

Interrogative Listening Ability of Students of The 2024/2025 Class Of Indonesian Language and Literature Education Study Program FKIP Bung Hatta University

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ABSTRACT

This study aims to describe the listening ability of students of the 2024/2025 batch in interviewing resource persons. This study uses a qualitative descriptive research design. The subject in this study is a student of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Hatta University, Class of 2024/2025, with the object of the research being one resource person who is considered capable of providing the information needed by the interviewer. In listening skills. The research design used is a qualitative descriptive design. Data were collected by interview methods and descriptive analysis, using recordings. The data collection process was carried out by interviewing resource persons with a duration of 10-15 minutes. The results of the interviews were written by each person based on their understanding of the information conveyed by the speakers. Data analysis is carried out after the data is collected based on qualitative descriptive research. Data was collected in 3 groups, including the education sector, social media and learning media. Each group prepared 5 questions. The results of the study showed that the ability of students to open the interview was good, asking the question material was very good, and closing the interview was also good. The ability of students to write interview results with a very good category of 4 people (33.33), a good category of 5 people (41.67) and a medium category of 3 people (25%). Thus, it can be concluded that the ability to listen to the interrogation of students for the 2024/2025 Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Hatta University is good.

Keywords: Interactive Listening Skills, Students, Interview

INTRODUCTION

Language skills are activities that are inseparable from human life. Since humans were born, they have acquired language skills, namely listening. Language activities include four chronological skills, namely listening skills, speaking skills, reading skills, and writing skills. These four language skills cannot be separated and are interrelated with each other. Listening skills and speaking skills are oral skills acquired before learning. According to Tarigan (2008), listening is the process of listening to sounds seriously to get information, messages or content, and to be able to find the meaning conveyed by the speaker through the sounds. Likewise, Rosdiana (2013) said that listening is a strategy in getting information so that listening should be carried out correctly so that the message or content obtained does not

deviate. In the learning process, these four language skills are always there and are interrelated with each other. Listening skills are the most basic and earliest language skills received by someone that humans must go through in general, namely since childhood. In the learning process, listening skills are a form of skill that has the highest and most basic level among other language activities. In the curriculum of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Bung Hatta University, listening skills are one of the compulsory subjects that students must study. In the learning process, listening skills are skills that not only study theoretical material but are more emphasized on listening practice. Students are considered successful in listening when they are able to understand and convey the information contained in the listening material that is heard so that listeners are required to have more complex abilities. Agustini (2016) explains that there are several stages in the listening process, namely (1) listening, (2) understanding, (3) interpreting, (4) evaluating, and (5) responding. These stages are part of receptive listening skills. Likewise, Gusnetti (2022) explains that there are seven stages of listening, namely (1) isolation, (2) identification, (3) integration, (4) inspection, (5) interpretation, (6) interpolation, and (7) introspection. Based on the two expert opinions, the stages of listening must be carried out correctly so that the information obtained from listening can be understood well and correctly.

Many previous researchers have conducted research on listening skills, including those conducted by Rankin (2008) (in Haryadi and Zamzami, 1996) in real-life society, language activities have varying levels: listening as much as 45%, speaking as much as 30%, and reading as much as 16%, and writing as much as 9%. This shows that listening skills are more important skills and listening skills still often receive less attention. Likewise, Field (2009) revealed that several cases were found regarding listening skills that had not fully received the attention of teachers because the tendency to apply listening skills in schools was still lacking. Research conducted by Ernawati and Rasna (2022) concluded that (1) using a variety of learning media in the teaching process can facilitate communication between teachers and students so as to improve the quality of students' listening learning. (2) The use of teaching materials that are not difficult or easy, are able to attract students' attention, and are arranged systematically can help students achieve basic competencies according to the education curriculum. (3) Making the right test tool is one way to evaluate listening skills. Likewise, Yuni Ertinawati, et al. (2023) explained that the results of the study showed that the use of digital media based on cultural activities can improve students' listening skills both in terms of process and results.

Based on the above, the researcher is interested in conducting a study entitled "Interrogative Listening Ability of Students of the 2024/2025 Class of the Indonesian Language and Literature Education Study Program, FKIP, Bung Hatta University". The purpose of this study was to see the students' listening ability in understanding the information conveyed by the speaker based on interviews conducted by the listeners.

METHOD

In order to achieve the research objectives, it is necessary to determine the method used. The research objectives can be seen in the methods used, including (1) sources, (2) interview guides, (3) questionnaires, (4) interview techniques, and (5) data analysis techniques. This research is descriptive qualitative. It aims to provide a description or picture, with the intention of answering research questions. According to Kountur (2009) descriptive research is a picture, a condition as clearly as possible regarding an object without

any treatment. This qualitative descriptive research design was chosen because this research design is considered capable of clearly describing efforts to develop students' listening skills in the listening skills course in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Bung Hatta University. The research subject is one source who is considered capable of providing the information needed by the interviewer. The number of groups conducting interviews is three groups, and each group consists of 4 people. Each group uses a different list of questions, such as (1) group one prepares questions about the education of the source, (2) group two prepares questions about the social media used by the source, and (3) group three prepares questions about the lecture process carried out by the source.

Data collection in this study was done by conducting interviews with informants with a duration of 10-15 minutes. The data collection technique was carried out in the following way: one person conducted the interview, one person recorded it, and 2 people recorded the answers given by the informant. After the interview was completed, each student wrote down the answers given by the informant based on the understanding they gained.

RESEARCH RESULTS AND DISCUSSION

Indonesian Language and Literature Education Study Program, Class of 2024/2025, Faculty of Teacher Training and Education, Bung Hatta University.

a. Group One Education Field

The results of the research on interviews conducted by the interviewer with the informant related to the field of education. The questions asked were 5 questions, including: (1) What do you think about education in this day and age?, (2) What do you think is the importance of seeking the highest level of knowledge?, (3) What is your motivation for studying until you get a doctorate?, (4) How do you manage your time between studying and teaching?, and (5) What are your challenges during college?

The data obtained from the way the interviewer conducted the interview with the source is as follows. (1) Before asking questions to the source, the interviewer greeted the source and explained their purpose for conducting the interview. (2) After completing the interview, they also closed by saying thank you for the information provided by the source. After completing the interview, all group members wrote down the information they heard from the source based on their listening skills. The results of the research from group one can be seen in the table below.

No.	Opening Interview	Interview Material	Interview Conclusion	Percentage of Interview Report Results	Information
1	Very good 85-100			1 25%	
2	Good 75-84	84		1 25%	
3	Currently 60-74	74	74	2 50%	
4	Not enough 50-59			0	
5	Less than once < 50			0	

Based on the data above, that in opening the interview, the interviewer did an opening greeting and stated the purpose of the interview, but the language expressed was unclear, with a score of 74. Asking questions and responding to the interviewee's answers, the interviewer was able to use good language, so that the interviewee fluently answered the questions given with a score of 84. In closing the interview, the interviewer was also not able to close the conversation well so that it obtained a score of 74.

The results obtained from the students' listening skills by rewriting the information they listened to were divided into 3 assessment groups, one person received a very good score (25%), one person received a good score (25%), and two people received a moderate score (50%).

b. Group Two Social Media Fields

Group two, the questions prepared revolve around communication media. The questions prepared are 5 questions, including (1) How do you respond to the worsening social media?, (2) What social media platform do you use the most?, (3) In your opinion, to what extent is social media for business today?, (4) How do you keep yourself existing in the increasingly developing use of social media?, and (5) What positive and negative impacts do you feel from social media today?

The data obtained from the way the interviewer conducted the interview with the source is as follows. (1) Before asking questions to the source, the interviewer gave an opening greeting by introducing himself and his team members first, (2) explained the purpose of the interview very well, so that good communication was established between the interviewer and the source. (3) In asking questions to the source, he was also very good, so that the source answered the questions clearly and completely. (4) After completing the interview, the interviewer also gave a closing greeting by saying thank you.

After completing the interview, all group members wrote down the information they heard from the source based on their listening skills. The results of the study from group two can be seen in the table below.

No.		Open Interview	Interview Material	Closing Interview	Percentage Interview Report Results	Information
1	Very good 85-100	85	86		2/50%	
2	Good 75-84			84	1/25%	
3	Currently 60-74				1/25%	
4	Not enough 50-59				0	
5	Less than once < 50				0	

From the data obtained above, that in opening the interview, the interviewer was very good at greeting and stating the purpose of the interview, using very good and clear language with a score of 85. Asking questions and responding to the interviewee's answers, the interviewer was able to use very good language, so that the interviewee fluently answered the questions given with a score of 86. In closing the interview, the interviewer was also able to close the conversation well with a score of 84.

The results obtained from the listening skills carried out by students by rewriting the information they listened to, there were 3 assessment groups. Two people got very good scores (50%), one person got a good score (25%), and one person got a moderate score (25%).

c. Group Three Learning Areas

Group three prepared six questions related to the field of learning. The questions prepared included (1) Is it true that you are one of the lecturers who are active in the Listening Skills course in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Bung Hatta University?, (2) In your opinion, how important is the urgency of this listening ability as the seed of someone becoming an educator in the future?, (3) Have you ever had difficulty in instilling this listening ability in your students?, (4) In your opinion, how do you overcome the problem of differences in what the listener understands and the conversation they hear?, (5) How do you know that your students are serious about receiving the information given?, and (6) What are your hopes for prospective educators for the 2024/2025 golden Indonesia generation?

The data obtained from the interviewer's method of conducting interviews with sources are as follows. (1) Before asking questions to the source, the interviewer greets the interviewee and explains the purpose of conducting the interview very well, so that good communication is established between the interviewer and the source. (2) In asking questions to the source, it is also very good, so that the source answers the questions clearly and completely by providing examples that are easy for the listener to understand. (3) After completing the interview, the interviewer also greets the interviewee by saying thank you for the information provided by the source and reading the conclusion of the interview results that have been conducted and making an appointment with the source if additional information is needed.

After completing the interview, all group members wrote down the information they heard from the source based on their listening skills. The results of the study from group three can be seen in the table below.

No.		Open Interview	Interview Material	Closing Interview	Percentage of Interview Report Results	Information
1	Very good 85-100	85	87	85	2/50%	
2	Good 75-84				2/50%	
3	Currently 60-74				0	
4	Not enough 50-59				0	
5	Less than once < 50				0	

From the data obtained above, it can be explained as follows. (1) In opening the interview, the interviewer was very good at greeting and stating the purpose of the interview, using very good and clear language with a score of 85. (2) In asking questions and responding to the interviewee's answers, the interviewer was able to use very good language, so that the interviewee was enthusiastic and fluent in answering the questions given with a score of 87. (3) In closing the interview, the interviewer was also able to

close the conversation very well and provide a conclusion and make a promise if additional information was needed with a score of 85. (4) The results obtained from the listening skills carried out by students by rewriting the information they had listened to showed two assessment groups, two people got very good scores (50%), and 2 people got good scores (50%)

d. Interrogative Listening Ability of Students Class of 2024/2025

Based on the three groups that carried out the ability to listen to interrogatives towards a source, this can be explained in the table below.

No	Clogs-poke	Open Interview	Interview Material	Close Interview	Evaluation				
					SB	B	S	K	SK
1	A	74	84	74	1 25%	1 25%	2 50%	0	0
2	B	85	86	84	1 25%	2 50%	1 25%		
3	C	85	87	85	2 50%	2 50%	0	0	0
Amount		81.3	85.7	81	4 33.33%	5 41.67%	3 25%	0	0

Based on the data above, it can be seen that students of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, Bung Hatta University, Class of 2024-2025 have been able to listen to interrogatives by conducting interviews with sources. This can be seen from the ability to open an interview, which obtained a score of 81.3. This means that the ability to open an interview is in the good category. In asking questions so that the source can provide information clearly and completely, it obtained a score of 85.7 with a very good category. Closing the interview was also able to say thank you, conclude and make a promise for additional information, obtaining a score of 81 with a good category. The results obtained from the interview notes written by students of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Bung Hatta University, class of 2024/2025 with a very good score of 4 people (33.33%), with a good score of 5 people (41.67%) and a moderate score of 3 people (25%).

CONCLUSION

Based on the results of research and discussion on efforts to develop listening skills of students of the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Bung Hatta University, class of 2024/2025, it is good. This can be seen from the ability to design questions, each group has clearly seen the problems that will be asked. The ability to interview sources also appears to be good because the interview steps that have been set have also been carried out well. Likewise, the ability of students to absorb information conveyed by the source is also good.

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