

# The Use Of Discourse Markers To Improve Students' Listening Skills In English Teaching Learning For Seventh Grade SMP Negeri 1 Mojotengah Wonosobo In 2023/2024 Academic Year

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**Abstract.** The skill of listening to the meaning and function behind speech is sometimes difficult for some people. This thesis analyzes discourse markers in the teaching and learning process using a discourse marker approach. The aim of this research is to determine the implementation of the listening learning model in improving student learning outcomes in each cycle, and to determine student learning motivation in class VII SMP Negeri 1 Mojotengah. The research method uses Classroom Action Research (PTK). The research is carried out in two cycles, each consisting of planning, implementing actions, observing and reflecting. The subjects of this research are 32 students in class VII A of SMP Negeri 1 Mojotengah. The data collection uses in this research is quantitative data. Quantitative data takes the form of observation sheets, interviews, tests and documentation. The results obtained from this research include: 1) the application of the discourse model can improve students' listening skills, 2) student learning outcomes in each cycle have increased above the KKM, namely 75, after the discourse marker learning model was implemented. The average student learning outcome in the pre-cycle was 64 with a percentage of 53% (low), then cycle I obtained an average score of 71.88 with a presentation of 59% (medium), but it was still below standard so it continued in cycle II and experienced an increase with an average value of 88.75 with a percentage of 88% (high). This shows an increase from pre-cycle, cycle I, and cycle II.

**Keywords:** Listening Skill, Discourse Markers, English Teaching.

**Abstrak.** Keterampilan menyimak makna dan fungsi dibalik ujaran terkadang sulit dilakukan oleh sebagian orang. Tesis ini menganalisis penanda wacana dalam proses belajar mengajar menggunakan pendekatan penanda wacana. Tujuan penelitian ini untuk mengetahui keterlaksanaan model pembelajaran listening dalam meningkatkan hasil belajar siswa pada setiap siklus, dan mengetahui motivasi belajar siswa di kelas VII SMP Negeri 1 Mojotengah. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas (PTK). Penelitian dilaksanakan dalam dua siklus, tiap siklus terdiri atas perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian ini dilakukan pada siswa kelas VII A SMP Negeri 1 Mojotengah yang berjumlah 32 siswa. Pengumpulan data yang digunakan pada penelitian ini adalah data kuantitatif. Data kuantitatif berupa lembar observasi, interview, test, dan dokumentasi. Hasil yang diperoleh dari penelitian ini antara lain: 1) penerapan model wacana dapat meningkatkan keterampilan menyimak siswa, 2) hasil belajar siswa di setiap siklus mengalami peningkatan di atas KKM yaitu 75, setelah diterapkan model pembelajaran penanda wacana. Rata-rata hasil belajar siswa pada pra-siklus adalah 64 dengan presentase 53% (rendah), kemudian siklus I memperoleh nilai rata-rata 71.88 dengan presentasi 59% (sedang), namun masih dibawah standar sehingga dilanjutkan siklus II dan mengalami peningkatan dengan nilai rata-rata 88,75 dengan presentase 88% (tinggi). Hal ini menunjukkan adanya peningkatan dari pra-siklus, siklus I, dan siklus II.

**Keyword:** Kemampuan Mendengarkan, Penanda Wacana, Pengajaran Bahasa Inggris.

### 1. INTRODUCTION

Education has an important role in efforts to develop and shape national character. Through education, an individual can improve their personal qualities, abilities, interests and

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potential talents. In education, this implementation cannot be separated from learning activities. Explained in law no. 20 of 2003 Article 1 that what is meant by education is an effort carried out consciously and planned with the aim of creating a learning atmosphere and learning process so that students can actively develop their potential. In implementing a lesson, there is interaction between the teacher and students (Nantara, D, 2022).

Learning is an activity carried out to create a learning situation (process), so it must be understood how students gain knowledge from their learning activities. Currently, almost all schools in Indonesia use a conventional learning system where teachers (teachers) explain in one direction to students (students). This method can basically be used in various lessons but not all. This is because there are several subjects or situations where it is not effective when used. This can have an impact on the quality of understanding received by students (Hasriadi, H, 2022). One of them is English lessons.

English is an international language used as a communication language between all nations and countries throughout the world. The ability to speak English is one of the most important skills for students because English has become a universal language used in the world of technology, education, politics, trade, and is the communication tool most often used in the world. English language ability is one of the most important skills for students. English is one of the subjects in the National Examination (UN). Studying English is one of the important things for continuing your education to university. Early learning should be carried out to facilitate access to more comprehensive English learning (Tambunsaribu, G and Galingging, Y, 2021).

SMPN 1 Mojotengah Wonosobo is a state school that requires its students to learn English in class, even though English is not a mandatory subject set by the government. The school took this step because Wonosobo is a tourist city visited by many local and international tourists. This shows that English is considered very important to face modernization and globalization.

Based on pre-research results obtained from the seventh grade of Mojotengah Middle School, Wonosobo, errors often occur in English language exams due to students' lack of understanding. English learning outcomes are lower compared to other subjects because English is considered a difficult and unpleasant subject. The difficulties faced by students include grammar and listening, in terms of writing in particular, students make a lot of mistakes because students do not understand the written form of the vocabulary in the sentences they make, for example when writing fell, students write feel. This shows that there are obstacles for students in the listening aspect.

Discourse markers are words or phrases that are used to indicate relationships and relationships between speech and ideas in spoken or written speech. <sup>3</sup>Discourse markers function to guide listeners or readers through content, clarifying, connecting and organizing parts of conversation or text. Discourse markers are very important in situations because they help structure responses and make points clearer and more persuasive. The use of discourse markers can guide the examiner through the thinking process, showing logical relationships between ideas. Discourse markers are a useful tool in making speech and writing logical and coherent. Without discourse markers, the relationship between sentences and paragraphs would not be smooth and clear.

<sup>14</sup>Based on the background that has been described, this <sup>15</sup>research will discuss "*The Use of Discourse Markers to Improve Students' Listening Skills in English Teaching Learning for Seventh Grade SMP Negeri 1 Mojotengah in 2023/2024 Academic Year*".

## 2. LITERATURE REVIEW

<sup>28</sup>Behavioristic learning theory is a theory that studies human behavior. <sup>9</sup>Behavioristic learning theory is a learning theory to understand human behavior that uses an objective, mechanistic and materialistic approach so that changes in a person's behavior can be carried out through conditioning efforts. This theory emphasizes and studies human behavior, through repeated observation and testing.

Discourse is an idea that originates from a thought that has meaning written or discussed using language that is conveyed to the listener or reader. Based on the theoretical conceptual level, discourse is defined as the general domain of all statements, namely all text utterances that have meaning and have effects in the world. Text is very closely related to discourse analysis, because discourse analysis is a theory that examines sentences that are related to one another, while the parts of these sentences are text.

Text can be said to be discourse if it contains elements of textuality. There are seven characteristics of textuality, namely coherence, cohesion, sender's intent, acceptability, providing information, situation of utterance and intertextuality. The following is an explanation of these elements (Aziza, D, A, 2023).

Coherence is the connection between elements of the text world, for example the arrangement of concepts or ideas; and thanks to the relationships that underline this, the content of the text is understandable and relevant." The sentences contained in the discourse have

interconnected ideas. The idea in the first sentence becomes the benchmark for discussion of subsequent sentences. One idea is interconnected with other ideas so that it can be understood by the listener or reader. <sup>10</sup> Coherence is the neat arrangement of reality and ideas, facts and ideas, into one logical thread, so that it is easy to understand the message it contains." Understanding the meaning in discourse also depends on the context or conditions in which the discourse is carried out. In this case, the recipient assesses the suitability between the discourse and the communication situation.

Cohesion is the harmony of the relationship between one element and another element in discourse so that a neat or coherent understanding is created." Cohesion is one of the most important aspects of discourse because discourse must be coherent. Coherent discourse will produce a complete discourse. In other words, cohesive discourse will produce coherent discourse (Somadayo, S and Purnomo, E, 2021).

### **3. RESEARCH METHODOLOGY**

The design of this research used a quantitative approach. <sup>24</sup> The method used in classroom research was classroom action research (PTK). This classroom action research follows the <sup>7</sup> Kemmis and McTaggart model, which was carried out in twocycles, which go through several action cycles and consist of four components: <sup>7</sup> planning, action implementation, <sup>7</sup> observation, and reflection. This spiral model was a cycle model that repeats itself continuously, with the hope that each action shows an increase in accordance with the changes and improvements to be achieved.

<sup>35</sup> Research location in SMPN 1 Mojotengan Wonosono Jl. Dieng No.Km 4, Munggang, Krasak, Kec. Mojotengah, Kabupaten Wonosobo, Jawa Tengah with population and sample, namely the population taken by the researcher is SMPN 1 Mojotengah Wonosobo in the Academic Year 2023/2024. <sup>35</sup> The total population of VII is 285 students. The sample taken is class VII SMPN 1 Mojotengah Wonosobo. In class VII-A consisted of 32 students among there were 16 females and 16 males. This research method uses observation, interviews, tests and documentation.

### **4. FINDINGS AND DISCUSSION**

#### **1. Use discourse markers to improve students' listening skills in learning English for the seventh grade of Mojotengah Middle School, Wonosobo, academic year 2023/2024**

The problem that exists is how to improve students' ability to listen to stories through

VCD cartoon films at SMPN 1 Mojotengah. This started with the initial condition of the students' story-listening skills, which had not yet developed.

Before action (*pre-cycle*) was carried out on listening learning, the percentage of children was 64.38% who were in the low category. From these results, the students' completion rate in terms of listening is obtained, namely at the low criteria of 53%. This data shows that there are still a large number of students who have not achieved the criteria for developing according to expectations. Children who meet the criteria are starting to develop, but in learning to listen, they still need help from the teacher. When listening to a story or something like that, sometimes it's crowded with friends, playing alone, or disturbing friends. However, the child still wanted to listen to the story after being reprimanded by the teacher. When answering questions about the story, students can answer correctly and express their opinions, but with the help of the teacher. Students who meet the undeveloped criteria are allowed to not want to listen to the story being told, even though they have been reprimanded. Children play alone and disturb their friends, cannot answer questions about the story correctly even though they have been given help in the form of a fishing rod by the teacher, and do not give their opinion about the story that has been played even though they have been given help in the form of a fishing rod by the teacher.

After carrying out the first cycle of actions in listening and learning, there was an increase. The percentage of students in the medium category is 71.88%, consisting of 19 students who have passed (59%) and 13 students below the KKM score (41%). In this cycle, there are still 41% of children who need help learning to listen to stories. The assistance provided is in the form of inducements and warnings when children are busy, playing alone, or disturbing their friends.

The improvement that was seen in this cycle was that most of the children were willing to listen to the story with full understanding, although only a few children responded to the teacher's interaction. Apart from that, most children understand the story and can convey their opinions about it without being given assistance in the form of provocation by the teacher. However, there are still children who need to be encouraged to correctly answer questions about the story and express opinions about it. Some children do not seem interested and show great curiosity about the story that will be told.

Difficulties experienced by students when listening include comprehension and apperception. Meanwhile, listening to stories in this study aims to enable children to gain knowledge from the story material they hear and to appreciate the story. From the beginning, the story is told, and children need motivation to truly understand the story from the teacher and from themselves. In addition, because this research uses a projector to show learning films,

classroom lighting and choosing a place to place the projector are very important. In cycle I, students were interested in listening to stories that had not yet shown success because the classroom lighting was still bright, so the film viewing was less clear (glare). Students who sat at the back complained that the picture was not big enough so that it interfered with their listening activities. Apart from that, when answering questions and expressing opinions about the content of the story, some children did not show enthusiasm. There are some who don't want to answer and don't express their opinions. This influences the assessment of listening to the story.

In cycle II, the results of observations of listening skills also increased. The percentage of children is 83.75% in the good category. In this cycle, there are still children who need help learning to listen to stories, although only 13%.

This cycle shows several changes in children's listening after improvements have been made in the presentation and delivery of listening lessons. In cycle I, children do not yet have a high level of curiosity, but ways are provided so that the child develops a high level of curiosity about listening to stories. An introduction is given that describes the content of the story so that children are enthusiastic and curious about the content of the story that will be shown. In the middle of the story, it is stopped to guess what happens after that. This treatment anticipates that children will start to get bored with the activity of listening to the story, and then they are given a challenge to guess the plot of the story that will happen after that. When the story stops, children express their opinions and imagine how the story will continue. Children become more enthusiastic about listening to stories, one of which is to find answers to their curiosity.

Apart from the motivation above, students also show more enthusiasm when understanding the story and conveying their opinions about the story when they are given rewards by collecting points.

In cycle II, one of the factors that influenced some of these children was psychological. Students can see from the beginning of learning that the child is not enthusiastic about going to school that day. Children "attitude" by talking in class with their classmates, so they don't pay attention to the material being taught during class time. This can interfere with learning, especially listening to stories in subjects.

Judging from the achievements in each indicator, it can be seen that there is an interrelationship between the three. When children do not listen to the story attentively, then the indicators of understanding and appreciation also do not achieve success. However, there are also many influencing factors in listening, so a small number of students who have listened attentively still need help understanding and appreciating the story.

Overall, this research is said to be successful because it shows that the completion rate, namely the "good" criteria with a value of 88%, has increased every cycle and stops at the predetermined benchmark category, namely the "medium" category. In the pre-cycle, the listening comprehension rate was 64.38%, then increased in the first cycle to 71.88%. The completion rate in cycle I had not reached the target of success; therefore, it was continued in cycle II. In cycle II, the story listening completion rate reached 83.75%, or in the good category. The completion rate in cycle II has reached the specified success target, namely 75%, or in the "good" category.

## 5. CONCLUSION AND SUGGESTIONS

### <sup>2</sup> Conclusion

Based on the results of the research that has been carried out, it can be concluded that:

1. Listening skills for students at SMP Negeri 1 Mojotengah for the 2023–2024 academic year can be improved through VCD cartoon films using steps in learning to listen in English subjects. The steps taken are that the teacher prepares the place that will be used, including the direction of the film showing, classroom lighting conditions, and children's seats, then prepares the tools that will be used by paying attention to their quality. Students are conditioned in the classroom to be ready to participate in learning. Then, the teacher gives an introduction in the form of an overview of the content of the story that will be broadcast. Children pay attention to the film being shown. Then the teacher stops the film in the middle of the story, and the students guess the next story. After finishing playing the story, the children and teacher conduct questions and answers about the content of the story, and then the children express their opinions about the story. Giving *rewards* in the form of collecting points is also done to support children's enthusiasm for listening to stories.
2. The application of the *discourse* model can improve students' listening skills. This can be seen from the increase in each cycle. Pre-cycle, the average score achieved by students was 64 with a percentage of 53%, and then the first cycle got an average score of 71.88 with a percentage of 59%. However, it was still below standard, so it was continued to cycle II and experienced an increase with an average score of 88.75% and a completeness of 88%. From the results obtained, it can be concluded that the application of the *discourse* model can improve students' listening skills and influence students' listening skills in English subjects in class VII-A of SMP Negeri 1 Mojotengah.



### **Suggestions**

Based on the conclusions of this research, the researcher makes the followingsuggestions:

1. For schools, make efforts to provide cartoon film VCDs in each class. For teachers, in listening to lessons in class, they can use VCD cartoon films as an alternative learning medium in preparing lesson implementation plans (RPP).
2. For future researchers, it is possible to further develop story-listening skills using other learning media.
3. In an effort to improve students' skills, especially listening skills, it can increase insight and knowledge and will help teachers solve obstacles that often arise in the learning process.

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