

TEACHING LISTENING NEWS ITEM TEXT BY GIVING NEWS VIDEO AND WH QUESTION TO SENIOR HIGH SCHOOL STUDENTS

Agia Luphita Mufi¹, Aryuliva Adnan.²
English Department
FBS State University of Padang
email: agialuphita@yahoo.com

Abstrak

Keterampilan mendengarkan adalah salah satu keterampilan yang paling mendasar bagi semua siswa di tingkat Sekolah Menengah Atas. Namun ada beberapa permasalahan yang sering kali muncul di dalam pengajaran keterampilan mendengarkan, terutama dalam mendengarkan teks *News Item text*, seperti terbatasnya kemampuan siswa dalam mengetahui kosakata bahasa Inggris, kurangnya pemahaman mereka dalam menggunakan tata bahasa yang baik, serta faktor ketidaknyamanan kelas yang muncul akibat perlunya pembaharuan dan kreatifitas guru dalam mengelola proses pembelajaran di dalam kelas. Agar siswa dapat memahami pesan pada keterampilan mendengarkan news item, penulis memilih *giving WH Question*. Teknik ini nantinya akan diterapkan di tahap *whilst-teaching* dengan pemakaian media news video sebagai bagian untuk mendapatkan ide dan arti pada teks news item bagi siswa tingkat Sekolah Menengah Atas. Diharapkan dengan menggunakan *giving news video and WH question*, guru dapat memaksimalkan kemampuan mendengarkan teks news item siswa agar tercapai tujuan pembelajaran. Penulis juga berharap agar teknik ini dapat memberikan kontribusi positif bagi guru dalam mengajarkan kemampuan mendengarkan teks news item serta bisa meningkatkan kemampuan siswa dalam mendengarkan teks news item.

Key words: keterampilan mendengar, teks news item, *WH Question*, video

A. Introduction

Language is an important skill that should be learned by children. In Indonesia, especially in Junior and Senior High School, English will be a very important language that should be mastered by students. Teaching English has a purpose to prepare students to have communicative competence by which the students are able to communicate both in oral and/or written forms. In School Based Curriculum (KTSP), the students are expected to have that communication in four basic, namely listening, speaking, reading, and writing skill.

¹ The writer of paper from English Department for graduation period Sept 2013.

² Advisor, the lecturer of FBS State University of Padang

Listening is one of the ultimate skills in learning a language, including in English for Foreign Language (EFL). Thus, listening is crucial for human beings and is one essential skill that should be inquired in learning a language. Listening is considered as the basic form of language acquisition. Malkawi (2010:771) states that language learning relies on listening because it provides the aural input which functions as the basis for the language acquisition and enables learners to interact in spoken communication. It is clear that listening provides the foundation for all aspects of language and play roles in the process of communication.

Howat and Dakin in Malkawi (2010:771) define listening as the ability to identify the message in order to understand what others say. It is in line with Potosi, et al (2002:9) who says that listening skill is the process that allows the listener to understand a determinate message. It means that the listeners listen for the purpose of getting information and messages from the speakers' talking. Furthermore, it is very important to know the language component required to understand the message when listening. Madsen (1983:109) states that learners must know all the phonetic content of a listening text and that their ears have to be trained focusing attention on the elements of the sounds system before listening. It means that the listener should have ability in phonetic system which includes intonation, stress, rhythm, and pronunciation.

Meskill (1996:180) says that listening involves some processes. He analyzes listening as not simply a receptive act, it is multiple physiological and cognitive processes are engaged all together. He offers that the processes are: reception, interpretation, and response construction. Furthermore, Brown, J Donal et all (2000:57) states that listening is receiving, analyzing, and interpreting oral signal that comes to someone and creating messages of the speaker. It means that a listener firstly receives the message, gets a meaning from the input, then interprets and constructs the meaning.

Richards (2008:1) states that teaching listening has greater interest than it did in the past due to the importance in human life. It can be proved from the fact found in the field. Listening is included in national exam, TOEFL and TOEIC exams and many others national and international scale exam that include listening, showing that listening is an essential skill to learn. Consequently, the language learners are highly expected to be skilled in listening.

Teaching listening is to teach students to decipher and perceive messages from the spoken language. For teaching listening, authenticity is an effective way in communicative language teaching. Brown (1994:245) states that an idea that authentic language and real-world tasks enable students to see the relevance of classroom activity to their communicative goals. It means that students will be more motivated to reach the learning goals by using authentic materials because it is contextual and can be found in their real life.

In teaching listening to senior high school students, according to Badan Standar Nasional Pendidikan in Permendiknas No.41 Tahun 2007 (Standar Proses), there are three phases for teaching activities: Pre- teaching activities, Whilst- teaching activities and Post- teaching activities.

A good teacher have to follow all of these regulations. Firstly, the teaching activities are started from pre- teaching activities. In this phase the teacher's role is to prepare the students physically and mentally in learning process, such as: checking the students' attendance and the students' readiness before begin the learning process. If the students seem not ready to study, the teacher has to motivate the students. after that, the teacher starts to introduce the topic by building students' basic understanding about the topic. The teacher can ask students about things that related with the topic that will be learnt. Then, teacher tells lesson objective to the students.

The second, teacher applies whilst- teaching activities. It is the main learning process which purposes to raise learning basic competence stated. It can activate the students in learning as well as to provide opportunities for the students to be creative and independent learners based on their talent and their self development.

There are three activities in whilst- teaching activities as stated in *Permendiknas No. 41 Tahun 2007*; exploration, elaboration and confirmation. In exploration, the teacher involves the students in the learning activity to explore information about the topic or material, and facilitate interaction in the classroom. In elaboration activities, the teacher just functions as a facilitator. The students are given opportunity to think, create and produce things from exercises and assignments given both cooperatively and independently. In confirmation activities, the teacher rewards the students' work and facilitates the students to get more learning experience.

Finally, the last activity is post- teaching activities. In this phase, the teacher and the students conclude the lesson well individually or cooperatively. There are also activities in which the teacher evaluates the students learning progression. At the end of the lesson, the teacher should convey lesson plan for next meeting in order that the students can prepare themselves at home.

In Senior High School, there is a news item text that should be taught According to Noerdin (2013:1), a news item text is a text that is usually used to inform readers about events of the day which are considered newsworthy or important. It is often found in a newspaper, videos, television to tell about great, important, interesting, tragic, entertaining, or fresh incident or events that all people should know about it.. Gerot and Wignel (1994:128) state that news item text is a kind of text which is used for public information of what is the newsworthy of the day. According to Depdiknas (2006) hortatory text consists of Communicative Purposes, Generic Structure, and Language Features. The generic structure of this text consists of newsworthy event, background of events and resources and the language features of news item text are: using information on the use of headlines, using action verbs (e.g. hit, attack), using saying verbs (e.g. said, added, claimed), and using past tense.

In teaching listening news item text, teacher can use several techniques. One of the techniques is by giving WH Question. A question is a linguistic expression used to make a request for information. According to Crystal

(2003:16), questions are sentences which seek information. They fall into three main types, depending on the kind of reply they expect, and on how they are constructed. Sentences formed in these ways are said to have an interrogative structure. Mc Kenzie (2005) states that an interrogative word or question word is a function word used to ask a question, such as what, when, where, who, why and how. They are sometimes called wh-words, because in English most of them start with wh-. In conclusion, WH question is a function word used to ask question to get information. The information requested may be provided in the form of an answer. By giving WH Question, students can comprehend what they have just listened by answering the WH Question from teacher.

In making students can understand the news item text more deeply, the use of media is also the important thing. One of the media that is used is video. Images of videos benefit students as was found in Ting Hung (2009:20) study, where his participants benefit from the visual part of the video, that supported them to self- analyze their own performance; thus, students become autonomous learners and critical thinkers not only for them but for others' learning process; focus on analyzing images, comprehend the video.

For an EFL classroom, video materials help to develop the level of proficiency through different components that the real discourse contains. Van Duzer (1998:107) claims that the authentic language contains hesitations, rephrasing, and variety of accents. In this way, it should not be modified or simplified to make it easier for learners' level. Furthermore, Martinez (2002:10) states that video materials applied in listening skill, provide real situations, intonation, and real pronunciation and allow students to be exposed to a real context. To complement, Ramal (2006:5) says that using video materials in an ESL classroom can motivate students, because they can experience real feelings to accomplish their understanding about the situation of the video.

In conclusion, news video as an audio-visual aid in language learning contains authentic material where the teachers can develop materials of the lesson based on it. In teaching listening news item text, news video will motivate the students in listening news item because they can learn the pronunciation from the native speaker which can keep their interest and enthusiasm to learn. In addition, giving news video and WH question to the students can also help the students to understand the idea and the messages of news item text.

B. Discussion

A good teacher must be able to control and manage all of the materials in teaching process. Teacher should also concerns with all of the factors that will influence the process before she or he start to teach, such as; teaching materials, media, and the lesson plan.

In this procedure the teaching technique that will be used in teaching listening news item text by giving news video and WH Question. They are: Pre-teaching activity, whilst-teaching activity, and post-teaching activity

1. Pre-Teaching Activity

Pre – teaching is the first stage in teaching and learning process. In this stage, the teacher checks the students' readiness to study and guide them to the topic that they are going to learn. First, the teacher greets the students to get their attention. It is only several minutes. After that, the teacher can check the students' attendance. The teacher also checks the learning environment such as asking the students to clean up the rubbish in the class, clean up the white board, and prepare learning equipments such as marker, eraser and ink. However, the most important thing here, the teacher has also to review the last lesson if it is related to the lesson on that day. In short, these pre- teaching activities will only need around 5 or 10 minutes from all of the time that class have.

2. Whilst-Teaching Activity

Whilst-teaching is the core of the teaching and learning process because in this part the teacher does some steps in order to explain the topic deeply. They are Exploration, Elaboration and Confirmation.

a. Exploration

Firstly, the teacher emphasizes the topic that they are going to learn that day (brainstorming), such as showing a picture and asking some questions about that picture to the students. This section will only need around 5 to 10 minutes.

b. Elaboration

The second stage in whilst-teaching is elaboration. This stage is the main stage in the teaching and learning process. In this phase, in teaching listening news item text teacher shows the news video to the students. It supported by Cramer (2004:138), he says that listeners decipher the message by having recognition of words, intonation, stress, rhythm, and pronunciation of the speaker. By giving news video to the students, it is hoped that students can decipher the messages easily because they can hear the intonation, stress, rhythm, and pronunciation by the native speaker. If necessary, the teacher may play the news video twice.

Then, teacher gives WH Question to the students in teaching listening news item text. After the news video has been played, teacher may discuss it with the students around 15 to 30 minutes. In this session, the students are asked about their comprehension in listening news item text by answering the questions. After students mention the answers, then teacher may correct the answers of the students. Here, teacher correct the grammar of the answer of the students since the grammar mastery is one of the difficulties students have in listening.

1. *What happened in the video?*
2. *Where did it happen?*
3. *When did it happen?*
4. *Who got injured in the bombings day in the Boston Marathon festival?*
5. *How many people got injured?*
6. *Why the suspect chooses April 13 as the bombings days?*

Next, in this discussion section, teacher can explain more about the generic structures of news item text. Teacher explain the answer of question “What happened in the video?” refers to the news worthy of news item text because news worthy is recount the events in summary form. For the questions of “Where, When, Who, How, and Why” , teacher explains to the students that the answers of those questions refers to the background of the events because background of the events is the description of the event.

c. Confirmation

In confirmation, teacher gives feedback, conclusion and encouragement to their activity to reflect students’ participation in answering the WH Questions. Teacher and students will discuss the mistakes that they have made and correct the mistakes together. Then, the teacher asks students to pay more attention to the intonation

3. Post-Teaching Activity

In this activity, teacher checks the students understanding about the lessons by giving the students some questions that relates to the topic they have learned. Teacher also need to make a conclusion about the materials by telling the students all of aspects that students need to understand in news item text, such as; purpose, generic structure, lexicon grammatical, etc. The students can take the information from the news item text. After that, teacher gives students homework before close the lesson. The last, the teacher closes the class. That is the end of the lesson and also the class.

C. Conclusion

Based on previous discussion, Listening is one of important skills that should be taught at school. One of the genre texts that should be learned by students is news item text. The teacher can encourage students’ comprehension in listening news item text by giving question more deeply and using interesting media. Therefore, teacher can facilitate them by giving news video and WH question. News video is given to motivate students in teaching

listening news item text because they can learn the pronunciation from the native speaker which can keep their interest and enthusiasm to learn. In addition, WH question is given to facilitate students' in getting the idea and message in news item text. Before giving news video and WH question in teaching listening news item text, teacher should do preparation such as, finding an appropriate news video for the students and preparing the WH question based on the script of news video.

Note: this article is compiled based on the writer's paper with her advisor Dra. Aryuliva Adnan, M. Pd.

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