

**IMPROVING STUDENTS' LISTENING ACHIEVEMENT
THROUGH INFORMATION TRANSFER TECHNIQUE IN
SENIOR HIGH SCHOOL**

(A Script)

By

MUHAMMAD FAJRI FERNANDA



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
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ABSTRACT

IMPROVING STUDENTS' LISTENING ACHIEVEMENT THROUGH INFORMATION TRANSFER TECHNIQUE IN SENIOR HIGH SCHOOL

By

Muhammad Fajri Fernanda

Listening is one of the four language skills students should master since it is a vital skill for students to strengthen their language skills, especially English. The main problem of this research was students' lack of listening skills. The objective of the research was to find out whether or not information transfer can improve students' listening achievement among the second-grade students of Senior High School 9 in Bandar Lampung. The method used in this study was the experimental method with a pre-test post-test one-group design. Data were analyzed using the paired-sample t-test formula. The population for this research was drawn from the second-grade students of Senior High School 9 Bandar Lampung, academic year 2021/2022. The sample tested consisted of 30 students from class XI IPA 1, selected through simple random sampling. Based on the results of the data analysis, it was found that teaching listening using the information transfer technique to second-grade students at Senior High School 9 of Bandar Lampung was effective. The findings of this study showed that the average score in the pre-test was 17.17, with the lowest score achieved being 33.3 and the highest score achieved being 80. In the post-test, the average score was 22.50, with the lowest score achieved being 53.3 and the highest score achieved being 90. The result of the paired sample t-test was 0.000, which was lower than 0.05. This indicates that the null hypothesis (Ho) was accepted, and the alternative hypothesis (Ha) was rejected.

Keywords: *Teaching, listening, information transfer*

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MUHAMMAD FAJRI FERNANDA

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**Submitted in a Partial Fulfilment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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SCHOOL**

Students' Name : **Muhammad Fajri Fernanda**

Students' Number : **1813042043**

Study Program : **English Education**

Department : **Language and Art Education**

Faculty : **Teacher Training and Education**



APPROVED BY

Advisory Committee

Advisor

Prof. Dr. Flora, M.Pd.
NIP 196007131986032001

Co-Advisor

Dian Shafwati, S.Pd., M.Pd.
NIP 198909132019032012

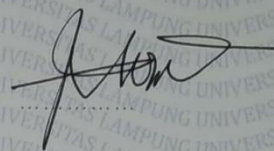
The Chairperson of
The Department of Language and Art Education

Dr. Sumardi M.Hum.
NIP 197003181994032002

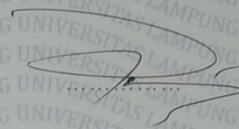
ADMITTED BY

1. Examiner Committee

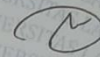
Chairperson : **Prof. Dr. Flora, M.Pd.**



Examiner : **Dr. Tuntun Sinaga, M.Hum.**



Secretary : **Dian Shafwati, S.Pd., M.Pd.**



Dean of Teacher Training and Education Faculty



Prof. Dr. Sunyono, M.Si.

NIP 196512301991111001

Graduated on: **22 January 2024**

LEMBAR PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Fajri Fernanda

NPM : 1813042043

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : Improving Students' Listening Achievement Through
Information Transfer Technique In Senior High School

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 22 Januari 2024

Yang membuat pernyataan,



Muhammad Fajri Fernanda

NPM. 1813042043

CURRICULUM VITAE

Muhammad Fajri Fernanda was born on 20th Oktober 2000 in Bandar Lampung, as the first child of Sugeng Santoso S.Pd. and Kris Mega Yuni. He has a younger sister named Shifa Mutiara Ananda.

Having begun his formal education at TK Citra Melati, he continued his schooling at SD Al-Azhar 1 Bandar Lampung and graduated in 2012. He then proceeded to SMP Al-Azhar 3 Bandar Lampung and graduated in 2015. Following this, he enrolled in SMA N 4 Bandar Lampung and successfully graduated in 2018. In the same year, he was accepted into the English Education Study Program at Lampung University.

He completed his Community Service Program (KKN) in Sawah Brebes, Bandar Lampung, and carried out the Pre-Service Teacher Program (PLP) at SMA N 4 Bandar Lampung from March to April 2021. To fulfill his college requirements, he conducted his research at SMA N 9 Bandar Lampung.

MOTTO

“Yesterday is history, Tomorrow is a mystery, but Today is a gift”

-Oogway (KungFu Panda)

DEDICATION

Devoted to my parents, sister, and all teachers who instilled in me the delight of learning English.

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Alhamdulillahirobbil'alamin, the researcher would like to express his deepest gratitude to the Most Gracious and the Most Merciful, Allah SWT, who has blessed his life and enabled him to complete this script. The script, titled "Improving Students' Listening Achievement Through Information Transfer Technique in Senior High School," is submitted to the Language and Arts Education Department of the Teacher Training and Education Faculty at Lampung University as partial fulfillment of the requirements for obtaining his bachelor's degree.

It is crucial to acknowledge that this script would not have been created without the generous individuals who provided guidance, encouragement, and assistance throughout its development. The author wishes to extend heartfelt appreciation and admiration to the following individuals:

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In the end, the author believes that his writing is far from perfection and has weakness. Hence, comments and suggestions are acceptable for better research. Besides, the author hopes this research would give positive benefits for readers, teachers, and further researchers.

Bandar Lampung, 20 Maret 2024

The author,

Muhammad Fajri Fernanda

NPM 1813042043

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CHAPTER I

INTRODUCTION

1.1. Background

It is generally accepted that listening is one of the most important language skills since it is a vital skill for students to strengthen their language skills in speaking, reading, and writing (Vernandes, 2018), (Yonantha & Khan, 2020). Teachers and students must place a greater emphasis on listening in order to achieve their communication objectives (Ahmadi, 2016). Learners who improve their listening comprehension skills are more likely to succeed in language learning and have more comprehensible input (Ahmadi, 2016). Language acquisition occurs when learners are exposed to language input that is slightly beyond their current level of proficiency, but still comprehensible enough to be understood with context and prior knowledge. As learners progress in their language acquisition journey, they naturally develop listening skills through exposure to spoken language input in meaningful contexts (Krashen, 1992). Student typically acquire fundamental listening micro skills, such as discrimination of sounds, segmentation of spoken language, and basic comprehension, early in their development (Moray, 1959). By the time students reach the second grade of high school, it is assumed that they have already mastered the foundational listening abilities through years of exposure to spoken language in various contexts.

However, there are a variety of issues that can arise during or before listening. A lack of cultural understanding of the language makes it difficult to comprehend the context. The issue may involve cultural concepts with which students are unfamiliar. It may be difficult for students to visualize what has been communicated in this instance (Azmi et al., 2014; Gilakjani & Sabouri, 2016). Another issue is that many words have multiple meanings, and students become confused when they are used in their fewer common meanings (Azmi et al., 2014). In this situation, a teacher must employ multiple strategies in order to improve students' listening skill. One of the most important ideas for teaching listening is that in order to improve listening skill, listening activities must make use of students' prior knowledge (Brown, 2006). In English language instruction, for example, the teaching strategies include jigsaw, dictation, information transfer, note keeping, visual arranging, and true/false listening (Yanti & Husin, 2013). Information transfer technique is transforming the content of a verbal language form into a non-verbal language form and vice versa in order to make information easier to comprehend and communicate (Yonantha & Khan, 2020). When students listen and respond by ordering a set of pictures, completing a map, drawing a picture, or filling out a table, they are reproducing the message they hear in a new form (Nation & Newton, 2009). Learners convert spoken or written information into a diagram, chart, or picture in a receptive Information Transfer exercise. By taking this opportunity, students demonstrate that they have comprehended the material and that their comprehension is deep enough to allow them to adapt in some way (Yonantha & Khan, 2020).

Previous studies have shown that information transfer technique can help students improve their listening skill. The implementation of Information Transfer technique had a significant improvement on students' listening skill (Nor, 2014; Vernandes, 2018; Yanti & Husin, 2013; Yonantha & Khan, 2020). Moreover, information transfer technique can be also applied into other skills. Speaking through information transfer tasks in the second grade at SMPN 3 Batanghari, East Lampung, demonstrated that this method is successful in improving students' speaking skill (Ruantika & Sutarsyah, 2016). It can be said that using the information transfer technique had a significant impact on students' reading comprehension (Aryanika, 2015). Research on improving students listening skill through information transfer techniques in senior high school is still uncommon, making this topic is very interesting to study. Therefore, the researcher decided to do this research to find that the information transfer technique can improves students listening skill.

1.2 Research Question

Regarding to the background above, the research question was formulated as follows:

Is there any significant improvement of student's listening achievement after the implementation of information transfer technique?

1.3 The Objectives of The Research

The objectives to be achieved in this research is as following:

To find whether there is a significant improvement in the students' listening achievement after the implementation Information Transfer technique.

1.4 Uses of The Research

This study will provide theoretical and practical benefits concerning the research questions. The usefulness of the research are as follows:

1. Theoretical Uses

The research finding can engage the theories and methods of improving students listening achievement through Information Transfer technique.

2. Practical Uses

As information and reference to English teacher in order to select the most suitable technique in teaching listening achievement.

1.5 Scope of The Research

This research will be carried out in a quantitative method. In this case, this research uses one class consisting of 30 students second grade in SMA N 9 Bandar Lampung chosen by simple random sampling. This research focused on students' listening achievement that include four aspects, i.e., identifying main ideas, identifying supporting details, reference and inference. Students' improvement will be obtained by comparing students' answers to pre-test and post-test.

1.6 Terms of The Research

To avoid mistakes and misperception of terms, the researcher provides an elaboration on these related terms as follows:

1. Listening

Listening can be defined as the process of receiving, interpreting, and making sense of auditory stimuli, particularly spoken language, with the intention of understanding and responding appropriately (Goh & Taib, 2006).

2. Comprehension

Comprehension refers to the ability to understand, interpret, and make sense of information, ideas, or language presented in written, spoken, or visual form (Anderson & Pearson, 1984).

3. Listening Comprehension

Listening comprehension means that a person understands what he/she has heard. If he/she learns the text through hearing it, he/she will understand it (Ahmadi, 2016).

4. Listening Achievement

Listening achievement refers to the level of proficiency or success an individual attains in the skill of listening (Brown, 2001).

5. Information Transfer

Information transfer is a learning strategy, which aims to increase student engagement and learning by having students' transferring information from oral form into another form (Nation, 1988).

6. Technique

Technique means manner, how to do or perform something or efforts, in ways that teachers use to carry out teaching in the classroom to achieve the goal of learning (Zulfiqar, 2012).

7. Method

A method in teaching and learning is defined as a "means to an end."

The learning method can be defined as a comprehensive approach (from start to finish) with a systematic order based on a specific approach to achieving learning goals (Zulfiqar, 2012).

8. Strategy

Strategy is a plan of action designed to achieve a specific goal or objective. In the context of learning and cognition, strategies refer to systematic approaches or methods employed by individuals to facilitate learning, problem-solving, or task performance (Brown, 1987).

CHAPTER II

LITERATURE REVIEW

2.1 Concept of Listening

Listening is the psychological process of receiving, attending to, building meaning from, and responding to spoken and/or nonverbal messages (Tyagi, 2013). Listening also can be defined as the ability to accurately receive and interpret messages (Yusnida et al., 2017). Listening is a method of language acquisition. It provides information for the learner to build up the knowledge needed to use the language (Nation & Newton, 2009). Listening will assist students in responding to what is being asked or spoken (Yusnida et al., 2017). Thus, Listening is the process of extracting meaning from spoken language and applying linguistic and non-linguistic information in order to comprehend the messages (Setyono, 2013).

Furthermore, listening skill is known as the ability to perceive another person through sense organs, particularly the aural ones, to give the message a meaning and to comprehend it (Steinberg, 2007). Students require listening skills because it is the primary means of transmitting information from teachers to students (Bourdeaud'hui et al., 2018). Good listening skills are essential for the development of social and relational skills in the school setting (for example, during group discussions and literary discussions) (Wolvin & Coakley, 2000).

2.2 Listening Comprehension

Listening comprehension means listeners must distinguish between sounds, comprehend vocabulary and grammatical structures, interpret stress and intonation, retain what they have learned from all of the above, and interpret it within the utterance's immediate as well as wider social structural context (Cao & Lin, 2020). Listening comprehension is an active and conscious process in which the listener constructs meaning using cues from contextual information and prior knowledge, while relying on multiple strategic resources to complete the task (Zheng, 2018).

2.2.1 Process of Listening

Listening process have been classified into two types: bottom-up process and top-down process (Wah, 2019), (Thi Hue, 2019), (Nation & Newton, 2009).

1. Bottom-up

These are the steps used by the listener to put together the message from the speech stream, moving from parts to whole. Listeners try to make sense of what they hear by concentrating on certain parts: sounds, vocabulary, grammar, or functional sentences. Bottom-up processing aids comprehension by allowing students to notice lexical and phonetic aspects. Bottom-up exercises are very effective for pupils who need to extend their language repertoire since they focus directly on language forms at the word and sentence levels.

2. Top-down

Listeners use background knowledge or textual schema to make meaning of what they hear, which is known as the top-down process. The knowledge could be broad and based on life experience and prior study, or it could be specific to the language and material utilized in a certain scenario. The listener matches their knowledge of the context topic, speakers, and situation to the aural information to arrive at a meaning for a text.

2.2.2 Aspect of Listening

In order to understand what someone says, a listener must engage in specific information listening, obtaining the gist of what is being heard or the listener should get the general idea of the information, following instructions or directions (Hughes, 2003).

Listening achievement involves understanding various cognitive processes that occur when individuals listen to spoken language. Here's an elaboration on each aspect (Field, 2010):

1. **Identifying the main idea:** When listening, individuals focus on discerning the central message or primary topic of the spoken passage. This involves extracting the key information that encapsulates the core meaning conveyed by the speaker.

2. **Identifying supporting details:** Alongside grasping the main idea, listeners need to recognize specific details provided in the spoken passage that serve to explain, illustrate, or bolster the main point. These details provide context and depth to the central message.
3. **Making references:** Speakers often use pronouns, references, or connections to previous information within their discourse. Listeners must comprehend these references to follow the speaker's train of thought and understand how different parts of the spoken text relate to each other.
4. **Making inferences:** Inferences involve drawing conclusions or making educated guesses based on the information presented in the spoken passage. Listeners use contextual clues, background knowledge, and logical reasoning to fill in gaps or deduce implied information not explicitly stated by the speaker.

2.3 Listening Achievement

Listening achievement is commonly defined as the ability to comprehend spoken language and derive meaning from auditory input. This skill goes beyond mere reception; it involves cognitive processes such as interpreting, analyzing, and responding appropriately to verbal information (Brown, 2001). Numerous factors impact listening achievement. Contextual elements, such as speaker accent and speed of speech, pose challenges (Goh, 2008). Individual differences, including prior knowledge, motivation, and cognitive abilities, also significantly influence listening success (Rost, 2011).

2.3 Information Transfer

An information transfer exercise entails the transfer or transformation of information from one form to another (Nation, 1988). Information transfer refers to the process through which students restructure information from spoken text into another format (Botero & Abondano, 2018). For example, students create textual diagrams, graphics, or charts, or they may design new ways to incorporate the studied content. By transferring the information demonstrate that the students have comprehended the knowledge and that their comprehension is deep enough to allow them to adapt it in some way (Nation, 1988). Information transfer is a very adaptable technique that can be applied to a wide range of listening materials, from narratives and speeches to instructions and reports (Povey, 2016).

Implementing information transfer techniques helps students transfer their listening abilities across various contexts, supporting their skills in identifying main ideas, supporting details, referencing, and making inferences (Perkins & Salomon, 1988). The implementation of information transfer technique in this research will be focusing on transferring the information into a form of table, because it is easier for the students to understand the concept of information transfer technique. This method teaches students to listen for essential information in a strategic manner. In other words, the conceptual work that learners must do in a well-designed information transfer exercise promotes deep understanding and is especially beneficial to young learners' intellectual growth (Nation & Newton, 2009).

The advantages of information transfer are various. It was viewed into some points, such as (Vernandes, 2018; Yonantha & Khan, 2020):

1. Authenticity

Information transfer is an authentic task performed by native English speakers in the ordinary course of their daily lives in an English-speaking environment.

2. Communicative tasks

Information transfer activities are also communicative activities. For example, when consumers purchase a flight at a travel agency, the clerk will translate the information on the computer screen for them and use information transfer to communicate and offer assistance.

3. Repetitive tasks

Information presented in a diagrammatic or semi-diagrammatic manner is often a focused grouping of related bits of data. This implies that the language equivalent could be communicated by repeating a structure. Information Transfer activities can be particularly useful in a controlled practice stage of a session in this way.

4. Productive tasks

An Information Transfer exercise, such as an information-gap task, usually provides students with only the bare bones of information – they must supply the rest, often to a partner. Thus, if properly staged, information transfer can fit into a lesson's free production stage.

2.3.1 Procedure of Teaching Listening Using Information Transfer

The steps of teaching listening using Information Transfer technique are as follows (Nation & Newton, 2009):

a. Pre-Listening

The teacher introduces and explains the Information Transfer technique. The teacher prepares the students to listen and spreads the information transfer answer sheet to them. The teacher may encourage the students to pool their background knowledge and expectations of the information transfer task.

b. While Listening

Learners begin by listening to audio cassette and then completing some kinds of Information Transfer diagram by listening to a description or dialogue and fill the answer sheet table while they listening. Such as:

Table 1. Information transfer answer sheet example

No	Main Idea	Supporting Detail	Reference	Inference
1				
2				
3				

In one information transfer activity, the students will be hearing three different audio cassettes with a specific theme. Each of audio cassette will be five to six minute long. They then take part in a writing activity in which they retell the content from the text using the table as a guide line. In this way, Information Transfer provides an intermediary bridge or link between input and output which discourages learners from relying too heavily on direct copying from the original text, but which still provides them with a conceptual scaffold for rebuilding the original text in their own words or for another purpose.

c. Post-Listening

Teacher repeats the audio cassette into several times. Teacher gives evaluation to students by discussing together and checking their works.

2.4 Previous Studies

Previous studies have shown that information transfer technique can help students improve their listening achievement:

It can be seen that information transfer technique is considered effective to use in teaching listening comprehension on dialogue especially to the seventh-grade students at SMPN 2 Mempawah Hilir in Academic Year 2012/2013. Based on the results of pretest and post test score above, the effectiveness of the treatment was 0.89 higher than 0.80 and categorized as high effect on the treatment (Yanti & Husin, 2013).

From this study, it was found to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junior High School 43 of Palembang was effective. Next, it was also found that the average score of students in the pre-test was 5.38., the average score of students in the post-test was 7, and the result of the matched t-test was 8.53, where the critical value of t_{table} was 1.692 at the significance level of 5% or 0.05 with degree of freedom 33 for one tailed test. The result of matched t-test (8.53) was higher than t_{table} (1.692). It means to teach listening by using Information Transfer Diagram Activity to the Seventh Grade Students of the State Junior High School 43 of Palembang was significantly effective (Vernandes, 2018).

It is found out that the highest score of the data is 100 and the lowest score is 80. The whole gotten scores are 4600 from 48 respondents. To get information about the scores of the ability of the students in English listening using Information Transfer technique. The Table shows that 100% of respondents (48 students) are in the very high category. It means that they can answer the questions very well by using Information Transfer technique (Nor, 2014).

The mean of the score of this technique is 95.83 and it is the highest mean score of all. It means that the ability of the most of the tenth-grade students at MAN 3 Banjarmasin in academic year 2009/2010 in answering the questions of information transfer technique belongs to very high category and this technique is the most effective technique in teaching listening for the students at MAN 3 Banjarmasin (Nor, 2014).

2.5 Theoretical Assumption

In teaching listening skill, there are various method or technique that can help the teacher to achieve the goals of teaching. Information transfer can be one of the techniques that will help and motivate the students in following listening activity. Information transfer could be a good technique, since the student's transfer the information from oral into written in form of table or diagram that focus on specific information, thus the student's become stimulated to focus on that specific information.

Therefore, the researcher believes that information transfer is an effective technique to improve student's listening skill.

2.6 Hypothesis

The hypothesis is the provisional answer to the research problems or questions. Concerning the theories and the assumption above, the hypothesis can be formulated as a following:

H^0 : There is a significant improvement in students' listening achievement after the students are given the treatment using Information Transfer technique.

H^a : There is no significant improvement in students' listening achievement after the students are given the treatment using Information Transfer technique.

CHAPTER III

METHODOLOGY

In order to answer the research question and to achieve the objective of the research, research method should be constructed thoroughly. The research method consists of research design, population and sample, variable of the research, data collecting technique, research instrument, validity and reliability, data analysis.

3.1 Research Design

This research used quantitative research based on the one group pre-test post-test design. Quantitative research is a kind of research in which the data are used and tends to use statistical measurements in encoding conclusions (Hatch & Farhady, 1981). The goal of this research is to find out whether there is significant improvement in students' listening achievement after being taught by using information transfer technique. The researcher will apply one group pre-test and post-test design. The research will be divided into three parts, that is, pre-test, treatment, and post-test. The treatment was conducted three times by using information transfer. Illustration of one group pre-test and post-test design (Setiyadi,2006):

T1 X T2

Notes:

T1: Pre-test (will be given before the researcher teaches through information transfer in order to measure the students' listening comprehension before they are given the treatment)

X: Treatment (will be given three times through information transfer to improve students' listening comprehension)

T2: Post-test (will be given after the implementation information transfer)

3.2 Population and Sample

Research population means an individual who becomes the target of the research. On the other hand, the research sample is all individuals who are given the materials (Setiyadi,2006). The population for this research will be chosen from the second-grade students of SMAN 9 Bandar Lampung. The simple random sampling will be used in this research. Everyone in the target population has an equal chance of being chosen as a research subject defined as simple random sampling (Majid, 2018). That is the technique the researcher used to choose the sample of the research.

3.3 Variable of The Research

Variable can be defined as the process of conducting research requires taking into account quantifiable factors that could change depending on the situation (Jumoke & Oyebanji, 2020). A variable is a quality or attribute of an individual or an organization that can be measured, observed, and varies between the individuals or organizations under study (Creswell, 2012). In this research, there are two variables, they are:

1. Independent Variable

An attribute or characteristic that influences or affects a result or dependent variable is known as an independent variable (Creswell, 2012). Based on the definition above, the independent variable of this research is information transfer technique.

2. Dependent Variable

An attribute or characteristic that is reliant upon or influenced by the independent variable is referred to as a dependent variable. They may be referred to as the outcome, effect, criterion, or consequence variables in the literature (Creswell, 2012). Based on the definition above, the dependent variable of this research is students' listening skill.

3.4 Data Collection Technique

The writer used a kind of data collecting technique, i.e., a test. In gathering the data of this research, the writer used pre-test and post-test. To make it clear, here are the following details:

3.4.1 Test

Testing is a method used by educators to systematically, fair, objective and evaluate students' abilities by giving assignments in the form of questions or statements that students must perform so that they can produce values that symbolize student achievement (Hayati et al., 2020). The test consisted of pre-test and post-test. Before doing the pre-test and post-test to the experimental class, the researcher conducted a try-out test.

1. Pre-test

Pre-test will be conducted in order to find out the students' listening skill before the treatment; it is given by the researcher after explaining briefly about the topic. The test is multiple choices that consist of 40 items with the option a, b, c, d and the material is listening skill test. The writer gives the students 60 minutes to do the test.

2. Post-test

The test will be administered after conducting the treatment to the students. The aim of this test is to find out whether there is any significant difference of students' listening comprehension or not after three treatments. The test is multiple choices test that consist of 40 items with option a, b, c, d. In the

post-test the researcher uses the same material as the pre-test. The result of pre-test is compared with the result of post-test in order to know whether there is a significant difference after implementing the treatment.

3.5 Research Instrument

In this quantitative research, the researcher will be using items of listening test as an instrument to get the data. The researcher administers a pre-test, treatments and post-test. Pre-test and post-test that the researcher administers are the same test. There will be 40 items to be tested which represented four aspects of listening skill: identifying main ideas, identifying supporting details, reference and inference.

2.5.1 Items of Listening Test

To collect the quantitative data, the researcher will be using a listening skill test as the instrument. There are two kinds of test: pre-test and post-test. The test will be conducted before and after the treatment. The total are 40 items. The quality of a good test can be seen from the validity and reliability.

3.6 Validity and Reliability of The Research Instrument

The two most crucial and fundamental aspects to consider when assessing any measurement tool or instrument are reliability and validity. For the research methodology chapter to be clear and concise, reliability and validity must be presented (Mohajan, 2017).

3.6.1 Validity

Validity is the extent to which a measurement tool actually achieves its intended goal (Field, 2013). Validity explains how well the data is representative of the subject under investigation (Ghauri & Gronhaug, 2005).

3.6.1.1 Content Validity

In order for an instrument to be considered content valid, it must adequately cover all relevant content for the variable (Heale & Twycross, 2015). Content validity will be use to analyze the multiple-choice items in order to measure students' listening skill. To get the content validity of listening skill, the researcher tries to arrange the materials based on the 2013 curriculum for second grade of senior high school students. In order to establish the content validity of measuring instrument, the researcher identify the overall content to be represented.

3.6.1.2 Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what comprehension means to know the language (Hatch & Farhady, 1981). If the instrument only measures one aspect of the test, such as listening, the construct validity can be determined by evaluating all of the test items (Setiyadi,2006). The researcher used Pearson Product Moment to test the validity of the research instrument as follow:

$$r_{xy} = \frac{n \sum X Y - \sum X \sum Y}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

r = Product Moment Correlation Value

n = Number of Students

X = Answers from Question Item

Y = Total Answers in One Variable

The requirement for the validity of an item is if $r_{\text{count}} > r_{\text{table}}$ at a significant level ($\alpha = 0.05$) then the instrument is considered valid and if $r_{\text{count}} \leq r_{\text{table}}$ then the instrument is considered invalid. After the data analysis was done, the basis for the decision on the validity of the research instruments are as follows:

1. If the value of $r_{\text{count}} < r_{\text{table}}$, then the research instruments is invalid.
2. If the value of $r_{\text{count}} > r_{\text{table}}$, then the research instruments is valid.

3.6.2 Reliability

The core idea of a test's reliability is consistency of results (Hatch & Farhady, 1981). If an instrument can be consistently used in a variety of situations, it is said to be reliable (Field, 2013). Testing for reliability is crucial because it refers to the consistency between a measuring instrument's components (Huck, 2012).

To measure the coefficient of the reliability between odd and even number (reliability of half test), this research used the person product moment formula as follows:

$$r^1 = \frac{\sum XY}{\sqrt{[\sum X^2][\sum Y^2]}}$$

Where:

r^1 = coefficient of reliability between first half and second half items

X = total number of odd numbers item

Y = total number of even numbers item

Criteria:

1. If the Guttman Split-Half Coefficient correlation > 0.80 then conclude that the research instrument is reliable.
2. If the Guttman Split-Half Coefficient correlation < 0.80 then conclude that the research instrument is not reliable.

(Hughes et al., 1991)

3.6.3 Validity and Reliability Result

The validity and reliability test were done by doing try out at SMA N 9 Bandar Lampung in XI IPA 3 with 30 students, results as follows:

3.6.3.1 Validity Test Result

Based on the results of the try out, it was concluded that of the 40 items, it turned out that there were several items that were invalid (invalid). Invalid items are set aside or not used. In this analysis, items that are declared valid must be proven by calculation. The calculation was carried out using the help of SPSS (Statistical Product and Service Solution), results as follows:

Number of Items	SPSS Output	Criteria	Decision
1	0.331	Not Valid	Dropped
2	0.274	Not Valid	Dropped
3	0.342	Not Valid	Dropped
4	0.370	Valid	Administered
5	0.328	Not Valid	Dropped
6	0.258	Not Valid	Dropped
7	0.670	Valid	Administered
8	0.728	Valid	Administered
9	0.303	Not Valid	Dropped
10	0.705	Valid	Administered
11	0.758	Valid	Administered
12	0.521	Valid	Administered
13	0.595	Valid	Administered
14	0.260	Not Valid	Dropped
15	0.571	Valid	Administered
16	0.342	Not Valid	Dropped
17	0.328	Not Valid	Dropped
18	0.713	Valid	Administered
19	0.600	Valid	Administered
20	0.585	Valid	Administered
21	0.587	Valid	Administered
22	0.557	Valid	Administered
23	0.599	Valid	Administered
24	0.495	Valid	Administered

25	0.771	Valid	Administered
26	0.492	Valid	Administered
27	0.506	Valid	Administered
28	0.460	Valid	Administered
29	0.357	Not Valid	Dropped
30	0.648	Valid	Administered
31	0.618	Valid	Administered
32	0.603	Valid	Administered
33	0.595	Valid	Administered
34	0.632	Valid	Administered
35	0.781	Valid	Administered
36	0.784	Valid	Administered
37	0.505	Valid	Administered
38	0.721	Valid	Administered
39	0.671	Valid	Administered
40	0.810	Valid	Administered

Based on the validity test result above, there are 30 question items valid and 10 question items not valid; furthermore, the construct validity of research instruments for this research can be define as follows:

Listening test	Part 1	Part 2	Total
Main idea	7,8,9,11	7,8,11,13	8
Supporting detail	3,10,13,15	1,3,9,10	8
Reference	1,2,12,14	12,14,15	7
Inference	4,5,6	2,4,5,6	7
Total item			30

3.6.3.2 Reliability Test Result

Based on the results of the try out, it was concluded that of the 30 items, all were reliable. Reliability can be seen from the Guttman Split-Half coefficient correlation value = 0.898, which means the test items is reliable. The results of the calculation with SPSS can be seen in the following table:

Reliability Statistics			
Cronbach's Alpha	Part 1	Value	.862
		N of Items	20 ^a
	Part 2	Value	.926
		N of Items	20 ^b
	Total N of Items		
Correlation Between Forms			.860
Spearman-Brown Coefficient	Equal Length		.925
	Unequal Length		.925
Guttman Split-Half Coefficient			.898
a. The items are: Question1, Question2, Question3, Question4, Question5, Question6, Question7, Question8, Question9, Question10, Question11, Question12, Question13, Question14, Question15, Question16, Question17, Question18, Question19, Question20.			
b. The items are: Question21, Question22, Question23, Question24, Question25, Question26, Question27, Question28, Question29, Question30, Question31, Question32, Question33, Question34, Question35, Question36, Question37, Question38, Question39, Question40.			

3.7 Item Analysis

Item analysis is a crucial step in the development and evaluation of multiple-choice tests. It involves two key components; i.e., item difficulty and item discrimination (Brennan, 2006):

1. Item Difficulty

Item difficulty refers to how easy or difficult a test item is for the group of examinees who take the test. It's typically expressed as a percentage of the proportion of students who answered the item correctly. An item that is too easy (most students answer it correctly) or too difficult (most students answer it incorrectly) may not effectively differentiate between high and low performers. To measure the level of difficulty, this research used the following formula:

$$LD = \frac{R}{N}$$

Where:

LD = Level of difficulty

R = the number of students who answer correctly

N = the number of then students

The criteria are:

LD < 0.30 = difficult

LD 0.30 – 0.70 = average

LD 0.70 – 1.00 = easy

2. Item Discrimination

Item discrimination assesses the extent to which a multiple-choice question distinguishes between students who perform well overall and those who do not. In essence, it helps evaluate whether a test item is effective at separating the high-ability students from the low-ability ones. Item discrimination is usually measured using a statistic called the point-biserial correlation coefficient, which quantifies the relationship between a student's total test score and their performance on the specific item. To measure the item discrimination, this research used the following formula:

$$ID = \frac{P_{correct, high\ group} - P_{correct, low\ group}}{1 - P_{correct, low\ group}}$$

Where:

ID = Item Discrimination

$P_{correct, high\ group}$ = represents the proportion of high-performing individuals who answered the item correctly.

$P_{correct, low\ group}$ = represents the proportion of low-performing individuals who answered the item correctly.

The criteria are:

D: 0.00-0.20: poor items

D: 0.21-0.40: Satisfactory items

D: 0.41-0.70: Good items

D: 0.71-1.00: Excellent items

3.7.1 Item Analysis Result

3.7.1.1 Level of Difficulty

Number of Items	Mean (SPSS Output)	Level of Difficulties
1	.93	Easy
2	.93	Easy
3	.90	Easy
4	.73	Easy
5	.87	Easy
6	.90	Easy
7	.40	Average
8	.63	Average
9	.93	Easy
10	.30	Average
11	.47	Average
12	.47	Average
13	.60	Average
14	.93	Easy
15	.63	Average
16	.90	Easy
17	.83	Easy
18	.30	Average
19	.43	Average
20	.70	Easy
21	.27	Difficult
22	.77	Easy
23	.77	Easy
24	.43	Average
25	.60	Average
26	.27	Difficult
27	.80	Easy
28	.70	Easy
29	.13	Difficult
30	.37	Average
31	.73	Easy
32	.67	Average
33	.27	Difficult
34	.60	Average
35	.50	Average
36	.50	Average
37	.33	Average
38	.40	Average
39	.53	Average
40	.50	Average

3.7.1.2 Item Discrimination

Number of Items	SPSS Output	Item Discrimination
1	0.331	Satisfactory
2	0.274	Satisfactory
3	0.342	Satisfactory
4	0.370	Satisfactory
5	0.328	Satisfactory
6	0.258	Satisfactory
7	0.670	Good
8	0.728	Excellent
9	0.303	Satisfactory
10	0.705	Good
11	0.758	Excellent
12	0.521	Good
13	0.595	Good
14	0.260	Satisfactory
15	0.571	Good
16	0.342	Satisfactory
17	0.328	Satisfactory
18	0.713	Excellent
19	0.600	Good
20	0.585	Good
21	0.587	Good
22	0.557	Good
23	0.599	Good
24	0.495	Good
25	0.771	Excellent
26	0.492	Good
27	0.506	Good
28	0.460	Good
29	0.357	Satisfactory
30	0.648	Good
31	0.618	Good
32	0.603	Good
33	0.595	Good
34	0.632	Good
35	0.781	Excellent
36	0.784	Excellent
37	0.505	Good
38	0.721	Excellent
39	0.671	Good
40	0.810	Excellent

3.8 Data Analysis

To determine whether the generated hypotheses have been supported, the data collected are statistically analyzed in a process known as data analysis (Sakaran & Bougie, 2016). The researcher will compute the students' score in order to find out the students' improvement in listening skill by using information transfer technique using the following steps:

1. Scoring the pre-test and post-test.
2. Tabulating the results of the test and calculating the score of the pretest and post-test.
3. The conclusion will be developed from the result of statistical computerization that is paired-sample t-test in Statistical Package for Social Science (SPSS) to test whether the improvement of students' gain in listening skill is significant or not. A paired-samples t-test compares the mean of two matched groups of people or cases, or compares the mean of a single group, examined at two different points in time (Ross & Willson, 2017).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the reseach, it can be concluded that the use of information transfer technique is effective on improving students listening achievement. It can be seen there was a significant improvement in mean score from pre-test through post-test. The results clearly prove that after using this technique, students got much better at identifying main ideas, finding details, making connections, and understanding hidden meanings when they listen. These findings highlight how this technique helped students pay better attention and understand important ideas in what they heard.

B. Suggestion

Reflecting to the conclusion, English teacher should consider implementing information transfer technique in their listening class since it can improve student's listening achievement. Moreover, teachers could use different kinds of audio such as interviews or real-life recordings and combine with other activities in order to make learning more interesting.

Furthermore, there has not been much research on information transfer techniques, thus make it very interesting to study. A suggestion for further research could involve trying out more complex text during the information transfer activity. The texts were used in this study was too simple, and that might have made it harder for students to really understand deeply or get better at their skills. In the next study, using materials that are easy, medium, and harder to understand could help see how the difficulty of the text affects how well students learn. Moreover, the other researcher should consider do more than three meetings to achieve more deep analysis whether information transfer technique can improve student's listening skill or not.

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