *Over to You* strategy and those who were not (teachers' strategy) was significantly difference. Moreover, it meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. This result was also supported by Oktorina (2014) who investigated the significant

effect by using *Over to You* strategy. The result showed that the mean score in experiment group was higher score than in control group.

In this research, pretest, posttest in experimental and control group, and treatment in experimental group were done**.** Compared to the students from the experimental group, students in control group were given pretest and posttest only without treatment but the students in control group were taught by the teacher of English at SMA Muhammadyah 6 Palembang. The result of pretest of control group was better than the result of pretest in the experiment group, the students in control group got higher scores than pretest scores in experimental group. It means that class X IPA A was chosen as a control group and X IPA B as experimental group by using *Over to You* strategy. Therefore, the result of posttest in control group was not better than result of posttest in experimental group. The students in control group got lower scores of posttest than posttest scores in experimental group. It was because the students in control group were not taught by using *Over to You* strategy.

On the other hand, the treatment in experimental group was given to help students in learning listening comprehension by using *Over to You* strategy. After using *Over to You* strategy was given to the students. They were motivated in learning listening comprehension. It was seen that because the students were more active and interested in the learning process. This is agreed with some theories that explain some advantages of this strategy. Maley and Duff (2000, p. 133) who claim that *Over to You* strategy offers an array of fresh and original activities for helping students learn to listen. White (1998, p.10) says that this strategy also helps to change them as passive to be active participants in the process of learning and

makes the listening more personal to them. Therefore, it can be inferred that using *Over to You* strategy can be considered as one alternative strategy that can be used in teaching listening.

Finally, it was inferred that the implementation of *Over to You* strategy showed significant improvement and significant difference on students' listening comprehension achievement at SMA Muhammadyah 6 Palembang. *Over to You* strategy successfully motivated the students in learning listening comprehension and made the students interested and active in learning English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The last chapter presents (1) conclusions, and (2) suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

Based on the findings and interpretation in the previous chapter, it can be concluded as follows:

First, there was significant improvement on the tenth graders' listening comprehension achievement who were taught by using *Over to You* strategy. It can be seen from the students' pretest to posttest scores that p-output (0.000) was lower than 0.05 level and t-value 17.021 was higher than df=29 (2.0452). It could be concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

Second, there was significant difference on the tenth graders' listening comprehension achievement between the students who were taught by using *Over to You* strategy and those who were not taught at control group. It can be seen the students' pretest to posttest scores that p-output (0.000) was lower than 0.05 level and t-value 7.963 was higher than df=58 (2.0017). It could be stated that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

5.2. Suggestions

Based on the conclusions above and based on the study that has been done. There are some suggestions offered in order to develop the teaching and learning in EFL classroom at SMA Muhammadyah 6 Palembang.

1. For Teachers of English

The teachers of English of SMA Muhammadyah 6 Palembang can use *Over to You* strategy as an alternative strategy to improve students' listening comprehension score. To get better result of this research, it is also recommended that this strategy can be integrated with some games, pictures or illustrations about the topic in order to the students can be more active in their learning process of listening comprehension.

2. For students

To improve their listening comprehension achievement, the students should listen more of English words and always be active. Moreover they should not be afraid of making mistakes and errors when they are participating. They also should keep their motivation in learning English. They must have belief that English is one of important subjects that must be learnt.

3. For Other Researchers

This research can be useful for theoretical references for other researchers who want to conduct the research in teaching listening. This result of study can be used as additional references for further relevant research with different variable and conditions.

5.3 Limitation of the study

Taking into consideration the result of this research, it is recommended that further research be conducted to consider whether teaching strategies in improving the students' listening comprehension achievement. Next, further research on listening comprehension may also be conducted to give better result on predicting students' listening comprehension achievement. In addition it is also recommended that future research be conducted to see which strategies that can be employed to overcome students' listening problem.

Due to the fact that one of limitation of this study in relation to the steps of *Over to You* strategy. The researcher's current study did not involve students' volunteer to control the tape. It is expected that future researchers offer students' volunteer as students' control the tape. Thus, the students' volunteer will stop the tape if she/ he sees two or more hand up. It makes she/he will stop the tape regularly. It is suggested that it can be added with more time allocation in order to make students can give responses, more questions or answer the questions. Then, for students with a large of total number of students in the class. It is recommended to divide them by some small groups. It will be useful for the students to get more concentrate and they can get a discussion with their group. Next, future research may also consider conducting an interview to the sample to dig more information on their listening problems.

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APPENDICES

UNIVERISTAS ISLAM NEGERI (UIN)
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RESEARCH INSTRUMENT (MULTIPLE CHOICE QUESTION)

LISTENING TEST

Direction:

1. Write your identity in the available column!
2. Read the instructions and questions carefully before you listen!
3. You will listen to different recordings and answer 30 questions!
4. The test takes approximately 45 minutes!
5. Choose and circle the correction based on the text given before!
6. The wrong answer will not alleviate your point!
7. Check and report to the researcher if there is an unclear, broken or incomplete question!
8. Check your answer before submitting it to the researcher!

Here is an example:
On the recording, you hear:
Listen to the dialogue. Which picture best describes each the dialogue?
In your test book, you read:

A	B	C	D

You learn from the conversation that:

Man *: Hi, Ranny. You look great today.*
Woman *: Thanks, I'm really feeling great today*
Man *: What are you doing?*
Woman *: I'm making a cake*

Man *: Are you? Let me see it. Wow! It's smell good. May I taste some?*

Woman *: Oh pleased to. Here you are*

Man *: mm…… it's nice. It tastes better than bakery.*

Woman *: Oh, thanks. Have some more please.*

The best answer to the question "*Which picture best describes each the dialogue?".* Therefore, the correct choice is (A).

Here is an example:
On the recording, you hear: *Listen to the statement and give the correct respons*e.
In your test book, you read:

A. You'd better take a shower
B. You should make another appointment
C. You shouldn't lie down for a while
D. You shouldn't smoke so much

You learn from the conversation that: *Statement 1: I'm late for my appointment. What should I do?.* The best answer to the question "*Which is the correct response from the statement?" is (B) You should make another appointment* Therefore, the correct choice is (B).

Scoring of the test

$$\textbf{Score} = \frac{\text{Total score}}{\text{Total question}} \times 100$$

With the predicate:

No	Range	Predicate
1.	86 – 100	Excellent
2.	76 – 85	Good
3.	56 – 75	Average
4.	< 55	Poor

Good Luck

Question no. 1-3

Listen to the names mentioned in the dialogue. Check (X)

1. Dialogue 3
   A. Ms Debby
   B. Ms Peggy
   C. Mr Bratt
   D. Dave
2. Dialogue 4
   A. Caroline
   B. Nick
   C. Geraldine
   D. Mike
3. Dialogue 6
   A. Ron
   B. Mr. Lee
   C. Mr. McGhee
   D. Mr. McPhee

Question no. 4-6

Listen to the dialogues. What do the speakers offers? Choose the appropriate picture for each dialogue.

4. Dialogue 2

A.

B.

C.

D.

5. Dialogue 3

A.

B.

C.

D.

6. Dialogue 4

A.

B.

C.

D.

Question no. 7-9

Listen to statements and choose the best responses.

7. A. Thanks for the offer
   B. My bell doesn't ring
   C. Why not stay over? It's raining out there
   D. Awesome! It's okay.
8. A. Well, that's not a good idea
   B. Oh, I'm fine, thanks
   C. I'd better go home now. It's really late
   D. Sorry, but I have to go
9. A. No, thanks. I'm not wearing a gold watch
   B. I think I'm going to wear the long red dress
   C. Sorry, but I think that's too much
   D. That's true

Question no. 10-12

Listen to the statement and giving the correct response.

10. Statement 1
    A. You had better have a hot bath.
    B. You should take an aspirin
    C. You should stop reading and rest
    D. You should go out now
11. Statement 2
    A. You should go out in the sun
    B. You'd better go swimming
    C. You'd better call an ambulance
    D. You should take a rest
12. Statement 4
    A. You shouldn't eat too much
    B. You should go out in the sun
    C. You'd better not waste it on unnecessary things

D. You should go and see yourself

Question no. 13-17

Listen to some dialogues. Which picture best describes each dialogue?

13. Dialogue 1

A.

B.

C.

D.

14. Dialogue 2

A.

B.

C.

D.

15. Dialogue 3

A.

B.

C.

D.

16. Dialogue 4

A.

B.

C.

D.

17. Dialogue 5

A.

B.

C.

D.

Question no. 18-20

Listen to the advertisement. While listening, put a cross (X) on the correct phrases that describe the advertisement.

18. What is the purpose of the advertisement?
    A. To entertain all mothers with baby's equipment
    B. To give a special price for all baby's equipment
    C. To persuade consumers to buy baby's equipment
    D. To welcome all consumers to the opening of Kiddy's
19. Who will be the target consumers?
    A. All babies who have just been born
    B. All mother who have teenagers
    C. All buyers who need cheap equipment
    D. Consumers that are looking for baby's equipment
20. How does do the seller persuade the consumers?
    A. By offering the best quality with reasonable price
    B. By giving the buyer the best price for the best products
    C. By opening the shop on workdays from 7am to 9 pm
    D. By offering direct contact via phone.

Question no. 21-22

Listen to the statements and choose the correct options.

21. A. 1818 B. 1888
    C. 1918 D. 1819
22. A. 11th July B. 18th July
    C. 21st July D. 31st July

Question no. 23-24

Listen and cross (X) responses you hear.

23. A. I'm sorry to hear that
    B. Thank you. I would
    C. Help yourself
    D. I'm certainly

24. A. Miss Hillary would be glad to hear it

B. I Would. Very much. Thank you

C. Help yourself

D. I'm sorry to hear that.

Question no. 25-30

Listen to the dialogue and choose the correct answers.

25. Question b

A. He will go home

B. He will drop by Ratih's house

C. He will talk to Ratih on the phone

D. He will drive Ratih home

26. Question c

A. Leave a note on the table

B. write a message on paper

C. Put the note on the table

D. Blow away the paper

27. Question d

A. Paying the strawberries

B. Selecting strawberries

C. Buying strawberries

D. Bargaining a price

28. Question e

A. Because they will make a copy

B. Because her handwriting is not good

C. Because Mr. Ross is illiterate

D. Because Mr. Ross is not able to read

29. Question g

A. Tom is plating 100 trees

B. Tom hasn't planted 100 trees

C. Tom has already planted 100 trees

D. Tom will plant 100 trees next year

30. Question j

A. The woman has worn contact lenses

B. The woman is wearing contact lenses

C. The woman hasn’t worn contact lenses

D. The woman wore contact lenses

Good Luck

Name : _____

Class : _____

ANSWER SHEET

LISTENING PRETEST

No.	A	B	C	D
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15				

No.	A	B	C	D
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

Name : _____

Class : _____

ANSWER SHEET

LISTENING POSTTEST

No.	A	B	C	D
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

No.	A	B	C	D
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

Distribution of Data Frequency on Students' Pretest Scores in Control Group

```
FREQUENCIES VARIABLES=Pretest_Control
  /ORDER=ANALYSIS.
```

Statistics

Pretest_Control

N	Valid	30
	Missing	0

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.3	3.3	3.3
	50	19	63.3	63.3	66.7
	53	2	6.7	6.7	73.3
	57	1	3.3	3.3	76.7
	60	2	6.7	6.7	83.3
	63	3	10.0	10.0	93.3
	67	1	3.3	3.3	96.7
	70	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Distribution of Data Frequency on Students' Posttest Scores in Control Group

```
FREQUENCIES VARIABLES=Posttest_Control
  /ORDER=ANALYSIS.
```

Statistics

Posttest_Control

N	Valid	30
	Missing	0

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	47	3	10.0	10.0	10.0
	50	7	23.3	23.3	33.3
	53	4	13.3	13.3	46.7
	57	2	6.7	6.7	53.3
	60	3	10.0	10.0	63.3
	63	9	30.0	30.0	93.3
	67	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Distribution of Data Frequency on Students' Pretest Scores in Experimental Group

```
FREQUENCIES VARIABLES=Pretest_Experiment
  /ORDER=ANALYSIS.
```

Statistics

Pretest_Experiment

N	Valid	30
	Missing	0

Pretest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	20.0	20.0	20.0
	43	2	6.7	6.7	26.7
	47	5	16.7	16.7	43.3
	50	8	26.7	26.7	70.0
	53	4	13.3	13.3	83.3
	57	1	3.3	3.3	86.7
	60	3	10.0	10.0	96.7
	63	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Distribution of Data Frequency on Students' Posttest Scores in Experimental Group

```
FREQUENCIES VARIABLES=Posttest_Experiment
  /ORDER=ANALYSIS.
```

Statistics

Posttest_Experiment

N	Valid	30
	Missing	0

Posttest_Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.3	3.3	3.3
	63	5	16.7	16.7	20.0
	67	5	16.7	16.7	36.7
	70	7	23.3	23.3	60.0
	73	10	33.3	33.3	93.3
	83	1	3.3	3.3	96.7
	87	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Descriptive Statistics of Students' Pretest and Posttest Scores in Control Group

```
DESCRIPTIVES VARIABLES=Pretest_Control
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	30	45.00	70.00	53.4667	6.23524
Valid N (listwise)	30				

```
DESCRIPTIVES VARIABLES=Posttest_Control
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Control	30	47.00	67.00	56.6000	6.57372
Valid N (listwise)	30				

Descriptive Statistics of Students' Pretest and Posttest Scores in Experimental Group

```
DESCRIPTIVES VARIABLES=Pretest_Experiment
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	30	40.00	63.00	49.1000	6.62467
Valid N (listwise)	30				

```
DESCRIPTIVES VARIABLES=Posttest_Experiment
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	30	53.00	87.00	69.7667	6.22943
Valid N (listwise)	30				

Normality Test of Students' Pretest Scores in Control Groups

```
NPAR TESTS
  /K-S(NORMAL)=Pretest_Control
  /MISSING ANALYSIS.
```

One-Sample Kolmogorov-Smirnov Test

		Posttest_Control
N		30
Normal Parameters[a]	Mean	56.6000
	Std. Deviation	6.57372
Most Extreme Differences	Absolute	.202
	Positive	.176
	Negative	-.202
Kolmogorov-Smirnov Z		1.104
Asymp. Sig. (2-tailed)		.175

a. Test distribution is Normal.

Normality Test of Students' Pretest Scores in Experimental Groups

```
NPAR TESTS
  /K-S(NORMAL)=Pretest_Experiement
  /MISSING ANALYSIS.
```

One-Sample Kolmogorov-Smirnov Test

		Pretest_Experiement
N		30
Normal Parameters[a]	Mean	49.1000
	Std. Deviation	6.62467
Most Extreme Differences	Absolute	.146
	Positive	.146
	Negative	-.121
Kolmogorov-Smirnov Z		.799
Asymp. Sig. (2-tailed)		.545

a. Test distribution is Normal.

Normality Test of Students' Posttest Scores in Control Groups

```
NPAR TESTS
  /K-S(NORMAL)=Posttest_Control
  /MISSING ANALYSIS.
```

One-Sample Kolmogorov-Smirnov Test

		Pretest_Control
N		30
Normal Parameters[a]	Mean	53.4667
	Std. Deviation	6.23524
Most Extreme Differences	Absolute	.378
	Positive	.378
	Negative	-.256
Kolmogorov-Smirnov Z		2.068
Asymp. Sig. (2-tailed)		.000

a. Test distribution is Normal.

Normality Test of Students' Posttest Scores in Experimental Groups

```
NPAR TESTS
  /K-S(NORMAL)=Posttest_Experiement
  /MISSING ANALYSIS.
```

One-Sample Kolmogorov-Smirnov Test

		Posttest_Experiement
N		30
Normal Parameters[a]	Mean	69.7667
	Std. Deviation	6.22943
Most Extreme Differences	Absolute	.235
	Positive	.235
	Negative	-.148
Kolmogorov-Smirnov Z		1.288
Asymp. Sig. (2-tailed)		.072

a. Test distribution is Normal.

Homogeneity Test on Students' Pretest Scores

in Control and Experimental Groups

```
ONEWAY Ss_score BY Categories
  /STATISTICS HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
.697	1	58	.407

ANOVA

Ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	194.400	1	194.400	4.960	.030
Within Groups	2273.000	58	39.190		
Total	2467.400	59			

Homogeneity Test on Students' Posttest Scores

in Control and Experimental Groups

```
ONEWAY Ss_score BY Categories
  /STATISTICS HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
3.174	1	58	.080

ANOVA

Ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2600.417	1	2600.417	63.410	.000
Within Groups	2378.567	58	41.010		
Total	4978.983	59			

Result Analysis of Paired Sample T-Test

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Experiment	49.1000	30	6.62467	1.20949
	Posttest_Experiment	69.7667	30	6.22943	1.13733

Paired Samples Correlations

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest_Experiment - Posttest_Experiment	-2.06667E1	6.65056	1.21422	-23.15002	-18.18331	-17.021	29	.000

Result Analysis of Independent Sample T-Test

T-Test

Group Statistics

	categories	N	Mean	Std. Deviation	Std. Error Mean
Ss_score	Posttest_Control	30	56.6000	6.57372	1.20019
	Posttest_Experimental	30	69.7667	6.22943	1.13733

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ss_score	Equal variances assumed	3.174	.080	-7.963	58	.000	-13.16667	1.65348	-16.47646	-9.85687
	Equal variances not assumed			-7.963	57.833	.000	-13.16667	1.65348	-16.47666	-9.85667