USING EXPOSITORY TO IMPROVE LISTENING SKILL

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Abstract

Teacher of any grade should have a special teaching media in teaching English listening. In this occasion, the writer tried to make frame of Using expository method with the title above. To achieve the objectives of the study, the writer conducted an experimental research. This research need two groups, they are experimental group and control group. The population of the research was the Eighth Grade Students of MTs Islamiyah Widodaren Ngawi in the Academic Year 2011/2012. The technique that is used random sampling by lottery and the sample of the study was class VIII\(^A\) as experimental group and class VIII\(^B\) as a control group. Each group consisted of 20 students’ in class VIII\(^A\) as an experimental group and 20 students’ in class VIII\(^B\) as control group. The students’ in experiment group was given treatment and control group was not given treatment. The instrument used for collecting the data was listening test that was gained from the analysis result of used tests. The data was obtained from the pre – test and post – test scores of the both group. Based on the statistical analysis, it could be seen that the mean of post – test scores of experiment group was higher than the mean post – test scores of the control group. To know whether the differences of the two mean was significant or not, t test formula was applied. The result of computation in control group was 0.66 and for the experiment group was 0.81. So, here, it indicates of variable X and variable Y in control group had average correlation. While it indicates of variable X and variable Y in experiment group had strong correlation. The critical value of t for the tailed level of significant in which 5% and degree of freedom (df) 20 was 0.44. Since the obtained value was higher than the critical value of t, it meant the difference between the mean of both group was significant.

Keywords: Teaching, Expository, Listening skill.

A. Introduction

In Indonesia English is one of the foreign languages. It is important to be mastered. In the globalization era English is very useful not only for communication but also for absorbing science and technology. Most of scientific books and technology are written in English.

Language with human being can not be separated. Human without language will be as if useless. Everybody has learned their language since they were children, especially their mother tongue. The process occurs naturally and properly with a view to communicate in society environment. Listening ability in English as foreign language also plays an important role in building communication ability. It’s the first foreign language in our country, English is
widely taught for the first time at the elementary school. The teaching at elementary school aims to give knowledge of the basic English to students and it will be developed when they are in the junior and senior high school.

Teaching listening is one of the duties that have to be conducted by teachers of English to improve the students' listening ability in English. The basic competence is to respond simple instructions by right actions in school context. The indicators of the learning process of these competence standards and basic competence are the students can respond by doing right actions. It is also necessary to mention that listening is one of the items on some language tests that reason able enough to be taught beside the enjoyable activities a learner may indulge in the target language such as listening to the radio, listening to the English song and watching movies demand that the learner exercise this skill.

Expository method which is very good to be used to improve students listening ability. Using English at all in the explanation helps sensitivity to students’ sense of hearing. Using English at all improving students listening ability.

Concerning the fact above, it is expected that research on teaching listening can offer alternative in providing the technique in teaching listening, motivating the students to learn English and can be useful for those who are interested in teaching listening. Based on the background of the problem above, using expository to improve listening ability is importance to be done.

In this research, the writer needs to limit the study as follows: The study is limited to know how well expository implemented to improve listening ability. In order to get the objective of the study systematically, The problem can be stated: How to improve listening ability using expository method?

In order to clarify the study, the writer tries to elaborate the objective of this study. The objectives of this study can be stated as follows:
1. To know the listening skill for student
2. To know the application of Using expository to improve the Listening skill.

Hopefully, this research can bring some benefits to the students, and the teachers.

B. Listening Skill and Expository Method

Based on Hornby that listening comes from a verb to listen which means to make an effort to hear somebody or something. This involves understanding a speaker’s accentor pronunciation, his grammar and his vocabulary, and grasping his meaning. Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody or something.

Listening is one of the four basic skills in which student of English should be trained. Since exercise the listening skill is often neglected and the students have a few opportunities to listen to English spoken in the non English speaking country, the improvement of the students’ listening comprehension will depend largely on effective teaching in the classroom. Rost states that progress in

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listening will provide a basis for development of other language skills. The statement implies that listening skill can support the students to master the other language skills. Listening in a language teaching-learning process possesses important contributions to other major language skills and of course it must be taught in language teaching.

There are three stages of listening process. Those are pre-listening, whilst listening and post-listening. The brief explanation of those activities as follows:

a. Pre-listening

Pre-listening can be done in variety of ways and occurs naturally when listening is part of an integrated skills course and listening task is linked to a previous content-based activity. The pre-listening includes:

1) The teacher gives background information before the students listen to the text.
2) The students read something relevant to the topic.
3) The students look at the pictures which prepared for the topic.
4) There is a class discussion of the topic or situation in the upcoming-test.
5) There is a question-answer session with the class of a whole.
6) The teacher gives written exercises to preview the content of the topic.
7) The students go over the procedures for the upcoming listening task.

b. Whilst Listening

After the students get some experiences from the previous explanation and some vocabularies addition about the material, the teacher can teach them through some ways, as follows:

1) The teacher asks the students to listen to an oral text.
2) The teacher reads the listening twice.
3) The teacher asks questions about the text.
4) The students answer questions in their answer sheets.

c. Post-Listening

In post-listening activities, the teacher and students discuss the text by re-reading the text.

All of the activities above will serve to improve the students’ knowledge and they will need to listen as accurate as possible. This statement is in line with Rost’s opinion that the students will motivate to listen and will activate what they know as they listen.

The aim of teaching English listening comprehension is to help learners of English cope with listening in real life. He mentions some situation in which listening is important:

a. Listening to announcement in stations, airport etc.
b. Listening to the radio.
c. Participating in a conversation face to face.
d. Watching a film, play or TV.
e. Participating in a meeting, seminar or discussion.

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Like reading, listening is an internal process that cannot be directly observed. It’s rather difficult to say what happens when we listen and understand others. Listening and reading are both highly complex processes that draw on the knowledge of the linguistic code (language form), cognitive processing skills, scheme-based understanding (background knowledge), and contextual cues both within and outside the text.

Listening is an active process, as the mind actively engages in making meaning. The materials we use are comprehension able to our students, the range of what they are developmentally ready for.

These are some of the things when trying to develop my students listening.

1. Give the children confidence. We should not expect them to always understand every word and they should not like this.
2. Explain why the children have to listen make sure the learners are clear about why there are listening, what the main point or purpose of the activity.
3. Help children develop specific strategies for listening. An important strategy that the teacher should teach is “Intelligent guesswork”. Pupils are used to drawing on their background knowledge to work out something they are not sure of.
4. Set specific listening tasks. I try to think of listening in three stages, pre-listening, while-listening, and post-listening and have activities for each stage.
5. Listening does not have to rely on the availability of a cassette or pre-recorded material most listening is teacher talk.

In general, the teacher has to do the following steps:

a. First go over the instructions with the class, making certain that materials are understood by all the students.

b. Pronounce the words or phrases at least twice in a clear and distinct voice and at normal speed.

c. Give the questions precede the text, read the question twice in order to direct the students’ attention. Then, read the entire text twice at normal speed. Teacher should feel free to vary according to the abilities of the students.

d. With longer texts, it is advisable for the teacher to write guide question on the board or dictate them to the students. The questions should require a understanding of the general ideas, in the text rather than detailed knowledge. The teacher then reads the text for the first time.

e. After giving the students enough time to answer the guided questions she/he discusses the answer with them.

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f. The teacher continues with more detailed questions for the students to answer either in the written or oral modality. Discussion follows the above activity.

g. Other possible related activities for further intensive practice can be carried out such as:

1) Summarize the passage orally
2) Formulate questions which students will ask their classmates to answer with long or short response.
3) Write a short summary at home

The possibilities of using each of the passage included in the text are infinite. Some suggestions above maybe particularly pertinent for less able students’ abilities in the other language skills—speaking, reading and writing—will also develop. At the same time they will be able to understand on wide range of topics, which undertake the linguistic aspects of listening comprehension.

As you reflect on designing lesson and techniques that are exclusively for teaching listening skill, or that have listening components in them, a number of special characteristic of spoken language need to be taken into consideration. Second language learners need to pay special attention to such factor because they highly influence the processing of speech and can often block comprehension if they are not attended too. In other words, they can make the listening process difficult.

a. Colloquial Language

Learners who have been exposed to standard written English and/or “Text book” languages sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge are all manifested at some points in conversations.

b. Rate of delivery

Virtually every language learner initially thinks that native speakers speak too fast! Actually, The one of type’s classroom listening performance is reactive.

Sometimes you simply want a learner to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing. It is nevertheless maybe a legitimate even through a minor, aspect of an interactive, communicative classroom. This role of the listener as merely a “tape recorder” (Nunan, said) must be very limited, otherwise the listener as a generator of meaning does not reach fruition. About the only role of that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.5

Teaching is an activity done regularly by one to another; it means that teaching can improve the learner’s knowledge. On the other hand, teaching is an effort to transfer knowledge or information to the learners. Teaching activities always have a system. This system that learning is an active process of creating meaning from different experiences.

Expository Method study is used through giving explanation about definition, principle and lesson concept with giving exercise and examples in the

form of lecture, demonstration, students follow pattern that appointed by teacher accurately. Expository usage is unnecessary by student to look for and find facts by them self, concept and principle are presented clearly by teacher.

There are two steps in expository:

1. Planning
2. Implementing

the propose of this method in order to become effective lecture some steps should be prepared as follows: a) formulate the aim specifically and widely b) identify and understanding student characteristics, c) composed or generate the material (advance organizer), d) give the material through short explanation by using blackboard, give concrete examples and give feedback (feedback), give summary in the end of matter discussion, e) plan programmed evaluation.

C. Methodology Research

In this research, to achieve the object of study, the writer needed some data. The required data and information were obtained by using experimental research. This research need two groups, they are experimental group and control group. Experiment group is a group getting treatment, while control group is a group that is not given the treatment. Through this method, the writer gathered the data to be analyzed and make prospective variable research because in fact the variable had not come.

There are some instruments that are used in this research. In collecting data the writer uses observation and test.

1. Observation
Observation is to analyze and observe what actually happened by using any electronic means of recalling the data and it was done by making checklist or simply making note.
Observation is a way to collect data and get information by observing the fact of participants. The purpose is to collect the detail information that describes the research clearly.

2. Test
Test is defined as the serious questions or activities that are needed to measure knowledge, intelligence, ability and aptitude owned by an individual or group.
The writer gives two kinds of test. Pre-test and post-test will be used both in the control group and experiment group. The writer gives tests in pre-test and post-test in control group by using dictation. Then, the writer gives the same tests pre-test and post-test in the experimental group. The test is used as an instrument to collect required data. The last step, the result of the test is compared to know the differences between the two techniques.

The data which the researcher collected will be analyzed. The researcher used some methods as follow:

1. T-test

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\[
\begin{align*}
\text{Correlation} & = r_{xy} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left\{\frac{\sum X^2}{N} - \frac{(\sum X)^2}{N}\right\} \left\{\frac{\sum Y^2}{N} - \frac{(\sum Y)^2}{N}\right\}}} \\
2. \text{ Mean} & \\
Mx_l & = \frac{\sum X_l}{N} \\
My_l & = \frac{\sum Y_l}{N}
\end{align*}
\]

Notes:
- \(X\) = the score of pre-test
- \(Y\) = the score of post-test
- \(Mx_l\) = Mean of score pre-test
- \(My_l\) = Mean of score post-test
- \(N\) = the number of causes

3. To percentage in relation to the data, the researcher uses the formula below:

\[
P = \frac{f}{N} \times 100\%\]

D. The Result of The Study

The writer had given instrument to the participants. There are two kinds of instrument which are used in teaching listening. Those are pre-test and post-test. Test was known that both correlation of pre-test and post-test in teaching listening for control group and experiment group. The result of computation of test validity was 0.66 for control group (see table 1) while the result of computation of test validity was 0.81 for experiment group (see table 2).

Here, the writer presented the table of the result of computation product moment coefficient of correlation in students’ listening ability in control group without expository method.

**Table 1**

**A Prefatory Table of Computation Product Moment Coefficient of Correlation (Validity of Students’ in Listening Test in Control Group/ Class VIII)**

<table>
<thead>
<tr>
<th>Number of Students'</th>
<th>Score</th>
<th>(X^2)</th>
<th>(Y^2)</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>80</td>
<td>70</td>
<td>6400</td>
<td>4900</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
</tr>
</tbody>
</table>
From the table above, data of computation product moment coefficient of correlation validity of students’ ability in listening test in control group. The result of \( \sum X \) scores is 1220, \( \sum Y \) is 1350, \( \sum X^2 \) is 77000, \( \sum Y^2 \) is 91200 and \( \sum XY \) is 83350. Below is the count of the result the students’ listening test ability in control group. 

\[
\begin{align*}
N &= 20 \\
X &= 1220 \\
Y &= 1350 \\
X^2 &= 77000 \\
Y^2 &= 91200 \\
XY &= 83350
\end{align*}
\]

\[
\begin{align*}
\sum XY &= \frac{(\sum X)(\sum Y)}{N} \\
\sum X^2 &= \frac{(\sum X^2)}{N} \\
\sum Y^2 &= \frac{(\sum Y^2)}{N}
\end{align*}
\]

\[
\begin{align*}
r_{xy} &= \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left\{\sum X^2 - \frac{(\sum X^2)}{N}\right\} \left\{\sum Y^2 - \frac{(\sum Y^2)}{N}\right\}}} \\
r_{xy} &= \frac{1260}{\sqrt{3663600}} \\
r_{xy} &= \frac{1260}{1914.1} \\
r_{xy} &= 0.658 \\
r_{xy} &= 0.66
\end{align*}
\]

After we knew the count above, the result of computation product moment coefficient of correlation the students’ listening ability in control group is 0.66. The writer presented the other table of the result of computation product moment coefficient of correlation the students’ listening ability in experiment group.
A Prefatory Table of Computation Product Moment Coefficient of Correlation (Validity of Students' in Listening Test in Experiment Group/class VIII^A)

<table>
<thead>
<tr>
<th>Number of Students'</th>
<th>Score</th>
<th>X^2</th>
<th>Y^2</th>
<th>X.Y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
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<tr>
<td>2</td>
<td>80</td>
<td>80</td>
<td>6400</td>
<td>6400</td>
</tr>
<tr>
<td>3</td>
<td>80</td>
<td>75</td>
<td>6400</td>
<td>5625</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>80</td>
<td>4900</td>
<td>6400</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>75</td>
<td>4900</td>
<td>5625</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>65</td>
<td>3600</td>
<td>4225</td>
</tr>
<tr>
<td>7</td>
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<td>3600</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>55</td>
<td>2500</td>
<td>3025</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>65</td>
<td>3600</td>
<td>4225</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
<td>70</td>
<td>4900</td>
<td>4900</td>
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<tr>
<td>11</td>
<td>70</td>
<td>80</td>
<td>4900</td>
<td>6400</td>
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<tr>
<td>12</td>
<td>70</td>
<td>80</td>
<td>4900</td>
<td>6400</td>
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<tr>
<td>13</td>
<td>60</td>
<td>55</td>
<td>3600</td>
<td>3025</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>55</td>
<td>3600</td>
<td>3025</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>70</td>
<td>3600</td>
<td>4900</td>
</tr>
<tr>
<td>16</td>
<td>70</td>
<td>80</td>
<td>4900</td>
<td>6400</td>
</tr>
<tr>
<td>17</td>
<td>80</td>
<td>75</td>
<td>6400</td>
<td>5625</td>
</tr>
<tr>
<td>18</td>
<td>60</td>
<td>70</td>
<td>3600</td>
<td>4900</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>60</td>
<td>2500</td>
<td>3600</td>
</tr>
<tr>
<td>20</td>
<td>70</td>
<td>80</td>
<td>4900</td>
<td>6400</td>
</tr>
<tr>
<td>Σ</td>
<td>1320</td>
<td>1410</td>
<td>89000</td>
<td>101100</td>
</tr>
</tbody>
</table>

From the data (Table 2) above, the result data of computation product moment coefficient of correlation validity the students' listening test ability in experiment group. The result of ΣX scores is 1320, ΣY scores are 1410, ΣX^2 is 89000, ΣY^2 is 101100 and the last, ΣXY scores is 94500. Below is the count of the result the students' listening test ability in experiment group.

\[
N = 20 \\
X = 1320 \\
Y = 1410 \\
x_2 = 89000 \\
y_2 = 101100 \\
XY = 94500
\]

\[
N \sum{XY} - \left( \frac{\sum{X}}{N} \right) \left( \frac{\sum{Y}}{N} \right)
\]

\[
r_{xy} = \frac{\sum{XY} - \left( \frac{\sum{X}}{N} \right) \left( \frac{\sum{Y}}{N} \right)}{\sqrt{\left\{ \frac{\sum{X^2}}{N} - \left( \frac{\sum{X}}{N} \right)^2 \right\} \left\{ \frac{\sum{Y^2}}{N} - \left( \frac{\sum{X}}{N} \right)^2 \right\}}
\]

\[
r_{xy} = \frac{1440}{1785.11}
\]
Based on the count above, the result of the students' listening test ability in experiment group is 0.81.

To know correlation between pre – test and post – test in control group and experiment group, we must be seen the table of fundamental statistics. According to J.P. Guilford in *Fundamental Statistics in Psychology and Education* Book, he said that the score of correlation between 0 (null) until $\pm 1.00$ mean is the highest of score correlation $\pm 1.00$ and the lowest of score correlation 0 (null). If computation scores of correlation more than 1.00 indicates the computation was wrong.

### Table 3

<table>
<thead>
<tr>
<th>Product Moment $(r_{xy})$</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00 – 0.20</td>
<td>Variable X and Y have correlation but the correlation was lowest so that the correlation was slighted (no correlation)</td>
</tr>
<tr>
<td>0.20 – 0.40</td>
<td>Variable X and Y have lowest correlation</td>
</tr>
<tr>
<td>0.40 – 0.70</td>
<td>X and Y have average correlation</td>
</tr>
<tr>
<td>0.70 – 0.90</td>
<td>X and Y have strong correlation</td>
</tr>
</tbody>
</table>

After we know the table of “r” product moment $(r_{xy})$ above, the prefatory table of computation product moment coefficient of correlation validity of the students’ in teaching listening without expisory was 0.66 for control group. So, it indicates of variable X and variable Y have average correlation. While the result of the prefatory table of computation product moment coefficient of correlation validity of students’ in teaching listening using movie was 0.81 for experiment group. So, it indicates of variable X and variable Y have a strong correlation.

In this research, the writer has 10 items on pre-test score per items of Control Group (for result per items see appendix 5) and Experiment Group (for result per items see appendix 6) in students’ listening ability without expisory. In here, the writer has 15 items on post – test score per items of Control Group without expisory and then post – test in Experiment Group. The formula of getting the scores from the students’ answers of the test using expisory and without expisory for pre-test and post-test:

$$\begin{align*}
\text{Students’ Score}_{\text{pre-test}} &= \frac{\text{Amount of Answer} \times 10}{\text{Amount of Answer} + 5} \\
\text{Students’ Score}_{\text{post-test}} &= \frac{\text{Amount of Answer}}{\text{Maximum item}} \times 10
\end{align*}$$
For example, if the students answer is all correct (10 items), so, the students’ score in pre – test is 100.

Students’ Score of pre-test = $10 \times 10 = 100$

If the students answer is all correct (15 items), so, the students’ score in post – test is 100.

Students’ Score of post-test = $\frac{15 + 5}{2} \times 10 = 100$

Below is the count of mean of pre – test and post – test of Control Group and then followed by standard deviation of students’ listening ability without expository.

Standard Deviation:

$X^2 = 77000$

$N = 20$

$SD = \sqrt{\frac{\sum X^2}{N}}$

$SD = 62.04$

Mean of pre – test (Control Group):

$X_1 = 1220$

$N = 20$

$Mx_1 = \frac{\sum X_1}{N}$

$Mx_1 = 61$

Mean of post – test (Control Group):

$Y_1 = 1340$

$N = 20$

$My_1 = \frac{\sum Y_1}{N}$

$My_1 = 67$

From the statistical above, the writer presented the result of the count mean of pre – test and post – test of Control Group and then followed by standard deviation of students’ listening ability expository.

**Table 4**

**Mean and Standard Deviation of the Students’ Listening Ability without Using Short Movies Clip Media in Control Group**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Control Group

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test ($X_1$)</td>
<td>66</td>
<td>66.71</td>
</tr>
<tr>
<td>Post-test ($Y_1$)</td>
<td>67</td>
<td>62.04</td>
</tr>
</tbody>
</table>

After we knew the statistical of control group above (see table 1), the writer presented the count of mean on pre – test in experiment group that followed by standard deviation of students’ listening ability without expository Standard Deviation:

\[
X^2 = 89000 \\
N = 20
\]

\[
SD = \sqrt{\frac{\sum X^2}{N}}
\]

SD = 66.71  
Mean of pre – test (Experiment Group):

\[
X_1 = 1320 \\
N = 20
\]

\[
M_{x_1} = \frac{\sum X_1}{N} = 66
\]

After that, below is the table result of the count mean of pre – test on experiment group above that followed by standard deviation of students’ listening ability without expository.

Table 5

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test ($X_1$)</td>
<td>66</td>
<td>66.71</td>
</tr>
</tbody>
</table>

After seen the data statistical above (Table 2), below is the other count of mean on post – test in Experiment Group of the students' listening ability Using expository.

Mean of post – test (Experiment Group):

\[
Y_1 = 1410 \\
N = 20
\]

\[
M_{y_1} = \frac{\sum Y_1}{N} = 70.5
\]
From the statistical above, below is the table result of the count mean of post – test on experiment group of students’ listening ability expository.

Table 6
Mean of Post – Test of the Students’ Listening Ability in Experiment Group Using Short Movies Clip Media

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-test (Y₁)</td>
<td>70.5</td>
<td>-</td>
</tr>
</tbody>
</table>

Besides that, the writer presented the Highest and Lowest Variables Score in Control Group and Experiment Group in this paper. This data below was got from the score of the students’ pre - test and post - test of control group and then experiment group.

Table 7
Highest and Lowest Variables Score In Control Group and Experiment Group

<table>
<thead>
<tr>
<th>Variable</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>Lowest</td>
<td>Highest</td>
</tr>
<tr>
<td>Pre-test (X₁)</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>Post-test (Y₁)</td>
<td>80</td>
<td>50</td>
</tr>
</tbody>
</table>

Based on the review of related literature and the result of the research most of the students succeed in teaching listening using expository, which was done after they were taught listening. The researcher will discuss about the result of the research. The $r_{value}$ in the table of $r_{table}$ for the level 5 % was 0.444 while it had been found that the effectiveness of using expository in teaching listening 0.66 for control group. Whereas the $r_{value}$ in the table $r_{table}$ for level 5 % was 0.444 it had been found that the effectiveness of using expository in teaching listening 0.81 for experiment group. After that we had compared that teaching listening by using expository media is more effective than without using expository.

Finally, from data above, the writer draws a conclusion that using expository is very beneficial to be used in teaching listening for the children’s. Besides that, Using expository in teaching listening to improve students’ mastery is more effective than the traditional media.
E. Conclusion

Based on the result of the data description, the writer concluded that the result of the research presented that using expository could improve the students’ listening ability. It was shown from the students’ score before using expository and after used it. Then from the statistical analysis in chapter D, it could be seen that the mean score of pre test in control group was 61 and experiment group was 66 while the other scores of post test in control group was 67 and experiment group were 70.5. After seen of mean score, it could be seen that standard deviation score of the experimental group was 66.71 and than the standard deviation score of the control group was 62.04. So, the standard deviation scores of experimental group were higher than control group.


