

ISSN : 2656-8802



Proceedings

The 9th National Seminar 2018
on Linguistics, Literature, and Language Teaching

Facing Challenges
in Implementing
Great Ideas
on Linguistics,
Literature, and
Language Teaching
in Digital Era

ENGLISH AND INDONESIAN DEPARTMENTS
FACULTY OF LETTERS
UNIVERSITAS PAMULANG

9th National Seminar 2018

Linguistics, Literature, and Language Teaching

EDITOR

**SARI FITRIA, M.A.
AWLA AKBAR ILMA, M.A**

PREFACE



Assalamualaikum Wr. Wb.

The 9th (3LT) National Seminar is an annual Seminar on Linguistics, Literature and Language Teaching organized by Faculty of Letters, Universitas Pamulang. This year, the 9th (3LT) National Seminar held on October 24, 2018 brings the idea “Facing Challenges in Implementing Great Ideas in Linguistics, Literature and Language Teaching in Digital Era”.

On behalf of the committee, we would like to express our deepest gratitude to welcome the experts and speakers who are here despite their busy time. The number of participants were around 3000 participants joined with this event, including the presenters for paralel sessions.

This seminar becomes more prestigious since we have invited Keynote Speaker, Prof. Dr. I Dewa Putu Wijana, MA from UGM, and also the invited Plenary speakers, Dr. Furqanul Aziez from UM Purwokerto, Dr. Andreas Akun, M.Pd from Binus University and Habibullah Akbar, Ph.D from Universitas Esa Unggul, Djasminar Anwar, BA.,Pg. Dipl. MA and Dr Muhammad Ramdon Dasuki, Lc, MA from Universitas Pamulang.

This seminar provides a precious opportunity for lecturers, practitioners and experts in the field of Linguistics, Literature and Language Teaching, to share their knowledge with us.

I wish to thank to the Chairman of Sasmita Jaya Foundation for sustainable support, as well as Rector of Pamulang University and Dean of Faculty of Letters for insight motivation and encouragement support. Moreover, I wish to thank and congratulate the committee for their hard working and effort to prepare this seminar. I wish also thank to DKI Bank and BCA Bank as the sponsorship colleagues who has given their contribution to this conference. Thanks also goes to semarak.co as media partner.

Last but not least, we appologize for all inconvenience that may happen during the event.

Thank you very much and Warms regards,

Wassalamu’alaikum Wr. Wb.

Eka Margianti Sagimin, S.S.,M.Pd
Chair of Organizing Committee

ACKNOWLEDGEMENT



Assalamu'alaikum Wr. Wb.

Distinguished speakers, honorable guests, lecturers, ELT colleagues, and students, I would like to extend the warmest of welcome to all of you attending the 9th National Seminar 2018.

At this time, I would like to express my profound gratitude to Ms. Eka Margianti Sagimin, S.S., M.Pd, the conference chair in preparing the 9th National Seminar 2018. I also would like to extend my deep gratitude to all the Organizing Committee members, who have expended a tremendous amount of time and energy to make this great event possible.

My Special appreciation is extended to the Keynote Speaker Prof. Dr. I Dewa Putu Wijana, MA from UGM, all plenary speakers and parallel session presenters.

I hope that everyone will find the presentation inspiring, enriching, innovative and insightful. Please, enjoy the conference. Thank you very much.

Wassalamu'alaikum Wr. Wb.

Hj. Djasminar Anwar, BA.Pg. Dipl.,M.A.
Dean of Faculty of Letters

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9th National Seminar 2018

Linguistics, Literature, and Language Teaching

Insight to Teaching Listening: A Study in a Class of Junior High School

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ABSTRACT

Listening is the ability to accurately receive and interpret messages in the communication process. Moreover, Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. English is now not only learned by students in English Department, but also by students of junior high school as a compulsory subject. Unfortunately, most junior high school students still find difficulties to figure out listening, as well as with speaking, reading, writing and grammar although the contents of the topic deal with their subjects. This study was conducted to discover the application of teaching listening in junior high level. Data collection are gained through observation of teaching listening process in a junior high class. To analyze the data, the writer uses a descriptive method with qualitative approach. The findings of this study revealed that the teaching and learning of listening skills has a typical pattern in the class. The sessions consisted of opening, pre-activities, while activities, and closing. In teaching listening, it is discovered that the teacher applied Communicative Language Teaching.

Keywords: teaching listening, junior high school, case study, CLT

INTRODUCTION

Having good ability in listening is one of the main skills that has to be mastered by language learners because it tightly relates to the communication process. Harmer (2007:133) states that listening can be helpful for students in running successful communication. In other words, communication will not run well if it is not supported by good ability in listening.

Many language learners focus a lot on speaking. Many new learners sit for a second language test and know that listening section is almost the hardest. Bulley-Allen (1995) in Flowedew and Miller (2010:159) state that Listening is dominant activity in daily communication

(40%), 35 % for speaking, 16 % for reading, and 9 % on writing. Research shows that when communicating, the time spend around 40-50% of our time listening. Studies have shown that listening makes up about 45% of the time people spend communicating, followed by speaking (about 30 per cent), reading (about 15 per cent) and writing (about 10 per cent). It shows that listening is the skill they will use the most in English, or any other language learning.

“Yet, for all its importance, students (and even teachers) often fail to give listening the attention it needs. This is all the more remarkable as learners often say that listening is the most challenging of all the skills in English.” (Ahmed, 2016)

So, it is a must for the learners to keep improving their basic language knowledge to support them in listening activities. Ghaderpanahi (2012), there are numerous factors that guide the students into confusion in listening activities, such as native speakers’ volume, speed-rate, accents, intonation, listening strategies, and pronunciation. Another factor that may influence the learners’ ability in listening activities relates to their ability to know the pronunciation every single word correctly because communication process cannot be separated from the activities of pronouncing words, phrases, and sentences. Then, Buck (2000:32) also stated that there are some components that need to be considered in constructing listening comprehension test; phonology, accents, prosodic features, speech rate, hesitation, and discourse structure. To have good listening skill in English needs listeners to enrich themselves with basic language knowledge, such as vocabulary, grammar, pronunciation, and other language components.

Teaching Principles of Listening

Teaching listening skills presents a series of challenges. It is perhaps the most ephemeral of language skills, hard to understand, teach, and assess (Levy, 2018). Teaching good listening skills is difficult as it is so difficult to define and exemplify, and few of us, even native speakers of English, really do it well. But by making explicit the qualities of good listening and then practicing it, our ESL students can become good listeners in English, and often better than their native speaker peers.

According to Levy (2018) there are some principles of listening that both teachers and students should know. They are as follows:

1. **Make it Explicit**

Even native speakers, who actually use markers or key vocabulary, may not have

consciously thought about these devices. Introducing some key markers and vocabulary is often welcome it makes explicit how to understand and manage conversations. In addition, key terms such as “active listening” and “discourse marker” should be introduced and exemplified.

2. Model

For new concepts, such as active listening, a model is needed. This can be provided by traditional print example dialogues as well as film clips, and teacher modeling with volunteer students: e.g., the teacher might say, “Gina, tell me something of importance to you, and I’ll listen actively. The rest of the class, pay attention, and then let’s discuss what goes into active listening.”

3. Practice

This might be especially important in active listening, which few people, native or nonnative speakers, really know how to do, as we are used to either sitting quietly while a speaker finishes his speech, or interrupting (when we think he or she is wrong), or sitting and planning what we will say in response, etc. Active listening takes practice, but is worth it in terms of improving listening skills and relationships.

Techniques in Teaching Listening skills

Listening is as a major component in language learning and teaching. The learners need to pay to some special attention. Students need to be able to listen to variety of things in a number of different ways. In addition Lewis and Hill (1992:61) mention they are six techniques in teaching listening:

- 1) Listening can be divided into sub skills
- 2) Direct students’ listening, particularly if it is taped
- 3) Listening to a tape is difficult
- 4) Let students hear “the real thing” from early in the course
- 5) Make sure students can hear the difference between similar sounds
- 6) Use a variety of ‘listen and respond’ activities

FINDINGS AND DISCUSSION

In this chapter, the writer elaborates the result of this study regarding teaching and learning English listening. Here are the descriptions of the study.

FINDINGS

Meeting 1

Class size : 22 students (10 boys, 12 girls)
 Class period : 2x 35 Minutes
 Equipment : - Cassette
 - Tape
 Materials : Smart steps (The Smartest Way to Learn English, An English Textbook for Junior High School)
 Authors : Ali Akhmadi & Ida Safrida
 Published : Ganeca Exact (2007)
 Unit : 11-14
 Pages : 141 – 186

In the first meeting, the teacher taught listening lesson through audio program. There were twenty two students attended the class. The teacher started her preparation by playing the cassette to make sure that she has the right topic she will teach. The following table presents a class activity in the first meeting.

Table 4.1. Teaching listening in 1st meeting

TEACHER	STUDENTS
Warming up Greeting “Assalamu’alaikum Good morning students Sharing How are you today? Alhamdulillah, I am very well, thanks.	“Wa’alaikum salam” Good morning I am fine, thank you. And how about you?”
Pre activities She asked them to say on their seat She asked some questions about the last material (it can make the students remember their last lesson) She asked “Do you have any homework?”	They sat on their seat politely. The students gave the wrong answer and the teacher corrects them Replied “ No, I don’t”

Main activities She asked students to show their handbooks. She asked to open page 141 She played the cassette and controlled them one by one. She asked whether students have some questions.	All of students brought handbooks. The students were ready to start studying They listen carefully and do the exercise No one of the students asked the question. All of them have understood.
Closing activities She asked them to study at home because they will have daily examination from 11-14.	The students did not have any problems with the instruction

From the first observation of the class activities, the teacher focused her teaching on listening skills. Nevertheless, besides listening, the students also learned vocabulary, speaking, and grammar. In speaking, the students were asked to say the words they had listened from the cassette. Furthermore, the teacher called the students one by one to answer the questions. They understood the teacher's instruction. In writing, the students were asked to write the spelling correctly. In grammar, the teacher asked the use of verb be: was and were through yes/no questions. For instance, the teacher asked one of the students:

Teacher : Syahid, *were* you late yesterday?

Students : Yes, I *was*

In this case, the teacher gave simulation that can carry materials to integrate listening and oral skills. The teacher showed students in the class about the grammar (the using was and were) through creating a realistic environment. Another example, the teacher also tried to get students to practice the past tense:

Teacher : last weekend I went to a restaurant and I ate fried chicken. Sinta, what did you last week end?

Sinta : I went to park and play with my friends.

Teacher : Sinta, "*I play with my friends*" or "*I played with my friends*?"

Sinta : Oh, I played with my friends

Teacher : Good!

This exercise was an attempt to force the students to use the past tense, but allowed them to choose meaningful replies.

Listening (oral cycle)

1. Listen and repeat. Practice the consonant sounds /p/ and /f/.

/p/	/f/
Pay	Full
Pass	For
Page	Fire
Pond	Fox
Post	Few
Pour	Fight
Point	Found
Piano	Fast
Picture	Follow
Pocket	Funny

**(It presented the pronounced word of /p/ and /f/ that can make sure the students know the difference of sounds /p/ and /f/). The students listened and repeated the words during the listening task).*

2. Tick the word you hear. Do it in your workbook.

No	/p/	✓	/f/	✓
1.	Pull		Full	
2.	Pin		For	
3.	Pour		Four	
4.	Pail		Fox	
5.	Paint		Few	
6.	Pair		Fair	
7.	Pan		Fan	
8.	Past		Fast	

9.	Peel		Feel	
10	Pine		Fine	

** (Students first listened to the cassette once. Then, they worked individually to complete the ten questions)*

3. Listen and repeat these expressions.

- What is your hobby?
- What do you like to do in your spare time?
- Do you like cooking?
- Do you like watching movies?
- I love football
- I like watching TV
- My hobby is reading
- I am keen on gardening
- I don't like fishing. It's boring

**(Students listened to the cassette once. Then, they worked individually to complete the ten questions)*

4. Listened and choose the correct responses do it in your workbook.

1. What do you like doing in your spare time?
 - a. Well, I sometimes go fishing or play chess
 - b. I don't know
2. Do you like watching cartoon movies?
 - a. Yes, I love them
 - b. Drawing and listening to music
3. Are you keen on listening to music?
 - a. Yes, I am
 - b. I like Rhythm and blues music
4. What kind of music do you like best?
 - a. The singer is beautiful
 - b. I like jazz
5. Do you read a lot?
 - a. Yes, I do. I read novels and science comics
 - b. Well, I sometimes go camping

** (Students listened and chose the answer which they have heard)*

5. Listen to the cassette. Choose the words in the box to complete the sentences. Do it in your workbook

Vehicles	Africa	India	making pen pals
----------	--------	-------	-----------------

Drawing twelve people difficult

Tom is (1) years old.(2) and (3) are his hobbies. He likes drawing scenery because it is (6) He has friends from (7) and (8)

** (students listened and completed the sentences above individually and then compared the answer with a partner)*

Unit : 12

Pages : 157 -166

Topic : Whose book is this?

ORAL CYCLE (Listening)

a) Listen and repeat

Before	need	type	marketing manager
Employ	offered	until	personal manager
Enjoy	people	terribly	shoe company
Herself	question	first day	work all day
Home	receive	get to work	
Manager	talked	junior clerk	

**(Students listened, repeated and pronounced the words listened above)*

b) Listen and repeat

➤ Did you come yesterday?

Yes, I did.

No. I didn't

➤ Where did you go yesterday?

I didn't go anywhere.

➤ When did you receive my letter?

Yesterday.

** (Students listened to model questions above and repeated)*

c) Listen and practice these models.

1. Georgina : Did you come here yesterday?

Paul : No, I didn't

Georgina : Where did you go yesterday?

Paul : I didn't go anywhere

2. Mr. Brown : Did you work all day yesterday?
Miss Green : Yes, I did.

3. Bill : Did Tiago to work yesterday?
John : Yes, she did
Bill : Did she get to work late?
John : No, She didn't

* (Students listened and repeated the example of dialogue above)

d) Listen and underline the correct words provided. Do it in your workbook.

Mr. Brian	: Good Morning	1. A did	b do
Anne	: Good morning, Mr Brian	2. A later	b ago
Mr. Brian	: When..... you receive my letter?	3. A work	b walk
Anne	: two days	4. A the	b his
Mr. Brian	: Where did you before ?	5. A was	b is
Anne	: at shoe company	6. A liked	b was
Mr. Brian	: What your job?	7. A like	b enjoy
Anne	: i a junior clerk	8. A did	b liked
Mr. Brian	: did you it ?	9. A as	b like
Anne	: Yes, i it, but it was very far	10. A employ	b enjoy
Mr. Brian	: i see, i need a young girl you.		
	Right. I'll you.		

* (students listened and completed the dialogue)

e) Listen and number the blanks with the words provided. Do it in you workbook.

1. When you born ?	1. Where
2. were you born?	2. Were
3. Were sick yesterday ?	3. did
4. you work this morning ?	4. you
5. Did you get late this morning ?	5. get
6. What time did you up ?	6. Up

* (Students listened and did the exercise)

f) Listen and practice the consonant sounds /m/ and /n/.

Man	map	meet	more	move	mine	much	many	money	might
No	nut	net	nose	name	near	nine	nail	nurse	night

* (Students listened and repeated the word in the chart above to make difference of sounds/m and /n/)

g) Listen to the cassette or to your teacher. Circle the consonant sounds you hear.

1. m, n	6. m, n
2. m, n	7. m, n
3. m, n	8. m, n
4. m, n	9. m, n
5. m, n	10. M, n

* (Students listened and did the exercise)

Unit : 13

Pages : 167 – 178

Topic : Do you like chocolate?

ORAL CYCLE (LISTENING)

a) Listen and repeat

Banana	coffee	Chicken
Potato	tea	spinach
Rice	fish	milk
Meat	carrot	lemonade
Egg	chocolate	

* (students listened and practiced the words above)

b) Listen and repeat the consonant sounds /f/and/s/.

/f/	/s/
Food	See
Five	Say
Feed	Six
Foot	Sell
Feet	Save
Try	Send
Fan	Some

Fine	Sad
Fast	Sunday
Four	Sorry

** (Students listened and practiced to make different of sounds /f/ and /s/*

c) Listen and circle the consonant sound you hear. Do it in your workbook.

- | | |
|--------|---------|
| 1. f/s | 6. f/s |
| 2. f/s | 7. f/s |
| 3. f/s | 8. f/s |
| 4. f/s | 9. f/s |
| 5. f/s | 10. f/s |

** (Students listened and circled what they heard to make difference word between /f/ and/s/*

ORAL CYCLE (LISTENING)

a) Listen and underline the things the speaker means. Do it in your workbook

1. (a ruler, a sharpener, a big)
2. (an onion, a garlic, a chili)
3. (a pencil, a pen, a drawing pen)
4. (a television, a radio, a tape recorder)
5. (a pair of shoes, a pair of slippers, a pair of socks)
6. (a tie, a cap, a handkerchief)
7. (a motorcycle, a bike, a car)
8. (an envelope, a stamp, a post card)
9. (a bottle of sugar, a can of milk, a box of noodle)
10. (a doll, a toy robot, a kite)

** (Students listened and did the exercise individually)*

b) Listen and practice. Then circle the consonant sound you hear /θ/ and /ð/

No.	θ	✓	No.	θ	✓
1.	Think		11.	They	
2.	Thought		12.	Them	

3.	Thing		13.	Their	
4.	Though		14.	This	
5.	Through		15.	That	
6.	Thigh		16.	Those	
7.	Thin		17.	These	
8.	Thief		18.	The	
9.	That		19.	There	
10.	Theater		20.	Therefore	

** (Students listened and did the exercise to what they listened*

Meeting 2

Class size : 22 students (10 boys, 12 girls)

Class period : 2x35 minutes

Equipment : - Cassette

- Tape

- Worksheet

Table 4.2 Teaching listening in 2nd meeting

TEACHER	STUDENTS
Warming up “Assalamu’alaikum” Good morning students Did you have a nice day? Alhamdulillah, I am fine, thank you. And how about you? How are you today?	Wa’alaikum salam. Good morning “Bu” Yes, we did and how are you?
Pre activities The teacher asked some questions: Are you ready for having an exam today? Collect your book, please! Pointed one of the students to collect their handbook in each row. Put in each row. The teacher gave a motivation before doing the exercise (Don’t worry, it is very easy)	Yes, I am A students who sat at the back row took his handbooks ‘friends. The students collected and put in front of on his table’s friend

4.	08097009	Student 4	71	Good
5.	08097011	Student 5	86	Very Good
6.	08097014	Student 6	69	Not bad
7.	08097017	Student 7	70	Good
8.	08097020	Student 8	75	Good
9.	08097021	Student 9	73	Good
10.	08097023	Student 10	90	Excellent
11.	08097032	Student 11	94	Excellent
12.	08097033	Student 12	60	Not bad
13.	08097035	Student 13	67	Not bad
14.	08097038	Student 14	60	Not bad
15.	08097044	Student 15	68	Not bad
16.	08097045	Student 16	72	Good
17.	08097047	Student 17	84	Very Good
18.	08097049	Student 18	70	Good
19.	08097056	Student 19	67	Not bad
20.	08097057	Student 20	73	Good
21.	08097058	Student 21	96	Excellent
22.	08097060	Student 22	36	Remedial
23.	08097063	Student 23	72	Good
24.	08097070	Student 24	79	Good

* Material for listening test (see appendix)

Note: 100 = perfect

90 = excellent

80 = very good

70 = good

60 = not bad

> 60 = Remedial

From the table 4.3 above, the highest students score is 96 and one of the students got the lowest (scored 36). We can see that most of students are managed to get relatively good grade.

No	Statements	Frequency
1.	Perfect	0
2.	Excellent	4
3.	Very good	3
4.	Good	10
5.	Not bad	6
6.	Remedial	1
	Total	24

DISCUSSION

From the findings, there are some points that can be discussed as follows:

Preparation of teaching listening

The teacher prepared the subject materials which were going to be discussed in the class. She planned the lesson before teaching in the classroom. She prepared the equipment for teaching listening such as tape, and cassette.

Teaching and learning process

The teacher taught listening through audio program equipment which is combined with Communicative Language Teaching method. In teaching listening, first the students were asked to open the course book. Then, the teacher played the audio program several times and they listened. The teacher then gave instruction about the task of what students should have done.

Listening tasks

Students were given the same task. Here is a procedure:

This exercise presents listening and repeating the words from the pictures:

Before giving the exercises, the teacher gave warming-up activities, for example greeting and asking about their days.

- *Opening the Book.* The teacher told the class to look at the picture then asked some pre listening questions. The teacher explained some unfamiliar words such as: “making pen pals” = “membuat surat”, because the meaning is primary.
- *Playing the audio program several times.* Students only listened.
- *Playing the audio program again, stopping after each phrase/word.* The students looked up the words and said them aloud.

This part presents listening and practicing of the consonant sounds /p/ and/ f/, /m/and/n/, /f/ and /s/, / Ø/ and / ð /

- *Opening the Book and playing audio.* The teacher played the audio program again. The students listened to present the consonant sound /p/ and /f/, /m/ and /n/, f/and/s/, / Ø/ and/ ð/ then, played the audio program.
- Students repeated and clarified the differences between sounds /p/ and/f/, /m/and/n/, f/and/s/, / Ø/ and/ ð/

This section focuses on exercises

- *Opening the book and giving instruction.* The teacher gave the instruction.

T: Do you know the instruction?

S: No, I don't.

T: Tick the word you hear

- The teacher played the cassette twice; the students listened carefully and ticked the words they heard. Students worked alone to finish the task.
- Next, the teacher checked the answers by asking students one by one from a student at the right side of the line.

The students listened to the teacher and repeated as they listened. This gave them an opportunity to improve their pronunciation, stress and intonation. They felt confident in pronouncing the words. From the explanations above, the teacher tried to make different activities

and enhanced the development of the four language skill by giving activities such as “listen and repeat” dictation or “listen and write” and “read aloud”. Also, the teacher promotes honest communication and builds trust and confidence. Then the teacher keeps communication alive and active.

CONCLUSION

From findings and analysis above, it can be concluded that besides the teacher taught English focused on listening, but she also provided the students with an opportunity to summon up and used some of the language which covered of the units to develop students’ English skills. It is discovered that the teacher used similar pattern in teaching two sessions that are: opening, pre-activities, while activities, and closing. The teacher also seemed to use CLT to deliver materials in her listening class.

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ISBN 978-602-0780-45-0



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