Teaching Prediction Strategy on Students’ Achievement in Listening Comprehension

Yunita Mutiara Harahap¹, Linda Astuti Rangkuti², Sofia Idawati Lubis³
¹,²,³Faculty of Teacher Training and Education, University of Alwashliyah Medan
yuyunmutiaraharahap@gmail.com

ABSTRACT

The objective of this research was to find out if Prediction Strategy significantly affected students’ achievement in listening comprehension. The design applied in this research was experimental research design. This research was conducted at SMK Teladan Indrapura Batubara. The population of this research was 70 students from the two parallel classes; X TKJ-1 and X TKJ-2. Random sampling technique was employed in taking the sample and 60 students were chosen as the sample. X TKJ-1 was selected as the experimental group and X TKJ-2 was selected as the control group. The experimental group was taught by using Prediction Strategy while the control group was taught by conventional strategy. The instrument used to collect the data was multiple-choice test consisted of 40 items. The data were analyzed by using t-test formula. After the data analysis, it was obtained tobserve value was higher than that of ttable (6.13 > 2.00) with the degree of freedom df = 58 at the level of significance α = 0.05. It meant that Ha was accepted and Ho was rejected. In conclusion, Prediction Strategy significantly affected students’ achievement in listening comprehension.


I. INTRODUCTION

Listening is one of an important skill in learning English. But in fact, from the researcher’s observation when she became a substitute teacher at SMK Teladan Indrapura, the researcher found that the students had some difficulties in listening English, only 40% of students were able and the rest 60% were not able. It happened because the students did not have enough vocabulary, and they did not understand what the speakers said. Many teachers give listening practice without explaining the process in listening.

Besides, many teachers usually begin with listening of some passages without introducing some difficult vocabularies, and then they play the tape and ask students to listen carefully. After that, the students asked to finish the comprehension exercises. When students finish the exercises, the teachers check their answer, and if they found that the students got the wrong answer, they will let the students to listen again without give any explanation. The students easily get tired of such listening exercise. They are not motivated in listening. The worst is students are very likely to get into bad and harmful listening habits. They learn nothing from the process of listening.

Based on the case above, teachers need to apply a strategy to solve the problems in teaching listening and guide the students to the process of listening. According to Rost
There are five commonly recognized successful strategies: Predicting, Inferencing, Monitoring, Classifying, and Evaluating. In this study, the researcher only focuses on Prediction Strategy. Because, Prediction Strategy is the first strategy in the process of listening to think actively about the contents, the words, ideas, and feelings that the speakers might bring up. As Chamot (2011:43) says Prediction Strategy is a strategy in predicting the words that will be used in listening. In this strategy, the students have to activate their prior knowledge about the topic of the listening material in order to anticipate the information that they will be heard. This strategy will make listening not difficult and always interesting for the students. The students predicted the words with the clue that will be given by the teacher. The students and teacher discuss the words together so, all of the students will activate in predicting the words. Then, listening starts and the words that are listened in listening are known by the students, and it will be easier for them to answer the questions in listening.

Prediction Strategy will help the students become good listeners as many researchers claim, good predictors are good listeners. This strategy includes some procedures that must be applied in the classroom, they are: making prediction from the topic, making prediction from the picture clues, listening the material, matching up the prediction to the content of listening passage, and evaluating the prediction.

Listening is an active, purposeful process of making sense of what we hear (Nunan, 2003:58). Language skills are often as receptive and productive. Speaking and writing are productive skills. Listening, along with reading are receptive skills. Receptive requires a person to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at higher level then we can produce. For this reason, people sometimes think of it as a passive skill. Nothing could be further from the truth that listening is an active skill. As people listen, they process not only what they hear but also connect it to other information they have already known. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are creating the meaning in their own minds. Among those sources are knowledge of language, of what has already been said of context, and general background knowledge. Listening is meaning based. When we listen, we are normally doing so for a purpose. The listeners might be even say that they do not listen to the words, but the meaning behind the words.

According to Michael (2002:15), there are three types of listening: intensive listening, selective listening, and interactive listening.

1. Intensive listening

Intensive listening refers to listening for precise sounds, words, phrases, grammatical and pragmatics units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. As such, intensive listening needs to be included in listening instruction, although to be an effective practice it needs not be more than small part of each class session. Intensive listening will be applying in the research.

2. Selective listening

Selective listening is a prerequisite for more complex and more extended listening. For extended text, a popular and useful form of selective listening is note taking. Note taking is widely viewed as an important macro skill in the lecture listening comprehension process, a skill that often interacts with reading (when integrated with reading material accompanying the lecture), writing (the actual writing of the notes or writing based on the notes), and speaking (oral reconstruction of the notes or discussion based on the notes).

3. Interactive listening

Interactive listening refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development. Interactive listening is a key component of listening.
ability; it can be developed through collaborative speaking tasks that focus primarily on meaning but also entail negotiation of linguistic form. One aspect of interactive listening is developed in whole class activities, with the teacher providing the oral input, in the form of storytelling.

To understand how people make sense of the stream of sound that we all hear, it is helpful to think about how we process the input. (Brown, 2004:20). A useful metaphor often used to explain reading but equally applicable to listening is bottom up and top down processing. The distinction is based on the way learners attempt to understand what they read or hear.

1. **Bottom Up Processing**

   Bottom up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phoneme) to complete texts. With bottom up processing, students start with the component parts: words, grammar, and the like. According to this view, phonemics units are decided and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to complete meaningful texts. In other words, the process is linear one, in which meaning itself is derived as the last step in the process.

2. **Top Down Processing**

   Top down view suggests that the listeners actively construct (or, more accurately reconstruct) the original meaning of the speaker incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what she/he hears. Context of situations include such things as knowledge of the topic at hand, the speakers and their relationship to the situation as well as to each other, and prior events.

**Listening Process**

1. **Pre listening**

   Pre listening is the preparation stage for while listening. The most important thing in this stage is to provide sufficient context to match what would be available in real life and to create motivation. This can be realized by helping learners become conscious of the purpose of listening input. As some researchers claim, listening is always with a purpose or some reasons, because listeners are limited processors (Brown, 2004:57). Therefore, teachers should help listeners narrow down their attention for the upcoming input and focus their attention on the relevant part so as to lessen the load listening.

   During the pre-listening phase, the teacher needs to recognize that students bring different background to the listening experiences. Beliefs, attitudes, and biases of listeners will affect the understanding of the messages. In addition to being aware of these factors, teachers should show students how their backgrounds affect the messages that they received. Pre-listening activities are required to establish what have already known about the topic, to build necessary background, and to set purpose for listening.

2. **During/ while listening**

   While listening should be a stage which listening is accompanied by carefully designed activities and experiences the pleasure of success. During the listening activities, students should be encouraged to monitor their level of comprehension and make decisions about appropriate strategy they use, students need to continuously and consistently monitor their level of comprehension and to match the input they receive with the prediction they made in the pre-listening activities, and for internal consistency with the input they are receiving.

3. **Post listening**

   Post listening activities provide an opportunity for students to evaluate their level of comprehension, compare and discuss strategies and reflect on alternative approaches to the tasks. Pair, small group or class discussions, in the students’ first language are necessary, the simplest ways to encourage this.
At the end of the stage, teachers should make sure that necessary feedback to students’ performance is offered and received. Students’ problems are summarizing and tackled by reviewing the difficult parts.

4. Comprehension

Comprehension is often considered to be the first order goal of listening, the highest priority of the listeners, and sometimes the sole purpose of listening. Comprehension is the process of relating language to concepts in one’s memory and to reference in the real world (Rost, 2002: 46). Comprehension is the sense of understanding what the language used, and refers to in one’s experience or in the outside world. Because comprehension involves the mapping and updating of references that the speaker uses, the process of comprehending occurs in an ongoing cycle, as the listener is attending to speech. A concrete starting point of discussing is how comprehension, the mapping, and updating procedure take place are the notion of given and new information.

Each intonation unit uttered by a speaker unit can be seen as including both ‘new’ or ‘focal’ information and ‘given’ or ‘background’ information. New refers to the assumed status in the speaker’s mind, that information is not yet active in the listener’s working memory. New information does not necessarily mean that the speaker believes the information itself is novel for listeners. Given refers to the status again in the speaker’s mind, that information is already active in the listener’s mind.

The most fundamental aspect of comprehension is the integration of the information conveyed by the text with information and concepts already known by the listeners.

**Prediction Strategy**

One of very important ideas for teaching listening is that listening courses must use students’ prior knowledge in order to improve listening comprehension. Prior knowledge is organized in schemata (the plural form of schema) abstract, generalized mental representations of their experience that are available to help them understand new experiences. The idea of prior knowledge is one part of the cognitive models of language processing. In this model when students listen or read, they process the information that they hear both top down and bottom up. Top down means using their prior knowledge and experiences; they know certain things about certain topics and situations and use that information to understand. Bottom up processing means using the information they have about sounds, word meanings, and discourse markers to assemble our understanding of what they read or hear in one step at a time. Prior knowledge can be active in teaching listening in form of strategy. One of the strategies is Prediction Strategy.

Chamot, et.al (1999:15) state that Prediction is a strategy to anticipate information to prepare and given direction for the task. Input or information which people receive through their eyes or ears, both linguistic and nonlinguistic are partially taken into their minds. Prediction plays crucial roles in turning in take, into meaning. As Smith (1987:22) says in order to comprehend one must predict in order to learn one must hypothesize’. Predictions are based on something already part of our theory of the world. It is a natural part of living.

Prediction as a basis for comprehension is achieved by making use of our previous knowledge, which may include the following elements:

a. Knowledge of the language.

b. General knowledge of the world.

c. Cultural and background.

d. Knowledge of the context, in which an utterance takes place.

These elements form a frame of references, becoming intertwined an effecting each other in processing incoming information.
According to Harmer, (1983:43) the efficient listener predicts what s/he is going to hear and the process of understanding the text is the process of seeing how the content of the text matches up to these predictions. In the first instance his/her predictions will be the result of expectations she/he has. As she/he continuous to listen, however, his/her prediction will be changed as s/he receives more information from the text. In comprehension exercise itself, it is effective to provide background information, thereby to contextualize what learners are going to listen to. This enables students to set up expectations and activate relevant concepts and experiences in their minds before they actually start to listen.

**The Procedure of Applying Prediction Strategy**

Prediction Strategy is one of the important listening strategies. In Prediction Strategy, the students try to predict correctly what kind of words will be used and what will be said. The teacher can find many things to help them, such as: the topic of the unit, pictures, and sometimes body language by the people in the pictures, some sentences in the exercises, and even teachers’ explanation and instruction. Prediction Strategy can be applied in pre, while, and post listening. According to Jiang (2009) in www.ccsenet.org/Predicting-Strategy-and-Listening-Comprehension/journal.html. The teacher could get the students ready to listen by doing the following instructions in three steps.

1. Pre-listening
   - **Step one:** help them by doing the following activities:
     a. Inform them the background information.
     b. Teach new vocabulary and grammar forms relevant to the material.
     c. Translate some words they might not be familiar with or some sentences difficult to understand.
   - **Step two:** conduct group discussions for the students to remind each other:
     a. The speaker and the speaker’s possible purpose.
     b. Students’ purpose for listening: to learn specific information; to understand most or the entire message.
     c. Students’ knowledge/experience with the subject: think about what they have already known about the subject.
   - **Step three:** predict what they will hear:
     a. The format (how the message is organized and in what sequence).
     b. Key words, phrases or sentences they might expect to hear.
     c. The information or opinions.
     d. While-listening.

While the students listening, they need to monitor their comprehension by:

1. **Post listening**
   - This strategy might help the students to synthesize, interpret and evaluate what they have heard:
     a. Check what predictions are correct/incorrect and helpful/useless, why.
     b. Consider what they heard and how it fits what they know.
     c. Discuss the prediction strategy they used to listen- how much did they benefit from it?
     d. Conclude how to make a better prediction next time.

Making predictions activate students’ prior knowledge about what they will hear. Sheerin (1987:127) says prediction is a key process in understanding spoken language. Providing some pieces of information beforehand is an effective way to help students guess the meaning and to enable more top down processing (grasping the meaning rather than processing utterances word by word. Prediction strategy can help the students to stay focus and given them a better chance of general comprehension. Jiang (2009) in www.ccsenet.org/Predicting-
Strategy-and-Listening-Comprehension/journal.html identifies five advantages that students got by applying Prediction Strategy, they are:

1. It rouses their original knowledge on the topic and makes it familiar.
2. The informing of new words and phrase from the text make them well prepared and therefore the text sounds easier.
3. It makes the questions much easily because they could listen very effectively, and actually they have already known what they are going to hear.
4. It makes their mind busy and active, which greatly reduced the tendency to be sleepy on listening class.
5. It really relaxes their nerves, so listening becomes efficient, the students will find listening class isn’t very boring. Besides, by making and checking predictions, they will have some small victories and enjoy with that. The most important things is that listening becomes easier, and the following exercises become easier naturally.

Beside the advantages, Prediction Strategy also have some disadvantages for the students, such as:

1. These activities need guidance of a teacher to do it.
2. The teacher needs to prepare appropriate materials.
3. The time available is limited because of the great possibility that students can listening in the learning process.

II. METHODS

This research was conducted by applying experimental design which aimed to finding out the effect of independent variable on the dependent variable. There were two groups namely experimental and control groups. Experimental group was a group that was taught by applying Prediction Strategy, while the control group was a group that was taught by conventional strategy. Pre-test had been administered to both groups before treatment was given and the post-test was given after treatment. The research design could be figured as the following:

Table 1.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PRE-TEST</th>
<th>TREATMENT</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>√</td>
<td>X₁</td>
<td>√</td>
</tr>
<tr>
<td>Control</td>
<td>√</td>
<td>X₂</td>
<td>√</td>
</tr>
</tbody>
</table>

Notes:
X₁: The experimental group was taught by applying Prediction Strategy
X₂: The control group was taught by Conventional Strategy

This research was conducted at SMK Teladan Indrapura. The population of this study was the tenth grade students of Teknik Komputer Jaringan (TKJ) at SMK Teladan Indrapura Batubara. There were two parallel classes; each class consisted of 35 students. So the total number of the students were 70 students. Borg and Gall (2004:24) say that a sample is any group of individual which is selected to present population. In this study, the sample was drawn by using random sampling technique. There were two parallel classes namely X TKJ-1 and X TKJ-2. Each class consisted of 30 students where there are two classes sample. The experimental group was class X TKJ-1 and control group was class X TKJ-2.

The instrument that was used to collect the data was multiple choice test, consisted of 40 items. The researcher made a test based on LIA English course book as reference. The researcher chose multiple choice test because multiple choice cannot be affected by the personal judgment. The marking, as well as being reliable, is simple, more rapid and often
much more effective than other forms of written test. The questions were categorized by using bloom’s taxonomy. This study applied two levels of ability, they were knowledge and comprehension.

The technique that was used for analyzing the data was t – test formula, as follows:

\[
t = \frac{M_x - M_y}{\sqrt{\frac{d_x^2 + d_y^2}{N_x + N_y}} + \frac{1}{N_x} + \frac{1}{N_y}}
\]

Notes:

- \(M_x\) = the mean of experiential group.
- \(M_y\) = the mean of control group.
- \(d_x^2\) = the standard deviation of experimental group.
- \(d_y^2\) = the standard deviation of control group.
- \(N_x\) = the total number of samples of experimental group.
- \(N_y\) = the total number of samples of control group.

III. RESULT AND DISCUSSION

The data were obtained from pre-test and post-test scores of the experimental and the control groups. The mean score of the control group in the pre-test was 57.2 while the mean score of the experimental group was 58.08. The mean score of the experimental group in the post-test was 73 and the control group was 58.25.

There is a significant improvement of students’ score in the pretest and post-test of experimental group. The mean score of the experimental group in the pre-test was 58.08 while in the post-test was 73. From the data above, there were seven students (AP, AC, CG, LA, MR, PL, RR) whose scores increased extremely with the range between their scores in pre-test and in the post-test were approximately twenty (20) points. They happened because during the treatment, those students showed great curiosity. They listened to the teacher’s explanationseriously and followed the teacher’s instructions. In the first meeting, those students showed that they could understand how to apply this strategy by following teacher’s guidance and it could be seen from the scores that they got while doing exercises. They could answer the exercise quite good. In the last meeting, they could apply this strategy automatically without teacher’s guidance and they were able to answer the exercises correctly. But, there was a student (RR) whose score decreased (from 75 to 65). It happened because the student was absent when the treatment was given.

It also shown the students’ scores in the pre-test and post-test of the control group. For the control group, the increasing of students’ scores from pretest to post-test is low which is the mean score in the pre-test was 57,2 and in the post-test was 58,25. The higher range between pre-test and post-test was 12,5 points. The scores of two students (ES and EFS) in the pre-test was 52.5 and in the post-test was 65, the range was 12.5 points.

The difference of the mean scores in the pre-test and post-test of both experimental and control group were calculated by using t-test formula to find out t-observed. T-test formula was used to assess whether the means score of experimental group and control group were different from each other. From the calculation, was found that t-observed (6.13) was higher than t-table (2.00).

IV. SUGGESTION AND CONCLUSION

In this research the conclusion can be drawn that t-observed (6.13) was higher than that of t-table (2.00) at the level of significance was 0.05 of two test and the degree of freedom (df) was
58. It meant that Prediction Strategy significantly affected students' listening comprehension. Thus, null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In line with the conclusion above, it is suggested:

1. The English teachers to use Prediction Strategy in teaching listening in order to increase students' listening comprehension.

2. The students to learn more about Prediction Strategy in order to increase their listening comprehension. Following this strategy, the students would not be passive listeners who just receive the information from the speaker and try to understand the text word by word but they can build their own concept about the text in their mind and they can actively making expectation about what will be heard.

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