

Improving Form One Student's Listening Skill Using Edgar Dale's Cone of Experience

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Abstract: The objective of the study was to identify the level of form one students' level of listening, identify the reasons why the form one students' listening skills are not good, and improve form one students' listening skills using Edgar Dale's cone of experience. The researcher has carried out the study through mix method by using qualitative and quantitative approaches. The study was conducted on selected ten form one students. The researcher has used survey form, pre-test, post-test, and interview to gather data for this study. At the end of the study, it was found that the students' listening skill was improved using Edgar Dale's cone of experience. The researcher was able to achieve the objectives of the research. In conclusion, Edgar Dale's cone of experience can be used by teachers to improve students' listening skills in any language.

Keywords: Listening skill, Edgar Dale's cone of experience, improve, form one students

INTRODUCTION

The education system in Malaysia highlights main four basic skills. They are writing, reading, speaking, and listening. Every student needs to develop themselves in these skills to become the best student. Listening skills are assumed as an important skill than other skills because they involve receiving sound, understanding the message conveyed in the sounds by hearing that, evaluating the message, and responding to it. Students with good listening skills can comprehend what they hear and respond appropriately. So, this is very important for them to understand what they studied and perform well in the future. The researcher found that the form 1 students were weak in listening skills. So, the researcher carried out this research to identify answers to 3 research questions. They are how is the level of listening skills of form 1 students, what is the cause of poor listening skills in form 1 students, and how to improve the listening skills of form 1 students using Edgar Dale's Cone of Experience. The objectives of the research are to identify the level of form one students' level of listening, identify the reasons why the form one students' listening skills are not good, and improve form one students' listening skills using Edgar Dale's cone of experience.

LITERATURE REVIEW

Listening skill

In 2009, Neri Permata Sari and Santi Susilowati conducted a study titled improving listening skill using 'learn English by listening' application. This research discusses improving listening skill using application "Learning English by Listening" as learning media for grade 10 Pharmacy SMK Kesehatan Fajar Kencana. This study is Classroom Action Research. This research uses several instruments such as test used for pretest and posttest and observation. This study involved 39 students as the respondent of the research. This study using Learn English by Listening application to improve students listening skill. Students scores in listening skill at the pretest and posttest were namely the mean score of pretest is 6.34 and the mean score of posttest was 6.97. In the last score it increased to 8.18. The students were very enthusiastic in this learning.

In 2015, Sitti Nurpahmi conducted a study on improving listening skill by activating students' prior knowledge. This research aims at finding whether the students' ability in listening can be improved by activating students' prior knowledge. The research conducted at English education study program of faculty of Tarbiyah and education of UIN Alauddin Makassar. This research applied cluster random sampling method. The research data were collected using listening test. It was given at pretest and posttest to know the students' achievement on listening. The data got during research was analyzed by t test. The finding of the study indicated that the experimental group was higher than that of control group. The result of the hypothesis testing showed that the difference of average score was significant ($0.000 < 0.05$). This means that there was an improvement of students' achievement after being exposed by activating their prior knowledge. It implies that activating students' prior knowledge can improve students' listening skill.

Maulina conducted research titled Research Methods in Teaching Listening Skills Utilizing Technology Media in 2022. This research elaborates on the research methods used in teaching listening skills using technology media. The elaboration is formulated from the research methods used by journal article writers worldwide. Sixteen international journal articles and four national journal articles are taken as the corpus of the study are investigated using grounded theory analysis. Among the found research methods are case study, ethnography research, phenomenological study, grounded theory, narrative, content analysis study, document analysis, descriptive qualitative, pre-experimental research, quasi-experimental research, true experimental research, correlational research, ex-post-facto, survey research, classroom action research, collaborative action research, and mixed-methods. However, due to the limited space, the paper will only describe five popular methods in teaching listening skills utilizing technology media for the last ten years, including experimental research, classroom action research, survey research, case study, and descriptive qualitative research. The description of each method is supported by examples found in international and national journal articles published worldwide.

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FINDINGS AND DISCUSSION

Identify the level of listening skill of form one students this paper elaborates on the research methods used in teaching listening skills using technology media. The elaboration is formulated from the research methods used by journal article writers worldwide. Sixteen international journal articles and four national journal articles are taken as the corpus of the study are investigated using grounded theory analysis. Among the found research methods are case study, ethnography research, phenomenological study, grounded theory, narrative, content analysis study, document analysis, descriptive qualitative, pre-experimental research, quasi-experimental research, true experimental research, correlational research, ex-post-facto, survey research, classroom action research, collaborative action research, and mixed-methods. However, due to the limited space, the paper will only describe five popular methods in teaching listening skills utilizing technology media for the last ten years, including experimental research, classroom action research, survey research, case study, and descriptive qualitative research.

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The researcher collected the grades that were gained by ten selected students in listening activities conducted before by the students' Tamil teacher. By observing the grades, the researcher can know that the students are really weak in listening skills. So, a pre-test was used to identify the current level of listening skills of students. A test paper consisting of questions related to played audio was given to students to be answered. After correcting the pre-test paper researcher was able to know the students' level. From the results gained by the students, grades A and B were only able to two students. The other eight students get C and D grades. Five students get a C grade and three students get a grade D. These grades show that the students are very poor in listening skills and need to be improved by using Edgar Dale's cone of experience.

Table 1: Results gained by students in the pre-test

Student	Marks	Grade
Student 1	7	C
Student 2	5	D
Student 3	8	C
Student 4	9	B
Student 5	13	A
Student 6	6	C
Student 7	3	D
Student 8	7	C
Student 9	5	D
Student 10	8	C

Identify the reasons why the form one students are poor in listening skill

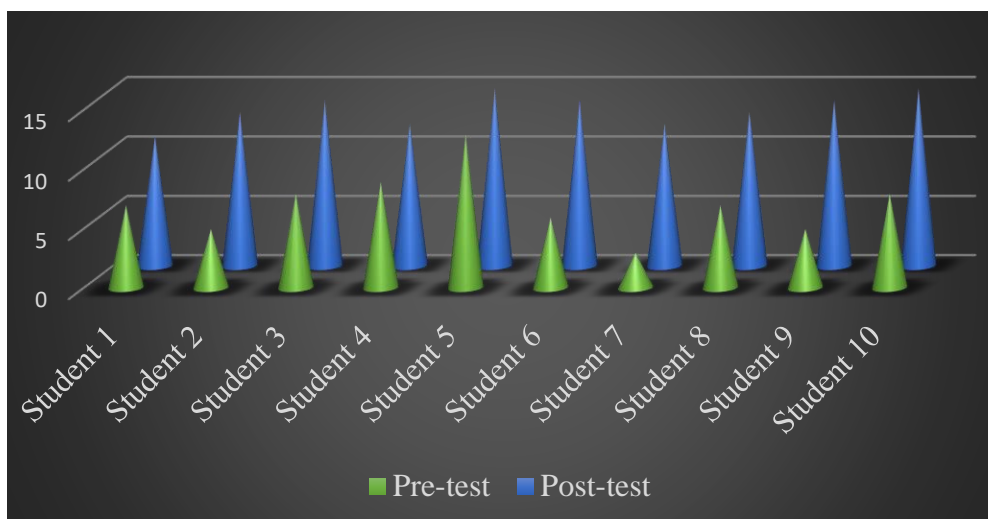
A survey form was used by the researcher to identify the problems faced by the students in listening skills. The survey form was filled out by the students. Based on survey paper and interview with the teacher helped the researcher to identify the problems faced by the students in listening. Students faced five problems in listening. The problems faced by the students are forgetting what they listened to very fast, not understanding what they listened to, lack of interest in listening, estimating without listening completely, and not paying attention when listening to something.

Table 2. Problems faced by students in listening

Students' problems in listening	
1.	Forgetting what they listened to very fast
2.	Not understanding what they listened to
3.	Lack of interest in listening
4.	Estimating without listening completely
5.	Not paying attention when listening to something

Improve form one students' listening problems using Edgar Dale's cone of experience

The researcher has planned five types of activities to improve students' listening skills based on Edgar Dale's cone of experience. Every activity was planned based on students' problems and every activity was done twice a week. The time frame to do all five activities is five weeks. After doing all these activities in five weeks, a post-test was given to the students to test the students' improvement in listening skills. The results of the post-test show that the students were able to improve their listening skills. Marks gained by students in the post-test were compared to marks of the pre-test. The results of the post-test proved that Edgar Dale's cone of experience improved form one students' listening skills.



Graph 1. Comparison between pre-test test and post-test marks

CONCLUSION

On a final note, the researcher managed to improve selected for one students' listening skills using ten activities based on Edgar Dale's cone of experience. Even though the researcher used the method to improve form students listening skills in the Tamil language, the same method can be used to improve students' listening skills in other languages. This will help the students to perform well in their academics. This is because improved listening skills will open up more opportunities for the students in the upcoming days.

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