
Improving Listening Comprehension Using Problem-based learning: A Classroom Action Research

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INFO ARTIKEL

ISSN: 2962-2441
Vol. 4, No. 1, Januari 2025
<http://almufi.com/index.php/AJLE>

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Saran Penulisan Referensi:

Maulizan Z.A., & As, A. B., (2025). Improving Listening Comprehension Using Problem-based learning: A Classroom Action Research. *Almufi Journal of Language and Education*, 4 (1), 1-21.

Abstrak

Tujuan Penelitian ini adalah untuk meningkatkan keterampilan mendengar siswa melalui metode pembelajaran Problem-based learning. Penelitian ini adalah Penelitian Tindakan Kelas dengan tiga siklus. Subjek penelitian adalah peserta didik kelas XI SMAS Darussa'adah Glumpang tiga yang terdiri dari 29 orang. Alat pengumpul data yang digunakan untuk data kuantitatif berupa ulangan tertulis harian dan data kualitatif digunakan lembar observasi atau lembar observasi, refleksi diri, lembar penilaian sejawat, dan rubrik penilaian kinerja. Hasil penelitian menunjukkan bahwa metode pembelajaran Problem-based learning dapat meningkatkan keterampilan mendengar siswa. Ketuntasan belajar mengalami peningkatan, peningkatan tersebut ditunjukkan dengan nilai rata-rata siswa pada tes pra-penilaian (58,45) yang termasuk dalam kategori "Buruk"; rata-rata nilai tes setelah siklus III adalah (75,95) yang termasuk dalam kategori "Baik". Artinya siswa memperoleh peningkatan sebesar (17,5) setelah dilakukan tindakan selama tiga siklus. Kemajuan yang paling penting bagi siswa adalah suasana belajar di kelas menjadi lebih baik, terutama dalam perilaku, motivasi belajar, dan interaksi kelas.

Kata Kunci: Mendengar, Pembelajaran Bahasa Inggris, Metode Problem-Based Learning.

Abstract

The aim of this research is to improve students' listening skills through problem-based learning methods. This research is Classroom Action Research with three cycles. The research subjects were class XI students at SMAS Darussa'adah Glumpang III consisting of 29 people. The data collection tools used for quantitative data are daily written tests and for qualitative data observation sheets or observation sheets, self-reflection, peer assessment sheets and performance assessment rubrics are used. The research results show that the problem-based learning method can improve students' listening skills. Learning mastery has increased, this increase is shown by the average score of students on the pre-assessment test (58.45) which is included in the "Poor" category; The average test score after cycle III is (75.95) which is included in the "Good" category. This means that students obtained an increase of (17.5) after taking action for three cycles. The most important progress for students is that the learning atmosphere in the classroom becomes better, especially in behavior, learning motivation and class interaction.

Keywords: Listening, English Learning, Problem-Based Learning Method.

A. Introduction

Learning English has become an important aspect of modern education, especially in the era of globalization which requires the ability to communicate effectively in English. One very important language skill is listening, which allows individuals to understand and interpret information conveyed orally. However, learning listening is often considered one of the most difficult aspects of learning English, because it requires the ability to understand and interpret complex and diverse language.

Flowerdew and Miller (2005) explain that more than forty percent of our daily communication time is spent on listening, thirty-five percent on speaking, sixteen percent is devoted to reading, and only nine percent of daily communication is spent on writing. This is one of many pieces of evidence that listening is the most important language skill than the other three skills. Listening is also the most difficult language skill among others because it involves not only spoken discourse but also the knowledge and cultural background of the listener. Knowing that many important elements in language learning are reflected in listening skills, educators should consider this skill in the first row rather than other skills.

Mastering listening is not easy for students. They have to master complex skills and language elements (Assaly & Igbaria, 2014). In listening activities, comprehension skill is important to master by the students. They must be able to selecting information in order to build meaning of oral text they listen. To understand the oral text, of course, the students should have mastered various kinds of English vocabularies. Then, arrange them into a certain meaning. In other words, to master listening, comprehension skill and mastering vocabulary are important aspects that must be mastered by students.

There are many problems happen to students in the process of teaching and learning listening in senior high school level of EFL students. First, according to Ur (2012), students have problems in catching the actual sounds of the foreign language. In listening class, students feel that the native speaker speak too fast in their listening audio. It may cause of the different culture of Indonesian speech and English. Indonesian has different accent from English. Therefore, this situation makes students miss some important information in their listening activities. For these problems, the teachers should explain to the students in order to get the main information for the masterials that they listen, not try to listen word per word.

The second, quality of listening materials affects the students' listening comprehension. Good quality of the audio can give positive energy for students. Students can listen the information clearly. On the other hand, if the audio played by the teacher is not good, the students will get difficulty to listen the sounds. As the result, it is difficult for students to got the information delivered by speakers in the audio. The students often fail in their listening comprehension because of bad quality of listening materials. In short, the quality of listening materials is one of important factors in listening comprehension.

The third, students did not have good concentration if listening activities go long in the classroom. The students usually got stressed in some situation, especially when they misinformation in their listening. In this situation they will lose their concentration. In addition,

long listening activities will make the students also loose their concentration. This situation makes them difficult to construct the information that they listen.

The last, in listening material, there are often cultural references that students are not familiar with. This can make it difficult for them to understand the meaning of words, the context of the conversation or the information conveyed.

Based on the urgency of all the problems above, this research aims to improve students' understanding in teaching listening using the problem-based learning method. Problem-based learning can be interpreted as a series of learning activities that emphasize the process of solving problems faced scientifically (Nurhidayati, 2020). In this problem-based learning method there are 3 main characteristics, namely: (1) problem-based learning method is a series of learning activities meaning in this learning does not expect students to just listen, take notes then memorize the subject matter, but through the problem-based learning method of students actively thinking, communicating, searching and processing data and finally concluding it (2) learning activities are directed to solve problems. Problem-based learning place problems as keywords in the learning process. That is, without problems there is no learning process; (3) problem solving is done by using a scientific thinking approach.

B. Methodology

This research is classroom action research. According to Gay and Airasian (2000), classroom action research is a process in which individual or several teachers collect evidence and make of their knowledge, performance, and effects in order to understand and improve their teaching activities in classroom. In addition, McNiff, (2006). defined that classroom action research is research that conducted by teachers as researcher which collaborate with collaborator in order to improve the teaching and learning process of their own classroom.

This research was conducted to improve the students' Listening at class XI at SMAS Darussa'adah Glumpang Tiga. This research was done in three cycles in cyclic process which involved four steps for one cycle. It was done by admitting the model that is suggested by Kemmis and McTaggart (1988). They proposed the spiral model of classroom action research which involves planning, action, observation and reflection. The researcher worked collaboratively with other English teacher to get better result. There were 29 students as respondents. The instrument of this research was listening comprehension test, observation, interview, and documentation. The data were analyzed quantitatively and qualitatively.

C. Results And Discussion

The Result of Pre-Assessment Test

Pre-Assessment test is the first stage in Classroom Action Research. In this first stage, the researcher measured the students' basic skill before they got actions.

Table The Percentage and Students' Category in Pre-Assessment Test

No.	Score Interval	Category	Frequency (Students)	Percentage (%)
1	80 – 100	Excellent	0	0
2	70 – 79	Good	5	17
3	60 – 69	Moderate	10	35
4	50 – 59	Poor	9	31
5	< 50	Very Poor	5	17

The table above described that there were 5 students (17%) included into "Good" category; 10 students (35%) were included "Moderate" category; 9 students (31%) were included into "Poor" category; 5 students (17%) were included into "Very Poor" category. In this stage, there was no students included into "Excellent" category. Based on the data, there were 24 students who got score under 70 in pre- assessment test. It means that the students' ability

in listening comprehension of short dialogue was low. It is important to continue the research by giving actions to the students in form of cycle I, II, and III for improvement in listening comprehension of short dialogue.

Based on the result of cycle I test; it found that there was a significant improvement of students' ability in understanding listening comprehension of short dialogue in cycle I test. The progress was not only quantitatively (the students' learning score) but also qualitatively (the students' attitude, discipline, motivation, interest, and interaction). Quantitatively, all aspects tested in this stage was created better score. There have been 8 students got "Good" category and 2 student got "Excellent" category. The result of cycle I test was still under the target of the research because there were 19 students got under 70 in this cycle. It means that the reasearcher should work harder to teach the students by using Problem-based learning to reach the research target.

The students got the progress during cycle I. It found that the students got improvement in their categories and average score in cycle I test. They were included into "Moderate" category with average score (66.29). The students got (47.5) for the lowest score and (82.5) for the highest score in this cycle. To describe the percentage description and students' category in detail, see the following category and percentage table below:

The Result of Cycle I Tes

No.	Score Interval	Category	Frequency (Students)	Percentage (%)
1	80 – 100	Excellent	2	7
2	70 – 79	Good	8	28
3	60 – 69	Moderate	12	41
4	50 – 59	Poor	5	17
5	< 50	Very Poor	2	7

Based on table above, there were just 2 (7%) students included "Excellent" category 8 students (28%) included "Good" category; 12 students (41%) included "Moderate" category; 5 students (17%) included "Poor" category and there were 2 (7%) students got "very poor" category. It indicates that the students' ability in mastering listening comprehension of short dialogue was "Moderate" category with average score (66.29). It means that there has been a significant improvement of students in mastering listening comprehension of short dialogue in this cycle.

The most important thing in this process is learning atmosphere in the classroom during the action showed students fun and high anthusias. The students did not dare to offer themselves to share about information they got during the lesson. They wanted to stand up cheerfully to explain what they know in front of the classroom. When the teacher asked the students to gave applause for their friends, the classroom became cheerfully.

The result of interview with the students in cycle I, it indicated that they liked Problem-based learning. They wanted to keep studying English with this method.

The attitude during the lesson of cycle I

In terms of attitude aspects, the problem was still dominated by the students' attitude, for example. Cycle 1 meeting 1, there were 9 (31%) students who paid attention to the teacher's explanation, there were 7 (24%) students who did not made noisy and chatting with friends during the lesson, there were 9 (31%) students who actively responded to the classroom activities.

Cycle 1 Meeting 2, there were 13 (50%) students who paid attention to the teacher's explanation, there were 11 (38%) students who did not make noisy and chatting with friends during the lesson, there were 11 (38%) students who actively responded to the classroom activities.

Cycle I Meeting 3, there were 16 (55%) students who paid attention to the teacher's explanation, there were 14 (48%) students who did not made noisy and chatting with friends

during the lesson, there were 14 (48%) students who actively responded to the classroom activities.

Based on the explanation above, it is important to did action in cycle II in order to improve students' listening comprehension of short dialogue and reach the target score of this research. The use of Problem-based learning with different emphasis from cycle I and more interesting activities and different topics are hoped to improve students' listening comprehension of short dialogue.

Based on the result of the cycle I, it is important to did cycle II for improvement. The researcher would give stressing for all problems that students faced in the first cycle in order they have better understand for this teaching startegy both the theory and application in a real-life activity.

The Students' Improvement in Listening Comprehension of Short Dialogue through Problem-based learning

This part described the students' improvement quantitatively and qualitatively during the actions in cycle I, II, and III till it can be proven that this method could improve the eleventh-grade students SMAS Darussa'adah Glumpang Tiga academic year 2022/2023 in listening comprehension of short dialogue.

The actions gave to the students from cycle I until cycle III affect the students very much in mastering listening comprehension of short dialogue. The cycles contribution made better improvement from one meeting to other meeting, and finally the students could reach the research target in cycle III. In pre-assessment test, there were no students included into "Excellent" category in this research. There were only 5 (17%) students who got into "Good" category. But, after the students got actions in cycle I in three meetings, the condition improved. There was 2 student (7%) got "Excellent" category and there were 8 students (27.5%) of the students got into "Good" category. Although the students have not reached the research target, but they got better score and improvement in behavior in this cycle. The students' condition became better after getting cycle II test. There were 5 students (17%) got into "Excellent" category and 11 students (38%) got into "Good" category. The number of "Good" and "Excellent" students increased. After getting actions in cycle III, the students could reach the research target. There were 8 students (28%) got into "Excellent" category and 13 students (45%) got into "Good" category. For clear number of the students based on their category, see the following table:

Table The Students' Improvement in Listening Comprehension

No.	Score Interval	Catego ry	Pre- assmn t	Cycle I	Cycle II	Cycle III
1	80 – 100	Excellent	0	2	5	8
2	70 – 79	Good	5	8	11	13
3	60 – 69	Moderate	10	12	9	8
4	50 – 59	Poor	9	5	4	0
5	< 50	Very Poor	5	2	0	0

The table above illustrates in detail about the students' process of improvement from pre-assessment until cycle III. In pre-assessment stage, there was lack number of the students who got "Excellent" and "Good" categories. Therefore, they needed serious actions for three cycles for improvement. After getting cycles, the number of the students who got "Excellent" and "Good" categories were increased significantly from one cycle to another cycle. Finally, at the cycle III, the students could reach the research target quantitatively and qualitatively. It means that the students have had better understanding of listening comprehension of short dialogue by using Problem-based learning; and they could also improve the students' classroom atmosphere, behavior, interaction, and participation in the classroom. These good conditions really encouraged the students' success in listening materials and learning method effectively.

The student's improvement could be calculated by reducing students' average score in cycle III (75.95) and the students' average score in pre- assessment test (58.45) it was clear that the students made (17.5) point of improvement after getting actions in three cycles by used Problem-based learning.

In conclusion, table above described very well about the students' process and progress in reaching the research target. It means that Problem-based learning was succeeded tested as one of good method to apply by English teachers in teaching listening comprehension of short dialogue. After applied Problem-based learning at the eleventh-grade students of SMAS Darussa'adah Glumpang Tiga. The application of these teaching method could improve the students' listening comprehension skill gradually.

Discussion result

This research was conducted by some backround of problems happened at the eleventh-grade students of SMAS Darussa'adah Glumpang Tiga during learning listening comprehension in the classroom. Based the preliminary observation and interviewed with students and the English teacher, the main problems in this research can be identified that teaching listening comprehension skill got just a little portion at the school, but the students still have problem in comprehending short dialogue. Most of the problems relate to comprehension problem, definition, main idea, detail information, purpose, and implicit idea of the audio. In this case, the students need innovative teaching and learning method to encourage them to develop their English skills, especially listening comprehension of short dialogue as current listening materials in eleventh graders.

To overcome these problems, the researcher proposed Problem-Based Learning. It is an appropriate method to overcome the students' problems. The Problem-Based Learning (PBL) method was first introduced by Howard S. Barrows, (1960) This method is effective to overcome the students' problem in listening class, because PBL provides opportunities for students to be more involved in the active listening learning process, develop more holistic skills, and make the learning experience more meaningful.

By using classroom action research (CAR), the researcher gave students actions and followed some series of activities and procedures to reach the research target. The activities can be as the following procedures:

The first, the researcher conducted pre-assessment test. The result showed that there were no students included into "Excellent" category. There were 5 students (17%) included into "Good" category; 10 students (35%) were included "Moderate" category; 9 students (31%) were included into "Poor" category; 5 students (17%) were included into "Very Poor" category. In average, they were included into "Moderate" category with average score (58.45). The student got (45) for the lowest score and (75) for the highest score.

The second, the resercher gave students actions in form of cycle I in four meetings. In cycle I, there were 2 (7%) students were included "Excellent" category, there were 8 students (28%) included into "Good" category; 12 students (41%) were included "Moderate" category; 5 students (17%) were included into "Poor" category; 2 students (7%) were included into "Very Poor" category. In average, they were included into "Moderate" category with average score (66.29). The student got (47.5) for the lowest score and (82.5) for the highest score.

The third, the researcher conducted cycle II for giving students actions. In cycle II, there were 5 students (17%) who included into "Excellent" category; 11 students (38%) included into "Good" category; 9 students (31%) were included "Moderate" category; 4 students (14%) were included into "Poor" category; and there were no students included into "Very Poor" category. They were included into "Good" category with average score (71.03). The student got (47.5) for the lowest score and (85) for the highest score.

The fourth, the researcher conducted cycle III to reach the research target. In cycle III, the students could reach the research target. There were 8 (28%) students who included into "Excellent" category; 13 students (44%) included into "Good" category; 8 students (28%) were included "Moderate" category; and there were no students included into "Poor" and "Very Poor" categories. Based on the data, there were 21 students who got "Good" and "Excellent" categories or 72%. They were included into "Good" category with average score (75.95). The student got (65) for the lowest score and (92.5) for the highest score.

From the explanation above, the student's improvement could be calculated by reducing students' average score in cycle III and the students' average score in pre-assessment test. The students made (17.5) point of improvement after getting actions in three cycles by using Problem-based learning.

In conclusion, it is clear that Problem-based learning was a good method to applied by English teachers in teaching listening comprehension. After applying Problem-based learning at the eleventh-grade students of SMAS Darussa'adah Glumpang Tiga in Academic Year 2022-2023, it proved that this method could improved the students' problems in listening comprehension.

D. Conclusion

According to the result shown that Problem-based learning improved the students' listening comprehension of short dialogue, especially at the eleventh-grade students of SMAS Darussa'adah Glumpang Tiga. The most important progress for students was learning atmosphere in the classroom got better, especially in behavior, learning motivation, and classroom interaction. During the classroom, most of the students have avoided did indiscipline activities like sleeping, chatting with friends, and did other activities. The students looked so curious to learn this method and paid serious attention to the teacher's explanation. In group activities, the students involved gave their contribution in overcoming problems in their own group. The improvement was shown by the students' average score in pre-assessment test (58.45) that include into "Poor" category; an average score in cycle III test was (75.95) that included into "Good" category. It means that the students got (17.5) point of improvement after got actions for three cycles.

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