



RESEARCH-BASED LEARNING (RBL) TO ENHANCE LISTENING COMPREHENSION OF VOCATIONAL HIGH SCHOOL STUDENTS

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ABSTRACT

This is descriptive qualitative research to answer the question “How is Research-Based Learning implemented to enhance listening comprehension of vocational high school students?” The implementation includes the material which is developed, the step of teaching listening using the Research-Based Learning Method, and students listening comprehension after being taught using RBL. The population of this research is students of vocational High School PGRI 2 Kediri and the sample consists of 20 students of first-grade culinary majors. The chosen material is an English subject contained in the lesson plans, which is descriptive text. Based on the selected descriptive text topic, it is developed and taught to students in class using the research-based learning method, which has some steps: Formulating general questions, Overview of research literature, Defining the question, planning research activities, analyzing data, and Interpretation. Lastly, Report and presentation of the result. To find out the impact of the RBL method, the researcher conducted a written test for the students. The test result shows that students can understand the audio played and answer the question correctly. Based on the explanation above we can conclude that RBL methods are appropriate to enhance students listening comprehension.

KEYWORDS: *research-based learning, listening comprehension, vocational high school*

1.0 INTRODUCTION

As a second language learner, it is very important for second language acquisition to master four base English skills such as adaptive skills including listening and reading, also productive skills including speaking and writing. Of the 4 skills, Listening plays an important role in the acquisition of English language learners. Basically, listening is the process of receiving information from spoken language. Murcia & McIntosh (1979) stated that listening is a basic skill that should be mastered by English learners because listening gives information on how to use and speak English. Putra (2018) argue that listening is the process of English language acquisition because the time learner receives an input language that they can be understood, it is certain they can master the target language. Based on the explanation above, we can conclude, listening is the foundation skill of learning English. So, it is important for SLA teachers to teach the students about listening skills.

Mastered English listening skill is important, but in fact, learning English listening is

not easy. English learners must be able to interpret the meaning of what they hear by combining it with other information they already know. According to Kline (1996), there are 4 stages of listening skills that should be mastered by English learners, such as receiving, attending, understanding, responding, and remembering. But in fact, many English learners have difficulty comprehending English listening. The difficulties happened because of some reasons. The first is the teacher never taught about listening comprehension to the SLA. The second, the teacher teaches listening comprehension but used inappropriate learning strategies, so that students feel listening is very difficult and boring.

These problems above are the same case as the researcher's experience when teaching English in a vocational high school. Students have never been taught basic English listening before. Whereas listening is the basic mastery of SLA. So, this has an impact on students' English skills that are not optimal, and also has an impact on students having difficulty understanding English material and assuming English is a difficult and boring lesson. By the reason of students are not interested in learning English, the learning atmosphere in the class becomes passive. Based on the problem above, the researcher tried to teach listening comprehension to the students using Research Based Learning (RBL) method.

RBL is a teaching and learning strategy that requires students to carry out the stages of research activities in the classroom. In accordance with Sota & Peltzer (2016) state Research Based Learning is a teaching-learning method that used a research element in the learning process. Tresp (2010) divided RBL into some steps: Formulating general questions, Overview of research literature, Defining the question, planning research activities, analyzing data, and Interpretation, and lastly presenting the result. While Sota & Peltzer (2016) from his study show, there are 9 steps of Research-Based Learning such as: Identifying the research topic, objective and research question, Research tools, Theory applying, Research methodology and design, data analysis, Result and Discussion, Recommendation, and Strengthen the research. This research-based learning is able to change the way students learn and only listen to learning by doing.

RBL has been widely applied by researchers in all parts of the world, including Srikoon et al., (2014) doing research in Thailand and stated that Research Based Learning can improve students' knowledge, thinking skills, achievement, nature of research, basic research, problem-solving skills, critical thinking, and inquiry. While Wahyuni, (2020) has applied the RBL method to elementary school students in Indonesia, and the results of her research show that research-based learning can improve students' creativity and thinking skills. Anies et al., (2017) conducted a study and showed that research-based learning can be applied to elementary school students to increase student motivation and learning outcomes in science subjects.

In contrast to previous studies, on this occasion, the researchers applied RBL in English listening subjects to improve students' listening comprehension of the first-grade students of vocational high school.

2.0 METHOD

This research aims to answer the question "How is the implementation of Research-Based Learning able to enhance the listening comprehension of vocational high school students?" This kind of action research employed used qualitative approaches. The qualitative approach applied to give a description of the steps of Research-Based Learning was developed in the teaching-learning process. According to Suwardi et.al (2009), Qualitative research is one of the descriptive research methods and tends to use analysis in the process of data presentation. Qualitative research examines participant perspectives with interactive and



flexible strategies. Qualitative research is aimed at understanding social phenomena.

Qualitative research is a means of assessing and understanding individuals or groups that are ascribed to human social problems (Creswell, 2009). Based on the explanation above, it can be concluded that qualitative methods help the authors describe data from phenomena that have occurred. The data are in the form of an explanation of the research process. This method is the best method that the researcher can use to describe the data.

The population of this research is students of Vocational High School PGRI 2 Kediri, and the sample is the first-grade students of Culinary 3 Major, including 20 students. To collect the qualitative data, the researcher observed the teaching and learning process. During the learning process, students are taught using the stages of Research-Based Learning based on Tremp (2010): Formulating general questions, Overview of research literature, Defining the question, planning research activities, analyzing data, and Interpretation. Lastly, report and presentation of the result. And to find out the student's abilities, the researcher conducted a written test.

3.0 FINDINGS AND DISCUSSION

This study describes the implementation of the Research-Based Learning method in English Listening subjects, as well as the impact of the Research-Based learning method on students listening comprehension after though used Research-Based Learning Method. The first stage in this research is to make teaching materials with topics that are suitable for class X students, i.e. descriptive text. From this topic, then developed and taught in class using the Research-Based Learning method. The stages of research base learning are carried out based on Trump (2010) Formulating general question, Overview of research literature, Defining the question, planning research activities, analyzing data, and interpretation. Lastly, report and presentation of the result.

The first Research Based Learning stage that was carried out was formulating general Questions. At this stage, the researcher explains to students about the learning objectives and what they will learn on the topic of descriptive text. Next, the teacher formulates some questions for the students about the Descriptive Text. This question will help the students to look up some literature by them self. The second stage is overview of the literature. At this stage the teacher plays a role in providing some literature to students to answer questions that have been given previously. However, the teacher still gives students the freedom to look for other literature. The literature used in this study is in the form of video or audio. The use of video aims to train students' listening skills. This literature overview stage aims so that students can explore the material independently and equip themselves. So, when the teacher gives questions, students can be active in class and answer the questions given by the teacher.

The third stage is defining the question. At this stage students listen to videos that have been recommended by the teacher. At this stage, the teacher helps the students to play the descriptive text video 3 times. While the video is playing, students listen and answer the questions that have been given previously. Then the teacher gives time to the students to check the results of their work. After all students sure with the answer, the next step is to discuss the results of student work in detail and provide an evaluation. At this stage the teacher provides space for students to convey the results of their work by providing feedback in the form of questions. This stage is carried out with the aim that students can be active in class and dare to express their thoughts.

Next is planning research activities. In the previous stage students learned about the meaning, and generic structure of descriptive text, at this stage students, were asked to make their own descriptive text based on the information they had learned previously. In the text

made by students, it must contain the generic structure and language features of descriptive text. The next stage is analyzing data and interpreting the result. At this stage, students must ensure that the text they make contains all the elements of descriptive text. At this stage, the teacher helps students to check whether there are still errors in student work. If there are still shortcomings, the teacher gives instruction and asks students to improve their work. If the results are considered correct, then go to the report the result stage. In the report the result stage, students ask to present the results of the descriptive text they made in front of the class. Report the result stages teaches the students dare to express their opinion, and also teaches the students to be confident to speaking in the public.

After the research-based learning method was applied for 2 weeks, the next step was to do a written test to measure students' listening skills. In this test, students have to do on 25 questions with the topic of descriptive text. How to do it, students should answer questions based on audio played by the teacher. To gauge how well the students understood the English listening lesson, the researcher used the following indicators. First, the students' comprehension of structure, including phonemes, words, intonation, and grammar. Second, students' comprehension in a practical setting. Third, students' comprehension of how to interpret the spoken text they hear. Last, students can comprehend the general and comprehensive (Brown, 2004). The results of the test showed that the average score of English listening students got 71.50. There are 9 students scored below 70, and 11 students scored above 70.

The fact that the average score of students who increased was not optimal is a limitation of this study. This time, the researcher was only able to raise the average student score to 71.51, which is still below KKM for vocational high schools in Indonesia. This is because the Research-Based Learning approach was only offered for two weeks. The researcher believes that the improvement in student scores reach 7.5 if the treatment could be continued for a longer period of time, equivalent to the KKM in vocational high schools in Indonesia, or even higher.

The benefit of this research is the researchers can apply the stages of research base learning well so that can improve students' listening comprehension. In this instance, the researcher offers recommendations for additional research, including applying the Research Base Learning method in the appropriate sequences and prolonging the treatment. The final result of the research shows that RBL method can be used in the classroom to increase student activity in English lessons and improve students' English listening comprehension, which can be a new recommendation for English teachers and world of education.

4.0 CONCLUSION

Based on the results of the explanation above, it can be concluded that the RBL method which is a student center learning method has a positive impact on students. This RBL method makes students more active in class and improves students' listening comprehension. This is evidenced by the students being able to understand the context of the audio listening they listened when the test was carried out and the average score was 71.51.

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