

# THE USE OF LISTENING TEST TO DEVELOP STUDENTS' LISTENING COMPREHENSION

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**Abstrak :** Tujuan penelitian adalah untuk mengetahui pengaruh tes mendengarkan TOEFL sebagai media terhadap pemahaman listening siswa, serta respon siswa terhadap pemahaman listening dengan tes TOEFL. Metode penelitian yang digunakan adalah deskriptif kuantitatif pre eksperimental satu kelompok. Diperoleh data penelitian nilai rata rata pretest 52.22 dan nilai rata rata posttest 71.11 dinyatakan bahwa terdapat pengaruh tes TOEFL listening sebagai media terhadap pemahaman listening siswa. Hasil uji  $t = (-17.000)$ ,  $df 8$  dan signifikansi 0,000. Persentase peningkatan diperoleh sebesar 36,1%. Dan dari perhitungan peneliti setelah mendapatkan data dari seluruh respon siswa diperoleh rata-rata sebesar 85,3% (sangat tinggi) menunjukkan kebanyakan responden bersikap positif dalam menggunakan tes TOEFL listening di SMA Al Bayan Makassar.

**Kata kunci:** Pengaruh, Pemahaman mendengarkan, tes Mendengarkan TOEFL.

**Abstract :** The research objective was to determine the influence of TOEFL listening test as a medium on students' listening comprehension, as well as students' responses to listening comprehension with the TOEFL test. The research method used is descriptive quantitative pre-experimental one-group. Obtained research data with an average pretest score of 52.22 and an average posttest score of 71.11 stated that there is an influence of the TOEFL listening test as a medium for students' listening comprehension. The results the  $t$  test =  $(-17,000)$ ,  $df 8$  and a significance of 0.000. The percentage increase obtained was 36.1%. The from the researcher calculations after obtaining data from all student responses, an average of 85.3% (Very High) indicated that the majority of respondents were positive in using the TOEFL listening test at SMA Al Bayan Makassar.

**Keywords:** Influence, Listening comprehension, TOEFL Listening test.

## INTRODUCTION

Listening Comprehensive is a skill that measures the level of a student's ability to understand the context of communication and provide appropriate responses in English. in testing students' listening comprehension, the researcher used an audio test in the form of TOEFL exercises. Someone who wishes to work or study in a country where English is the official language and wish to test their English must take the TOEFL to assess their level of english comprehension.

TOEFL the one of english language test has acquired international acceptability as a standard test. It is used to evaluate the English language skills of non-native

speakers. In the late 1950s and early 1960s, it was critical to create a language exam that met the academic needs of the expanding proportion of non native students' in the United States. As a result, the National Council on the TOEFL was founded in 1961, and first exam was launched in 1964.

Naturally, the TOEFL test covers various abilities and facets including hearing, reading, structure, and writing expression as it measures English competence. Listening is one of the abilities deemed essential to comprehend English. It is a crucial talent that should be acquired since it helps to increase English proficiency.

The TOEFL is created of the Educational Testing Service (ETS). Mustafa and Anwar (2018, p. 1995), the TOEFL score has been used assess english language skills of EFL students of various reasons, including the fact that no extra classroom instruction was provided, and that some lower results change on repeat exams, so they are not appropriate to assess the test-taker english competence.

According to Sulistyo (2009: 122) The listening section of the PBT version consists of various assignments that assess three or four aspects, namely sentence level, comprehension, understanding dialogue, understanding long conversations, and understanding mini conversations.

## **METHOD**

The researcher method used the descriptive quantitative Pre-Experimental one group. According to Postlethwaite (2005:13), the quantitative method is a research method that describes how to collect numerical data to be analyzed using mathematical methods.

This research was conducted in 6 meetings at SMA AL-Bayan Makassar Makassar in Bumi Tamalanrea Permai block M, Makassar City, Tamalanrea District. The pre-test stage was carried out on March 1, 2023, treatment 1 stage was carried out on March 3, 2023, treatment 2 on March 8, 2023, treatment 3 on March 10, 2023, treatment stage 4 on March 15, 2023, and than finally post-test has been carried out on March 17, 2023.

According Gay (2003:102) defines "population" as "individuals or groups studied by researchers with the goal of reaching general conclusions". The research population consisted of 9 students of class X SMA Al-Bayan Makassar. The researcher must include the entire population as a sample if the population is less than 100 people. Arikunto (2002: 112). The data collection method in which the sample size is the same as the existing population is called total sampling (Sugiyono, 2007: 124). Since there are only 9 students in SMA Al-Bayan Makassar and because the population smaller than 100, the researcher decided to include the entire population as the research sample.

The TOEFL listening test and questionnaires were employed as instruments of research by the researcher. TOEFL listening test results were acquired utilizing a pre-test administered to the sample at the first meeting, followed by treatment and the post-test stage. In pretest, treatment, and posttest stages, the researcher employed a short dialogue as a TOEFL listening test from the LONGMAN COMPLETE COURSE FOR THE TOEFL TEST, and audio playback collected from Chris Hennessy Longman's TOEFL Skills YouTube channel 1- 3 videos.

## **FINDINGS AND DISCUSSION**

### **Findings**

Based on Table 1, there were 9 students in the research sample who had attended

the Pre-Test stage with a total score of 470, 6 students scored in the range 21-40 (poor) and 3 students scored in the range 41-60 (fair), with a score a total of 470 and an average score is 52.2. Post-Test Stage with a total score of 640 there are 3 students with scores ranging from 41-60 (fair), 5 students with grades ranging from 61-80 (Good) and there is 1 student with scores ranging from 81-100 (Very good) with an average score -average is 71.1.

| No                 | Name | PreTest    | Qualification | PostTest   | Qualification |
|--------------------|------|------------|---------------|------------|---------------|
| 1                  | ASRH | 40         | Poor          | 60         | Fair          |
| 2                  | FMBS | 50         | Poor          | 60         | Fair          |
| 3                  | FR   | 40         | Poor          | 60         | Fair          |
| 4                  | MAI  | 50         | Poor          | 70         | Good          |
| 5                  | MARS | 50         | Poor          | 70         | Good          |
| 6                  | MM   | 60         | Fair          | 80         | Good          |
| 7                  | MAA  | 70         | Fair          | 90         | Very Good     |
| 8                  | AFA  | 50         | Poor          | 70         | Good          |
| 9                  | ANTM | 60         | Fair          | 80         | Good          |
| <b>Total Score</b> |      | <b>470</b> |               | <b>640</b> |               |

**Table 1. The students' of the pretest and posttest scores**

Based on Table 1, there are differences in pretest and posttest scores. The percentage increase is determined using Gay et al. formula. (2012), as shown below:

$$\begin{aligned}
 \% &= \frac{X_2 - X_1}{X_1} \times 100 \\
 &= \frac{640 - 470}{470} \times 100 \\
 &= 36,1\%
 \end{aligned}$$

Based on the data above, it is known that the students' score for the posttest is 650, and the pretest stage is 470, which means that the students' posttest score is higher than the pretest score. The calculation above obtained a percentage increase of around 36,1%. Based on this explanation, the researcher found an influence on students' listening comprehension as a research sample in the TOEFL listening test.

|                             | Paired Differences |                |                 |                                           |         | t       | df | Sig. (2-tailed) |
|-----------------------------|--------------------|----------------|-----------------|-------------------------------------------|---------|---------|----|-----------------|
|                             | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |         |         |    |                 |
|                             |                    |                |                 | Lower                                     | Upper   |         |    |                 |
| Pair 1 Pre-Test - Post-Test | -18,889            | 3,333          | 1,111           | -21,451                                   | -16,327 | -17,000 | 8  | ,000            |

**Table 2. Paired Samples Test**

T-test analysis outcome was show the Table 2. The pretest and posttest mean were (-18,889), standard variation was (3,333), and standard error mean was (1,111). The lowest difference was (-21.451), and the upper difference was (-21.451). (-16,.327). The test outcome was t = (-17,000), with a df of 8 and a significance of 0.000.

| RESPONDENT | SKOR HASIL ANGKET |      |      |      |      |      |      |      |      |      |
|------------|-------------------|------|------|------|------|------|------|------|------|------|
|            | 1                 | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   |
| RS 1       | 4                 | 4    | 4    | 4    | 4    | 3    | 5    | 5    | 5    | 4    |
| RS 2       | 4                 | 5    | 4    | 5    | 4    | 5    | 4    | 5    | 4    | 4    |
| RS 3       | 5                 | 4    | 4    | 5    | 5    | 4    | 4    | 4    | 4    | 4    |
| RS 4       | 4                 | 4    | 4    | 4    | 4    | 4    | 5    | 4    | 4    | 4    |
| RS 5       | 4                 | 4    | 3    | 4    | 4    | 4    | 4    | 4    | 4    | 3    |
| RS 6       | 4                 | 3    | 4    | 4    | 4    | 4    | 4    | 4    | 3    | 3    |
| RS 7       | 5                 | 4    | 4    | 4    | 5    | 4    | 5    | 4    | 3    | 3    |
| RS 8       | 5                 | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    | 5    |
| RS 9       | 4                 | 5    | 5    | 5    | 5    | 5    | 4    | 5    | 5    | 5    |
| JUMLAH     | 39                | 38   | 37   | 40   | 40   | 38   | 40   | 40   | 37   | 35   |
| SKOR MAKS  | 45                | 45   | 45   | 45   | 45   | 45   | 45   | 45   | 45   | 45   |
| %          | 86.6              | 84.4 | 82.2 | 88.8 | 88.8 | 84.4 | 88.8 | 88.8 | 82.2 | 77.7 |
| %RATA2     | 85.3              |      |      |      |      |      |      |      |      |      |

**Table 3. Descriptive Statistics of Questionnaire**

The following table shows a descriptive statistic of the questionnaire, with an average of 85.3%. Each response is given a point value, and an individual score is computed by adding the points allocated to each statement. Whereas TA (5), A(4), U(3), D(2), and TD(1) are the answers. The ten questions were shown to 9 research samples in total.

### Discussion

The TOEFL listening test is used by researcher to find out how the influence of the TOEFL listening test learning media on student learning tests. The research was conducted in class X SMA Al Bayan Makassar using the pre-experimental one group. The researcher used a test which included a pre-test to find out listening comprehension before giving treatment, followed by a post-test after being given treatment. The researcher employed a short dialogue as a TOEFL listening test from the LONGMAN COMPLETE COURSE FOR THE TOEFL TEST, and audio playback collected from Chris Hennessy Longman's TOEFL Skills YouTube channel 1- 3 videos..

The posttest score is 650 with an average of 71.1 and the pretest stage is 470 with an average of 52.2 which means that the student's posttest score is better than the pretest score. This shows that the use of the TOEFL listening test has an influence on students' listening comprehension.

The sample was gave a questionnaire by the researcher to determine how they responded to the TOEFL listening test. The questionnaire consists of 10 questions gave at the end of the meeting to all samples. From the researcher calculations after obtaining data from all student responses, an average of 85.3% (Very High) was obtained in the percentage of student responses according to the table (Arikunto, 2015), this indicated that the majority of respondents were positive in using the TOEFL listening test at SMA Al Bayan Makassar.

### CONCLUSION

The researcher found the influence that was achieved by 36.1%. The results of this percentage were obtained from the results of the pretest before treatment which was 470 and the posttest after treatment was 640, and for the questionnaire, the researcher found an average of all acquisitions, namely 85.3% (Very High) it showed that the majority of respondents had a positive attitude in using the TOEFL

listening test.

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