

LISTEN-AND-ANSWER TECHNIQUE IN TEACHING LISTENING ON NEWS ITEMS TO STUDENTS AT MTS AL-IHSAN LAMONGAN: A CLASSROOM ACTION RESEARCH

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ABSTRACT The purpose of this study is to describe the implementation of listen-and-answer technique in teaching listening on news items. This study uses a classroom action research design consisting of two cycles. The subject of this study was junior high school students of MTs Al-Ihsan Tenggulun Solokuro Lamongan. Each cycle consisted of planning, action, observation, and reflection stages. Data collection techniques used are tests, observations, journals, interviews, and documentation. Data analysis was carried out quantitatively and qualitatively. Based on research data analysis, the average score of students' listening skills on news items in preliminary, cycle 1, and cycle 2 increased 62.9. In the first cycle the average score of preliminary study was increased 13.3 points or 24.7% with a class average value of 67.2. In the second cycle, the improvement of the average score of the first cycle was 10.6 points or 15.8% with an average value of 77.8. The improvement between preliminary and cycle 2 was 23.9 points or 62.9%. Additionally, the improvement of students listening skills in news items for each cycle was observed to be followed by changes in students positive behavior.

Keywords: listening skill, news item, listen-and-answer technique

INTRODUCTION

Language skills are closely related to the thought processes that underlie language. A person's language reflects his thoughts. The brighter and clearer one's mind is, the more skilled one is at speaking. Practicing language skills means training thinking skills. Language skills include four aspects, namely listening, speaking, reading and writing. The four of them are single chess or in other words, they are closely related and cannot be separated.

Listening activity is an initial and basic skill of human language learning process. This can be seen when we are still babies who are not yet able to speak, but we can see that there are listening activities and efforts to understand the language of the people around them. Daily life in the family environment, at school and in the community requires listening skills as a means of interaction and communication.

Listening activities in the community are carried out more than other language activities. This is evidenced by Rivers (2018) who stated that most adults spend 45% of their time listening, 30% for speaking, 16% for reading, and 9% for writing. Based on the above, it can be seen that listening skills play a very important role in human life in the community.

Related to listening learning in schools, Listening comprehension has received much less attention in the educational system (Mommers, 2007). Listening activities are often underestimated by children. They assume that all people who are not deaf can hear well. Likewise from the teacher's factor, assuming that listening lessons do not need to be planned separately. There are also those who think that listening skills will be mastered by students if other language skills have been going well.

Listening has not been realized by everyone as a very important skill in everyday life. Given the increasing importance of listening comprehension in daily life, the status of listening comprehension in education might need to be reconsidered and insight into the development of the skill is needed (Wolf, et. al. 2019). This study chose listening skills to be used as research because listening skills are still underestimated by students but it is important.

The reality that occurs in the classroom, the teacher faces students who have difficulty understanding the subject matter that has been explained. The most common problem faced by the four students was lack of understanding foreign words, and lack of effort to understand each word (Haloho, et al. (2022). One of the factors indicated to be the cause is

that some students still have difficulty in listening. These problems can be overcome by learning to listen properly and continuous practice because a skill can only be acquired and mastered through practice and a lot of practice.

There are several reasons why listening learning has not been carried out well, namely: (1) listening lessons are relatively new to be stated in the school curriculum, (2) theories, principles, and generalizations about listening have not been widely disclosed, (3) understanding of what and how to listen is still minimal, (4) textbooks and teacher handbooks in listening learning are very rare, (5) the teachers lack experience in carrying out listening lessons, (6) listening teaching materials are very lacking, (7) the teachers not yet skilled in compiling listening teaching materials, and (8) the number of students per class is too large.

The results of the observations showed that many students were not able to listen optimally. The main difficulty faced by students in listening is connecting various ideas that are heard to build an understanding. Listening in terms of structure and vocabulary actually does not experience difficulties, but they often experience difficulties related to thinking skills, especially drawing information and generalizations from what they have listened to.

Not a few students have difficulty in mastering listening skills. This fact can be seen in English language learning process at MTs Al Ihsan Tenggulun Solokuro, which is only oriented to theory and knowledge, so that language skills, especially listening skills, cannot be considered. In fact, the listening skills of class VIII students at MTs Al Ihsan Tenggulun Solokuro are still low. This can be seen from the results of the average score of students at the time of preliminary, which is only 53.9. This value is very far from the standard that has been determined by the teacher, which is 70. The low listening skill of class VIII students is caused by several factors including: (1) the number of students is too many, causing the atmosphere to be not conducive; (2) the attitude of students who underestimate listening activities; (3) the physical condition of students who are tired at the end of the lesson; (4) the habit of students listening while taking notes.

While the factor of teachers who use listening learning media has not varied, it is still monotonous. Teachers have not maximally used the learning media provided by the school in the form of school facilities (tape, television, CD player). Teachers have not used or have not maximally used learning media to improve listening skills, especially audio-visual media. In addition, the factors that exist in the school facilities are also inadequate, including: (1) the situation of the room for listening activities is too narrow; (2) software (software) is still lacking; and (3) limited reading materials.

Efforts to improve listening skills require an effective and efficient method. There is a thought that children will learn if the class is created with an interesting atmosphere and uses media. In the teaching and learning process, the media has a very important message to support the achievement of learning objectives.

The availability of learning media allows an educator to accommodate information to his students as a whole. In addition, learning media are also useful for clarifying the presentation of messages so that they are not too verbal (theoretical), overcoming the passive attitude of students, helping

teachers in the learning process. To avoid students' boredom with the use of educational media, it is necessary to use appropriate learning media techniques. Educators must be able to determine which one is interesting because this factor greatly affects the student's learning atmosphere.

This study uses listen-and-answer technique as audio-visual media to determine the improvement of learning because students are less interested in learning that only uses the lecture method that has been used by teachers. Audio-visual media is a material that contains messages in the form of discs that can display images and sounds that can stimulate students' thoughts, feelings, and progress so that the teaching and learning process occurs. The listening-

and-answer technique is a technique that requires students' reactions to answer what has been conveyed. The use of audio-visual media and listening-and-answer techniques is expected to make it easier for students to understand the material and information presented. So that the use of listening-and-answer techniques can improve the skills of listening to news in MTs Al Ihsan Tenggulun Solokuro.

LITERATURE REVIEW

Listening Skill in Teaching and Learning

Lipetz, et al., (2020) states that listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or oral language. While the nature of listening according to Lipetz, et al., (2020) states that listening is a major process of listening, recognizing, and interpreting oral symbols. Listening can also mean listening with understanding and attention and appreciation.

According to Richard (2008) listening materials must attract interest and be close to the needs of students, the things that need to be considered are as follows:

1) Breadth of Teaching Materials

Listening teaching materials can be taken from various sources. Teaching materials should be in accordance with the ability level of students. Appropriate reading material. Matching with students' abilities will result in a satisfying and enjoyable teaching and learning process, both for students and teachers.

2) Time Limit

In learning the teacher is required to be able to adjust the available time with the material to be taught.

3) Differences in Learner Characteristics

Differences in the characteristics of learners are determined by various factors, including interests, talents, intelligence, and attitudes. This is a special consideration for teachers to choose reading materials that are in line with the talents, interests, and attitudes of the learners.

4) Development of Science, Technology, and Arts

Basically, listening learning materials must adapt to the development of science, technology, and art. Listening learning materials must be interesting, consistent, and authentic. Interesting listening learning materials will get serious attention from students. In addition to being interesting, listening learning materials must be in harmony. Alignment of listening teaching materials with listeners is the main requirement in the listening learning process. The failure of learners to listen is mostly caused by the inability of learners to the meaning, both grammatical, lexical and cultural meanings in teaching materials. Another factor to consider is authenticity. The term authentic means original. Original materials are materials that can be found in the student's environment. What learners can hear in everyday life, it would be better if it is taken as teaching material for listening.

News Items

A single broadcast or published report of news about a particular topic is called news items (Collins, n.d.). According to Carol (2019), news is fact worthy to be reported and has to fulfil the element of 5W+1H questions. 5W+1H is the abbreviation of what, where (where the event takes place), when (when the event takes place), who (who is involved in the event), why (why the event takes place), and how (how the event takes place). (Carol, 2019). The following is the meaning of each of these terms:

- 1) What (what): That is, what is happening. What events or happenings are happening in the news.

- 2) Who (who): That is, who is the perpetrator of the events or events that occur in the news.
- 3) Where (where): That is, where the events or news events are taking place.
- 4) When (when): That is, when the event or incident occurred.
- 5) Why (why): That is, why the events in the news can happen.
- 6) How (how): That is, how the events in the news can take place.

Audio-Visual Media

Audio-visual media is a learning media whose use is done by projecting it through an electric current in the form of sound. For example, radio, tape recorder. And the media that is projected onto the monitor screen in the form of images and sound for example, Television, Video, Film, DVD and VCD. Through this media a person can not only see or observe something but at the same time can hear everything that is visualized. (Syarifuddin & Seprina, 2021). Fuady and Mutalib (2018) explain that audio-visual media is media that has sound and image elements. This type of media has better capabilities, because it includes both types of media, the first is silent audio-visual media, namely media that displays sound and images such as sound slides, sound frame films, and sound prints. While the second media is audio-visual motion, namely media that can display elements of sound and moving images such as sound films and video-cassettes.

The audio-visual media used in this study was a VCD. VCD media is a combination of sound (audio) media and image (visual) media that can assist teachers in delivering learning materials. This media is able to arouse the feelings of two students' minds, facilitate the use of the material and attract students' interest in learning.

VCD media has two devices, namely hardware (hardware) and software (software). The hardware of the VCD is a player, a tool that processes software into an image display. Meanwhile, the software is in the form of a disk, which contains data, namely news. In addition to the player and the disc, there is a tool that helps the function of the two devices in displaying images, the tool is a television.

The use of audio-visual media in the learning process of listening to news is expected to enhance the learning process and results so that this competency is truly mastered by students. In addition, it makes the learning process more varied and interesting, because with the use of audio-visual media students can not only hear but also see everything they hear.

Listen-and Answer Technique

There are many ways or techniques that we can create so that the teaching and learning process in the classroom is varied, not monotonous and boring, one of which is by using the listening-and-answer technique. The listen-and-answer technique is a model of listening technique that requires the listener's reaction to answer what the speaker says (Sutari, 1997: 130). This technique requires students to listen with full attention and concentration because in learning listening skills with the listening-and-answer technique, students are expected to be able to quickly answer the questions given in accordance with what is conveyed by the speaker. Students first listen to the news. Then after the listening process is complete, students are given questions related to what they are listening to and answer the questions according to the information obtained by students using the listening-and-answer technique.

RESERACH METHODS

Research Design

This research uses classroom action research (CAR). CAR is a form of self-reflective research that researchers collectively undertake in social situations to improve the reasoning and fairness of their educational and social practices, as well as their understanding of these practices and of the situations in which these practices are practiced (Kemmis et al, 2014). Classroom action research is carried out in a cycle consisting of four stages, namely planning, action implementation, observation, and reflection. This research action is carried out in two

cycles because after reflection which includes analysis and research on the previous action process, new problems or thoughts arise so that it is necessary to re-planning, re-action, re-observation, and re-reflection.

Research Subject

The subject of this research is listening skills for news item in class VIII MTs Al Ihsan Tenggulun Solokuro which consists of 19 students, namely 10 female students and 9 male students. The reason for choosing class VIII at MTs Al Ihsan Tenggulun is because (1) class VIII students at MTs Al Ihsan Tenggulun have poor listening skills; (2) this research is a classroom action research that requires students to practice listening.

Data Collection Techniques and Instruments

To obtain data, the data collection techniques in this study were tests, observations, and interviews. The test technique is used to determine the students' ability to listen to the news. Techniques other than tests are used to determine student responses or responses to learning to listen to the news using the listening-and-answer technique. Meanwhile, the instruments used in this study were tests, observation sheets, and interview guidelines.

Test

The test was conducted twice in cycle 1 and cycle 2. The test conducted to know the weaknesses of students in listening to news items, which then as a basis for facing tests in next cycle. The test instrument given was in the form of an instruction for students to listen to the news using audio-visual media and work on questions in the form of comprehension questions to determine the level of students' understanding of the results of listening and open-ended essay questions.

Observation

In this observation activity, the researcher was assisted by an observation guide. Observations were carried out from the beginning of learning to the end of learning. The aspects observed in the observation consist of positive and negative aspects. Positive aspects consist of: (1) paying attention to the subject matter; (2) the seriousness of students in listening to the news; (3) students' enthusiasm in responding to audio-visual media; (4) student activity in the classroom; (5) students are enthusiastic in doing the test; while the negative aspects consist of: (6) students underestimate listening activities; (7) students talk alone or with their friends during the teaching and learning process; (8) students disturb friends; (9) students are distracted by the environment; (10) students are not enthusiastic in doing the test. Observations are carried out by using a checklist (✓) on the observation guide that has been provided.

Interview

Interviews were conducted to six students who had high, medium and low scores. In the first cycle, three students were interviewed from each level. In cycle 2, another three students were also interviewed. The interview was assisted by an interview guide containing of a list of questions about (1) students' interest; (2) the teaching and process; (3) students' interest; (4) students' difficulties; (5) students' feelings; and (6) students' suggestions toward and in learning listening on news item during the implementation of listen-and-answer technique

Data Analysis Technique

The data of this study were analyzed quantitatively and qualitatively. Quantitative analysis of test data was calculated by means of percentages, by: (1) recapitulating the scores obtained by students, (2) calculating cumulative scores, (3) calculating average scores, and (4) calculating percentages. The quantitative analysis was to find out whether there is an improvement in students listening score on news items using listen-and-answer technique cycle by cycle.

In addition, qualitative techniques were used to analyze the qualitative data obtained from the observation, interview, and journal. The results of the analysis were used to find out

students’ difficulty in listening to news items using listen-and-answer techniques. The results of this analysis serve as the basis for determining the students to be interviewed so that the strengths and weaknesses in learning to listen to the news items can be identified. Through this qualitative data analysis, it can be seen the changes in student behavior after receiving learning to listen to news items using listen-and-answer technique.

FINDINGS AND DISCUSSION

The Results of Cycle 1

The researcher prepares the learning process for listening to news skills using audio-visual media with the steps (1) preparing a lesson plan according to the actions to be taken, (2) preparing listening material, (3) compiling an evaluation design which includes tests and evaluations. non-test, (4) collaborate. The actions taken in this stage consist of an introduction, a core, and a closing.

The introduction stage is a stage to prepare students mentally and condition students to follow the teaching and learning process well. Preparation is done by provoking students' knowledge of news listening skills using audio-visual media with listening-and-answer techniques.

The core stage is the stage of carrying out news listening activities. At this stage, the researcher explains the material for listening to the news using the listening-and-answer technique, explaining the nature of the news. Students are asked to listen to the news entitled “DHF Patients in Jakarta Increase” and “Fire”. After the listening activity, students were asked to answer questions from the teacher through a listening-and-answer technique using a cassette recording. Students are also asked to rephrase the contents of the news into several sentences.

At this stage, the researcher and the students reflect on the ongoing learning and draw conclusions on the learning of news listening skills. Students were asked to fill out a journal sheet that had been prepared by the researcher, which contained responses, impressions, and suggestions for the day's learning.

In the first cycle, students listened to news about the events of “DHF Patients in Jakarta Increase” and “Fire” which were played through VCD. From the news about "Increase in DHF in Jakarta" and "Fire" a question of understanding the content of the news has been compiled which refers to indicators capable of answering the questions of what, who, where, when, why, and how about the news that is heard. Open essay questions that refer to indicators are able to re-express the content of the news they hear. For the question of understanding the content of the news, there are 20 questions, 10 questions for news about the incident "DHF Patients in Jakarta Increase" and 10 questions for news about the "Fire" incident. As for the open essay questions, there are 2 questions, 1 question for news about the incident "DHF Patients in Jakarta Increase" and one question for news about the "Fire" incident. The purpose of giving these questions is to determine students' understanding of the content of the news they are listening to. The following are the test results of each indicator and the cumulative assessment of cycle 1 along with their explanations.

Table 1. Cumulative Score of Listening to the News Items in Cycle I

No	Category	Score Interval	Freq	Score	%	Ket.
1.	Excellent	86-100	0	0	0	2552,3/3 = 67,2 Moderate
2.	Good	71-85	9	675,3	23,7	
3.	Moderate	56-70	26	1721	68,4	
4.	Deficient	0-55	3	156	7,9	
Total			38	2552,3	100	

The cumulative score of listening to the news can be seen in table 24 of the table, it shows that there are no students who achieve scores in the very good category. For the good

category with a score interval of 71-85 there were 9 students who achieved that value, this means the percentage is 23.7%. Enough category with a score interval of 56-70 achieved by 26 students or 68.4%. For the category of less achieved students as many as 3 students or 7.9%. So the class average in the cumulative score of listening to news is 67.2, which is included in the sufficient category.

Based on the data above, it can be concluded that the students' ability in listening to the news is quite good. However, this value is not satisfactory because the average value achieved is only 67.2 in the sufficient category so that it is necessary to hold a second cycle of learning.

Interviews were conducted after the first cycle of learning was completed. Interviews were conducted to students who had high, medium, and low scores. The purpose of the interview is to find out students' responses to learning news listening skills using audio-visual media with listening-and-answer techniques. The questions that must be answered by students are: (1) Are students happy and interested in learning to listen to news using audio-visual media with listening-and-answer techniques?; (2) Is the teacher's explanation of the listening-and-answer technique in listening to news easy to understand?; (3) Are students interested in the listening-and-answer technique in listening to news activities through audio-visual media?; (4) Do students find it difficult when doing the listening-and-answer technique; (5) How do students feel after doing the listening-and-answer technique in listening to the news?; (6) suggestions for learning to listen to news using audio-visual media with listening-and-answer techniques?

The data obtained after conducting interviews with 3 students who got high, medium and low scores, namely all three were happy and interested. For different reasons, students who got the highest score answered because by using audio-visual media we could see and hear directly so that they were easy to understand. Meanwhile, students who got moderate and low scores were happy and interested because it was the first time they had done it.

For the question of whether the teacher's explanation of the listening-and-answer technique was easy to understand, the three students who got high and medium scores could be understood well, while students who got low scores still could not understand well. Questions about their interest in the listening-and-answer technique, the three students expressed interest because it was the first time it had been done. In doing the listening-and-answer technique, students who get high and moderate scores have no difficulty and can do it smoothly. While students who get low scores find it difficult, because the technique has provided time so that students are left behind in answering questions. And the feelings of students after doing the listening-and-answer technique in listening to news activities using audio-visual media expressed pleasure. Suggestions given to listening learning using audio-visual media should be done more often and it is hoped that every listening activity always uses audio-visual media because it is fun.

Students who get a moderate score overall can take part in learning to listen to news using audio-visual media with good listening-and-answer techniques, can understand the teacher's explanations and these students are also interested in listening-and-answer techniques in listening to news activities. The feeling of students who got moderate scores after participating in learning to listen to news using audio-visual media with listening-and-answer techniques was happy. Suggestions given by students who get moderate scores are for learning to use audio-visual media more often because it is fun.

Students who get the lowest score overall can follow the lesson well, it's just that these students have difficulty doing the listening-and-answer technique so that the student gets a low score. However, when asked about the feeling after doing the listening-and-answer technique, the student answered that he was happy with learning to listen to the news using audio-visual media with the listening-and-answer technique. Suggestions given by students who get low scores are that the explanation of the listening-and-answer technique is further improved

After learning in the first cycle, it turns out that the results of listening to the news achieved by the students have reached the target set in the first cycle, but have not met the target in the second cycle. The average grade achieved was only 67.2, which was included in the sufficient category. In addition, there are still students who behave negatively, for example students underestimate listening activities, students talk alone or with friends, students interfere with friends and students are not enthusiastic in doing tests. The negative behavior shown by these students resulted in learning to listen to the news less conducive.

Based on the results of observations, it can be seen that there are some negative behaviors shown by students, namely when the teacher gives an explanation, there are students who do not pay attention because it is proven that there are students who speak for themselves. There are still students who underestimate listening activities, students are not enthusiastic in doing tests and student activity in class is also still low. So, students' negative behavior must be corrected again in a better direction.

Based on the results of student and teacher journals, there are still some students who have difficulty when learning to listen to the news. There are still students who do not understand the teacher's explanation and there are some students who have difficulty in the process of listening and answering techniques. From the results of the teacher's journal, it can also be seen that there are still some students who behave negatively during listening activities and there are some students who have difficulty when asked to work on questions using the listening-and-answer technique. However, overall they have followed the entire series of learning well.

Based on the results of the interviews, there were still students who did not understand the researcher's explanation well. They still feel confused by the explanation given. When doing the listening-and-answer technique, there were still students who had difficulty, there were students who stated that with the time provided in the listening-and-answer technique, the students were left behind in answering questions.

Based on the results of the documentation, there were some students who were not enthusiastic in accepting the researcher's explanation during the learning activities. In the activity of listening to the news, there are still students who listen while taking notes. When re-revealing the content of the news, the researcher must first provide motivation so that students want to read the results in front of the class.

In order to achieve learning as expected, then these difficulties must be found a way out and then set in the next lesson. Things that need to be done regarding improvement efforts to then be applied to cycle II, namely (1) researchers explain again about the elements in the news and listening-and-answer techniques, (2) researchers motivate students to be more concentrated in listening, (3) the researcher held a game so that students were more active in learning.

The Results of Cycle 2

The results of the first cycle test showed that the news listening skills of class VIII MTs Al-Ihsan Tenggulun Solokuro Lamongan had reached the target set in the first cycle but had not reached the target set in the second cycle. In addition to the above, changes in student behavior have not shown significant changes. For this reason, cycle 2 actions are needed to overcome the problems that exist in the first cycle. The implementation of the second cycle is still using the listening-and-answer technique with all improvements to overcome the problems that exist in the first cycle. The following are the results of the second cycle of tests and non-tests.

Cycle 2 test results obtained from the implementation of listening to the news. The news that was listened to was about the events of "Sink Sinking" and "War of Fire". The results of the research in cycle 2 are the same as in cycle 1, namely in the form of test results

to measure understanding of the news content that is listened to and non-test results consisting of observations, journals, interviews, and photo documentation.

Based on the data above, the students' ability to re-express the content of the news is satisfactory because the average score achieved is 81.8 is included in the good category. The following is the cumulative score of listening to news cycle 2.

Table 2. Cumulative Score of Listening to the News Items in Cycle 2

No	Category	Score Interval	Freq	Score	%	Ket.
1.	Excellent	86-100	1	86,9	2,6	2956/38 = 77,8 Good
2.	Good	71-85	32	2539,8	84,2	
3.	Moderate	56-70	5	329,3	13,2	
4.	Deficient	0-55	0	0	0	
Total			38	2552,3	38	

The cumulative score of listening to the news can be seen in table 35. From the table it shows that students who achieved the very good category with a score interval of 86-100 were achieved by 1 student or 2.6%. For the good category with a score interval of 71-85 there were 32 students who achieved that value, this means the percentage is 84.2%. While the category is sufficient with a score interval of 56-

70 was achieved by 5 students with a percentage of 13.2% and in the less category there were no students who achieved that value. So the class average in the cumulative score of listening to news is 77.8, which is included in the good category.

Based on the data above, it can be concluded that the students' ability to listen to the news is satisfactory because the average score achieved is 77.8 in the good category and has met the set target of 70.

In cycle II, interviews were also conducted after the overall learning process for listening to the news was completed. Based on the results of interviews with students who got high, medium and low scores, it was found that when the three students were interviewed about their interest in learning to listen to news using audio-visual media with listening-and-answer techniques, they answered that they were happy and interested in the learning. By reason of listening to news using audio-visual media, you can see and hear directly and this is the first time this has been done.

For questions regarding the teacher's explanation of the listening-and-answer technique, students who scored high, medium and low answered that the teacher's explanation was very clear and understandable. The three students were also interested in the listening-and-answer technique in listening activities. In doing the listening-and-answer technique, students who got high scores and were answering did not find it difficult when doing the listening-and-answer technique, while for students who got low scores answered difficulties when doing the listening-and-answer technique.

The feeling of students who got high, medium and low scores after doing the listening-and-answer technique in listening to the news was happy. The advice given is that the listening-and-answer technique on listening skills continues, listening learning through audio-visual media is carried out more often and it is hoped that every listening lesson will always use audio-visual media.

Based on the results of the second cycle of interviews, it can be concluded that the listening-and-answer technique applied to learning to listen to the news can improve students' skills in listening to the news.

The learning carried out in the second cycle is a corrective action from the learning cycle I. In the first cycle there are still many difficulties faced by students. The difficulty is then found a way out and then applied to the second cycle of learning. In the second cycle of

learning, the researchers tried to remind them of the news elements by provoking students with questions related to the news.

The average score in the second cycle has increased from the first cycle. The average value of the students in the second cycle is 77.8 in the good category, which originally in the first cycle was only 67.2 in the sufficient category. This means that the value has reached the set target of 70.00. Student behavior has changed in a positive direction. Most students concentrate and pay close attention when the teacher gives an explanation. The activeness of students in class also increased. Thus, the improvements made in cycle II are very useful and have an effect on students. They concentrate more on lessons so that their test scores get better.

Based on the results of student and teacher journals, it shows that students have responded better to the learning that has been done. The difficulties experienced by students have been reduced. The explanation from the researcher was also well understood by the students. Most of the students have also done the listening-and-answer technique well.

Based on the results of interviews with 3 students, the three students answered clearly with the explanation given by the researcher. In doing the listening-and-answer technique, most of the students have also done well. The activeness of students in the class also increased, although there were still students who were less active but their behavior was better than the first cycle.

CONCLUSION AND SUGGESTION

Based on the research results and discussion, it can be seen that students score in listening skill on news items in class VIII MTs Al-Ihsan Tenggulun Solokuro Lamongan after learning listening to news items through listen-and-answer technique has increased by 23.9 points or 62.9%. This improvement can be seen from the results of the news listening skills test in cycle I, and cycle II. The results in the first cycle the average value of the class is 67, 2 and is categorized as moderate. The results of the second cycle the average score is 77.8 and is categorized as good. The average value in the second cycle increased by 10.6 points or 15.8% from the first cycle. With the increase in the average score, it shows that learning the skills of listening to news through listen-and-answer technique in class VIII MTs Al-Ihsan Tenggulun Solokuro Lamongan can be said successful.

Another results about the behavior of class VIII students at MTs Al-Ihsan Tenggulun Solokuro Lamongan experienced a positive change. Changes that occur, namely: students feel happy and interested in learning to listen to the news. Most of the students were very enthusiastic in listening to the news. Students listen with full concentration and earnest. The seriousness of students in answering questions with the listening-answer technique. The courage of students in revealing the contents of the news in front of the class.

Suggestions that can be given by the author based on the conclusions of the results of this study are that the teacher provides variations in learning to foster student interest in listening. Listen-and-answer technique can be used as an alternative for learning to listen to the news items. For future research, it is suggested to complement it by using other media to improve listening.

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