

“LISTENING MEDIA” APPLICATION IN PREPARING LISTENING MATERIAL

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Abstract

Artikel ini membahas tentang penggunaan “Listening Media” software dalam mempersiapkan materi ajar menyimak bagi siswa SMA. Listening Media sangat membantu guru bidang studi bahasa Inggris dalam mempersiapkan materi ajar listening karena guru tidak perlu lagi kesulitan untuk merekam suara mereka sendiri secara manual. Guru hanya perlu mengetikkan teks yang akan diperdengarkan, lalu aplikasi inilah yang akan mengubah teks tertulis tersebut menjadi berbentuk media suara. Penggunaan aplikasi ini dirasa sangat membantu siswa untuk terbiasa mendengar bahasa Inggris yang diucapkan oleh penutur asli karena aplikasi ini menyediakan tujuh macam model suara penutur bahasa Inggris asli. Penggunaan “Listening Media” dalam mempersiapkan materi ajar listening diharapkan bisa membantu guru untuk mencapai tujuan dari pembelajaran bahasa Inggris yaitu supaya siswa mampu berkomunikasi menggunakan bahasa Inggris secara lisan dan tulisan.

Key words: Listening media, listening material, senior high school

A. Introduction

Learning English means learning the four major language skills that have to be mastered. They are listening, speaking, reading and writing. Through listening, people can enrich vocabularies, better pronunciation, accent and intonation. Listening is not a passive skill, because it involves the participation from the listener’s understanding as an active process. It also deals with a response on the part of the listener such as reply, an action, a facial expression and applause and something indicate that the messages have been received. As an important skill in English language, language learner should be able to master listening skill because by learning listening skill, they can improve their English better.

Since listening skill is one of important skills that has to be mastered by the student, the curriculum also emphasis this skill in English subject. According to KTSP, the aim of English teaching learning process is to make the students able to use

English both in oral and written form. Students are expected to have a good listening and speaking ability as well as in reading and writing.

However, listening is not an easy skill to acquire, as Vandergrift (2004) states that listening is more difficult skill to be learnt than the other language skills. In listening process, the listener does not only have to understand the meaning of word by word, but he also needs to comprehend the whole meaning of the listening material and get ideas of it. Therefore it is necessary for the listeners to give full attention to this skill.

In addition, as stated by Underwood (1990: 19), the first difficulty of listening English as a foreign language is that the listener cannot control the speed of the speaker speaks. Of course, they cannot always ask other people speak slowly. Asking other people to repeat what they have said for many times might be considered as impolite one. Besides, since listening is an oral communication, repetition might be happen, however sometimes cannot get things repeated.

Then, the trouble appears when the listeners have limited vocabulary, therefore they cannot understand what the speaker says. After that, the listeners sometimes fail to realize that the speaker has moved to the other topic since it is a foreign language. Struggle in interpretation of what speaker say can also happen in listening process. Furthermore, other problem is the difficulty in concentration. Because listening is the process of receiving information, the listener needs to concentrate to get the point of what the speaker says. Those difficulties exist for foreign language speaker especially new learners.

Moreover, Wilson (2008) says that the difficulties of English listening usually happen because of certain problems. The pronunciation of some English words is changing when it is combined with other words. For example, in the sentence “What does he do?”, the pronunciation of the words “does and “he” are combined become /dazzi/. This case makes the foreign learner get difficulty in listening. From linguistics point, Wilson argues that the lack of vocabulary and complex grammatical structure also become problems.

Based on writer observation, in classroom, however, there are still some problems that hamper the process of teaching and learning listening. The first problem is the teachers who are responsible in teaching listening sometimes have difficulties in developing listening materials. Another problem that makes the teaching learning process of listening does not run well is the teacher sometimes gets problem to find media to be used in teaching listening. Teachers sometimes tend to skip the listening section because they do not have recording materials. For example, in the school where the writer did her teaching training, found a teacher who preferred to read the listening script manually even the school has a language laboratory. These problems can cause big effect to the students. Students will not familiar to the English sound and their listening skill automatically will not be

developed. Furthermore, these facts can cause the problem because listening is always tested in final exam (UN) for senior high school students.

To overcome these problems, there are many ways that can be used, especially in improving students listening comprehension. One of them is by giving exercises to train the students become competent as the listeners to respond to sentences or instruction (Ur: 1984). Here the teachers can use an application called “Listening Media” in teaching-learning of listening skill.

“Listening Media” application is a kind of text to speech. This application can be installed instantly on any personal computer both in desktop computer and laptop computer. It is really good news for English teachers and learners because “Listening Media” could convert any English text (written English) into voice (spoken English) in various English accent, both in British and American English accent as well. It results the voice of English dialogue or monologue. If you type “Hello, may I introduce you to my friend?” on the application, then you could listen your computer say the sentence later. In using this application, you have to provide active (loud) speaker if you use desktop computer. It is maybe an ‘answer’ for some English teachers to help them in arranging English listening materials for teaching. By using this application in teaching learning process, the students will be trained in listening and familiar with English sounds. And the purpose of the learning, “Standar Kompetensi and Kompetensi Dasar” will be achieved.

Based on the problems above, the writer is interested in proposing the “Listening Media” application to be used by the teachers in creating listening material. Therefore, the writer focuses this discussion about the use of listening media as one of the media in preparing listening material for Senior High School students. In relation to the statement, the writer is interested in investigating: “How is listening media used by English teachers in

creating listening material to the senior high school students?

This paper aims at applying listening media in teaching listening to the senior high school students. It is expected that this paper can give contribution toward English teachers in order to improve their creativity in teaching listening skill.

B. Listening and Teaching Listening

Listening is assumed to be a passive skill, because it is a receptive skill. However, it is absolutely not. To clarify, listening is defined in many ways. Nicholas (1988) says that listening is an active process in which the listener plays a very active part in constructing the overall message that is eventually exchange between listener and speaker. Listener must be active to construct a message of what the speaker says from what we hear.

Moreover, Saricoban (1999) states that "listening is the ability to identify and understand what others are saying". This involves understanding a speaker's accent or pronunciation, his grammar, his vocabulary, and grasping his meaning. An able listener is capable of doing these four things. In other words, listening is one way of understanding the spoken form of communication.

Related to its process, Rost (2002:7) says that "listening is a process involving a continuum of active process, which is under control of the listener, and passives processes, which are not". It means listening is a conscious activity that is done by a person. Listening is an active activity because when a person is listening, their brain is working to catch the information they heard.

Then, the process in listening is a purposeful process. As stated by Hegelsen (2003:24) states that "listening is an active, purposeful process of making sense of what we hear". This shows that listening is an important process of information processed of what is heard. Next, he emphasizes that while listening people combine the information they hear to the prior knowledge they already know. This

emphasizes that listening is an active skill, because people not only hear but also process the information of what they are listening to.

Meanwhile, the process of listening is different from hearing. Listening is the ability to indentify and understand what others are saying. Listening to a message, we must hear it first. Listening differs from hearing. According to Kartal (2011), listening can be defined in different ways but it is clear that hearing is different from listening. Hearing is necessary for listening but listening is much more than processing sounds. The terms of hearing and listening are often used interchangeably, but there are important differences between them. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention.

Based on the points of view above, it can be concluded that listening is an active process in which the listener actively involves using his or her language competence to gain the message from the speaker and understand what the speaker says. It cannot be seen as a passive and simple skill anymore, since it is clearly an active process of hearing. Additionally, the listeners use their background knowledge as in processing the information heard in order to get a good listening comprehension.

In teaching listening, there are three general stages to be completed. According to Wilson (2008:61) the stages of listening consist of pre-listening, while-listening and post listening. In pre-listening, the learners are built their background knowledge. The learners activate the schemata by asking what they know, then find out the reason why they listen and predict what they will hear. In while-listening, the learners are given the input, start from listen for gist then listen to the detail. After that, they can check whether what they hear is what they should hear. Moreover, the learners do monitoring whether what they prediction before is right or not and whether they get success in doing the task. Finally, in post-listening the learners check the answer of their task and discuss the difficulty they get.

They get the feedback whether they can fulfill the task or not and how they can respond it.

To sum up, there are three activities that should be completed in teaching listening. The first is pre-listening activities when the learners recall their prior knowledge relate to the materials and set the context in the purpose of preparing them to be ready to listen. The second is while-listening activities which the learners listen to the text carefully to comprehend the meaning and do some exercise based on the recording. The last is post-listening activities which the pupils' comprehension are checked and responded by the teacher.

C. Listening Media

Then, "Listening Media" is an application software. According to Oak (2011) application software utilizes the capacities of a computer directly for a dedicated task. Application software is able to manipulate text, numbers and graphics. It can be in the form of software focused on a certain single task like word processing, spreadsheet or playing of audio and video files. In short, application is a computer program that function to run specific tasks such as create document, manipulate photo and play audio.

Oak (2011) classifies application software into five categories, they are:

a. Licensed

A user purchases a software license and not the software itself. Most software licenses allow user to run the application on only one machine, although users are allowed to copy the software on other machines for backup purposes. Licenses disallow the resale of software.

b. Sold

As opposed to licensed software, this software is sold to users. Users need to purchase this type of software from the vendor in which case, users own a legitimate copy of the software. This is allowed to resale the software.

c. Freeware

Application software that can be downloaded, used and copied without any restrictions is known as freeware.

d. Shareware

This application software can be downloaded but users need to pay some amount for using them.

e. Open Source

Open source software, as its name suggests, is made available with its source code. The code is open for modification and use.

Listening media consists of two categories, they are licensed and freeware (Suaidy: 2010). Both of them have a differentiation. Licensed or full version can be got by purchasing the software to the programmer. By using the full version users can convert, create and make audio file as many as possible. On the other hand, the freeware or free version one is limited in using. Users can not create, convert and audio files as long as they want, because users have limited capacity in using it. To get the free one, users can copy it from others.

Listening media application is similar to text to speech in computer. Thomas (2007) says that text-to-speech (TTS) is the automatic conversion of unrestricted natural language sentences in text form to a spoken form that closely resembles the spoken form of the same text by a native speaker of the language. This field of speech research has witnessed significant advances over the past decade with many systems being able to generate a close to natural sounding synthetic speech. Research in the area of speech synthesis has been fueled by the growing importance of many new applications. These include information retrieval services over telephone such as banking services, public announcements at places like train stations and reading out manuscripts for collation. Speech synthesis has also found applications in tools for reading emails, faxes and web pages over telephone and voice output in automatic translation systems. Special equipment for the physically challenged, such as word

processors with reading-out capability and book-reading aids for visually challenged and speaking aids for the vocally challenged also use speech synthesis.

In addition, Taylor (2007) argues that Text-to-speech systems have an enormous range of applications. Their first real use was in reading systems for the blind, where a system would read some text from a book and convert it into speech. These early systems of course sounded very mechanical, but their adoption by blind people was hardly surprising as the other options of reading braille or having a real person do the reading were often not possible. Today, quite sophisticated systems exist that facilitate human computer interaction for the blind, in which the TTS can help the user navigate around a windows system.

Taylor also states that the idea behind text-to-speech is to “play back” messages that weren’t originally recorded. One step away from simple playback is to record a number of common words or phrases and recombine them. More over, Microsoft (2007) defines Text-to-speech (TTS) is the ability of computer to play back written text as spoken words. Depending upon the configuration and installed TTS engines, user can hear most text that appears on the screen in Word 2010, Outlook 2010, PowerPoint 2010 and OneNote 2010.

Related to its process, Thomas (2007) explains that The TTS systems first convert the input text into its corresponding linguistic or phonetic representations and then produce the sounds corresponding to those representations. With the input being a plain text, the generated phonetic representations also need to be augmented with information about the intonation and rhythm that the synthesized speech should have. This task is done by a text analysis module in most speech synthesizers. The transcription from the text analysis module is then given to a digital signal processing (DSP) module that produces synthetic speech. In English language, the conversion is not straight forward and needs large sets of pronunciation rules. Homographs that

have the same spellings with different meanings and pronunciations depending on the context are examples of words that need detailed processing.

This application is not built by an IT programmer from United States, England or other foreign countries. The software programmer is a ‘brilliant’ English teacher named Robianto, S.Pd. As Suaidy (2010) states in Radar Banyumas, Robianto is a teacher of SMKN 1 Purwojati-Banyumas. He is also a graduate of Muhammadiyah University of Purwokerto. There are many more softwares for English teaching and learning created by him. For instance, he also created ‘Dialogue Maker’, ‘Virtual Speaking’, ‘Reading Trainer’ and ‘Dynamic Writing’. The “Listening Media” is very useful in teaching listening even pronunciation.

Thus, “Listening Media” is free and licensed application software program which is designed to help students in learning listening easily. It is not difficult to use, but it is very interesting that can motivate students to learn listening skill and English pronunciation. Therefore, it is better for English teachers to use it.

D. Description of Listening Media Software

In listening media software, there are some features that teachers need to know first in order to be able to prepare the listening material. Some descriptions and explanations about “Listening Media” software can be seen in figure 1.



Figure 1: Description of listening media

The first part is at the right top side, point no. 1. There is a little yellow box with the red letters “Id” on it; the little box has function to change the language of the application. This application provides two variations of language selection, they are English and Indonesian. The term ‘Id’ stands for Indonesian and ‘En’ stands for English. Teachers can click this box to change the language. So, this application software is kind of understandable technology, because the teacher can change the language into Indonesian if somehow they find difficulty in running the software.

The second part is point no. 2. In box with point no.2, there is a sentence says, “The speaker’s name is separated with the colon (:).” This sentence is kind of direction to make the listening material or the script. This sentence means that the teacher need to put colon (:) between the speaker’s name and the text. If teachers do not separate the speaker’s name and the text with the colon, so the speaker’s name will not become the speaker in the audio but a part of the text instead.

The correct way in making the text script can be like: “Andy: go away”. In this example Andy becomes the speaker of the dialogue and he says “go away”. But do not make the text script like: “Andy go away”, because this one is the wrong way in making the text script. In this example Andy is not the speaker of the dialogue but a part of sentence in the utterance. The software will produce the sound with the speaker is narrator. So this dialogue will become narrator says: Andy go away.

The next part is point no. 3. In the point no. 3, the teacher will find a big blank box. This blank box is the place where the teachers write the text script on. Teachers can type the text by themselves on it or copy paste from the other place in the computer.

Come to the next part, the point no. 4. In this part the teachers will read a sentence says, “choose the existing dialogue”. There are nine sample dialogues provided by the founder of “Listening Media Software”. Teachers can use these samples or create

their own dialogue. This part also has a function as a place to save the ready text. Unfortunately, the application only can save nine files so the teachers need to delete the existing file first before adding the new one.

The next part, point no.5, consists of two columns they are speaker and voice model. In the speaker column the teacher may choose who the speaker is. Teachers can decide the speaker of the text here, whether narrator or the name that has typed on the blank box. For the speaker’s name, it is free for the teachers to choose who the names are. And the second column is used to choose the voice model for the speaker. There are seven variations of voice model provided in this software. There are three males voice provided; they are Daniel, Lee and Paul. Considering about the age of the voice model, Daniel and Lee are kind of old man voice, so teacher can use them in a dialogue as father. And for the female voice there are four voice models; they are Karen, Bridget, Julie and Kate. All of the female voices are young woman. Teachers free to choose and use the voice differently for each text.

The point no. 6 is divided into three parts; they are speed, pitch and silence. The first column is speed. Teachers can manage the speed of the sound by using the speed column. The speed has range from -10 to 10. It means that the lower speed level chosen the slower sound produced. The second column is pitch. The pitch column is used to manage the pitch of the sound. The pitch also has range from -10 until 10. The smaller number chosen the more not clearly sound produced. The last column in this part is silence. Teachers can use the silence column to manage the silence time or pause between first speaker to the next speaker. The higher silence chosen the longer pause time produced.

The seventh point is the “MP3 audio output”. The MP3 audio output consists of thirty six choices of quality and capacity. The frequency capacity starts from 8Khz, 8Bit, mono until 48Khz, 16Bit, stereo.

The next part, point no. 8, consists of six boxes. They are, new, delete, save text, listen, pause and save audio. The first column, new column, is used to create a new text or dialogue. The second column is delete column. To delete the existing file, teachers can use “delete” column to do it. And teacher can save the new dialogue by click the next column, “save text” column. The next column is “listen”. Teachers can click ‘listen’ column to listen to the text or dialogue that have been made. To stop the audio for a while, teachers can make it by click the fifth column, which is “pause” column. The last column is “save audio” column. Teachers can use this column to convert the text into audio, mp3 format. This audio file can be placed or saved in any place on the computer. Teachers can play the audio to the students anytime.

The last point is the direction to control the audio produced by using the key board of the computer or laptop. The keyboard buttons are F1, F2, F3, F5, F6, F8, F9, F10, F11 and F12. Teachers can insert commands, such as: listen twice, end listening and silence, and sounds, such as: train station, knock the door, bird and telephone rings, to the audio by press button F1 on the keyboard. The teacher can choose the appropriate command and sounds with the text. To decide who the speakers are, teachers can make it by press button F2. The ‘F2’ button is used to decide who the speaker is for a certain text or dialogue. The speaker’s name could be narrator or the other name that teachers type on the blank box. One thing that teacher should remember is do not forget to put colon (:) between the speaker name and the text. In order to select the voice model for each speaker, teachers can press button ‘F3’ to do it. There are seven different voice models available in this software to be chosen. The ‘F5’ button is used to shorten the silence period of the audio between one sentence to the next sentence. In order to lengthen the silence period between a sentence and the next sentence, teacher can press ‘F6’ to do it. ‘F6’ button has an opposite function from ‘F5’, the ‘F6’ button

is used to make the silence period of the audio longer. To lower the speed of the audio, another way to do it besides the way in point 6, is by pressing the button ‘F8’. By pressing the ‘F8’ once means lower the speed a level, twice lower the speed two levels and so forth. The button of ‘F9’ is the opposite of ‘F8’. ‘F9’ button has function to increase the speed of the audio. Teacher can manage the audio played in sentence by sentence by pressing button F10, or F11 to listen by word, or F12 to listen by letter instead.

E. Using Listening Media in Preparing Listening Material

The crucial part in using “Listening Media Software” is preparing the listening material. In preparing the listening material, there are some steps that teachers need to follow. The steps are:

The first step clicks the box ‘new’ on the right side. After clicking the box ‘new’, a new tab will appear to create the title of the text or dialogue. After finishing type the title, click the option ‘OK’

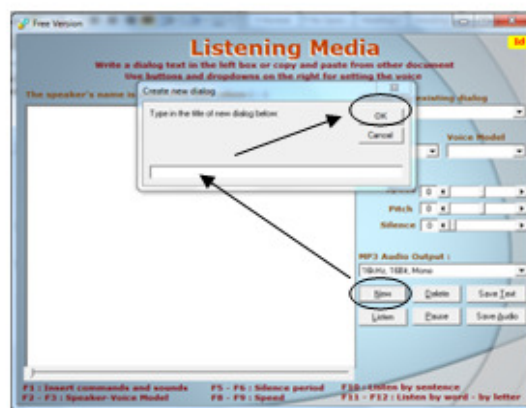


Figure 2: Creating a new dialogue

Then, start typing the text or dialogue onto the big blank box, or teachers also can copy paste the text or dialogue from other place in computer on it. In typing the dialogue do not forget to separate the name of the speaker and the dialogue that will be played with colon (:).

Next, after typing the dialogue on the big blank box, it is time for the teacher to decide the speaker and choose the voice model for each speaker. To decide who the

speaker is, teachers need to click the name of the speaker on the big blank box first, then press 'F2' button and after that choose the name which is same with the name on the big blank box. The next step is choosing the voice model. To choose the voice model, teachers can do it by press the 'F3' button then choose one name provided on it. To decide the speaker and the voice model for the second speaker teachers can follow the two steps before.

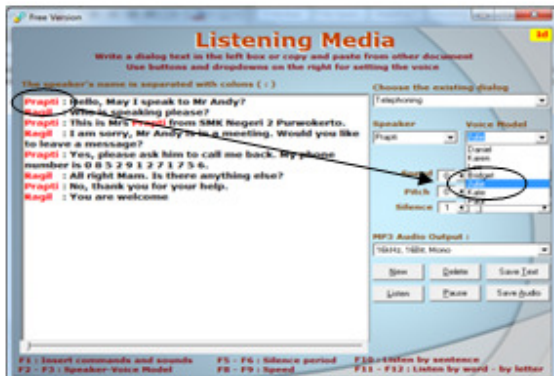


Figure 3a: Deciding the speaker

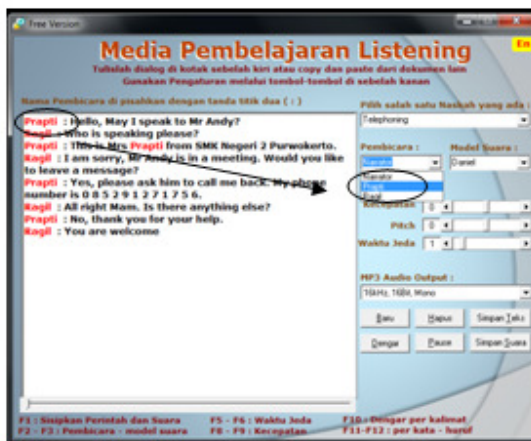


Figure 3b: Choosing voice model

After that, in order to add the appropriate sound and command, teachers can make it by pressing 'F1' button and put them on the expected place. For example, in the sample dialogue through telephone. The sound which is appropriate for the dialogue above is 'telephone rings'. If the teachers want to make the audio played twice, teachers need to add command before the dialogue.

The next step that teachers need to do is to control the speed, pitch and silence period of the audio. Teachers can do it either manage the speed box, pitch box and

silence box, in point 6, or press 'F5' to shorten the silence period, 'F6' to lengthen the silence period, 'F8' to decrease the speed and 'F9' to increase the speed.



Figure 4a: Insert sound

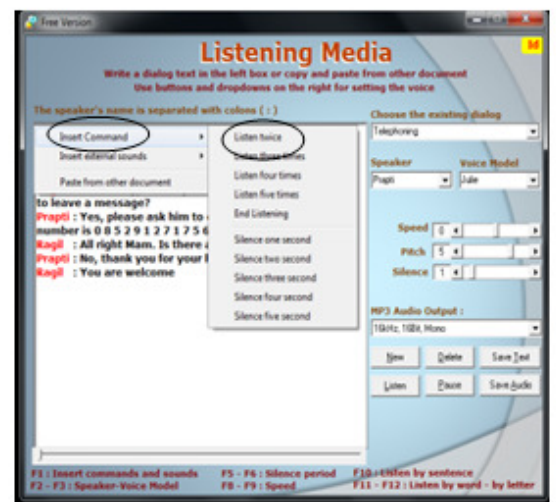


Figure 4b: Insert command

The last step that teachers need to do is to save the listening material that has been created. Teacher can save both the listening script and the audio. If teachers want to save the listening script, teachers click the 'save text' box on the left side. By clicking the 'save text', it will make the listening script automatically saved in the 'existing dialogue' column. And, if the teachers want to save the audio of the dialogue, teachers can convert the text into mp3 format by clicking the 'save audio' box on the right side. The audio can be saved in any place on the computer. Teachers can save as much as audio they want and play the audio to the students whenever they need.

In conclusion, there are six steps that teachers need follow to prepare the listening material. The first one is create the title of the dialogue that will be saved. Next, start typing the dialogue on the big blank box on the left side. In typing the dialogue the important thing that teacher need to remember is do not forget to separate the speaker's name and the text with colon (:). After that, teachers need to decide who the speaker is and choose the voice model for each speaker. Then, if the teachers want to add command and sound, teacher can choose the appropriate commands and sounds available by pressing 'F1'. After that, do not forget to manage the speed, pitch and silence in order to make the audio have a good quality and understandable. The last step is, save the listening material. Teachers can save both the listening text script and the audio. If the teacher want to save the text on the 'existing dialogue', it can be done by click the 'save text box. However, if the teachers want to convert the text into mp3 format, teachers need to click the 'save audio' box, then the text will be converted into mp3 format and teachers can save the audio whenever they want on computer. Model of listening material created by listening media is provided in the appendix.

F. Advantages & Limitation of Listening Media

Using listening media in teaching listening to the first grade of senior high school students give some advantages. What follows are some advantages that listening media may offer:

The first, the students may become more motivated in learning listening because they are challenged to listen to the native speaker. The second advantage is the students can learn a correct pronunciation from the native speakers of English. Even though they do not meet the native speakers, they can listen to their sounds through listening media. The third, through listening media, mispronunciation of English sounds that has taken place so far at schools can be solved.

The fourth teacher doesn't have to find partner to speak with and doesn't have to feel tired to record his voice. In addition, schools which don't have language laboratory and tape recorder English teachers don't need to read the text again and again. The fifth, listening media cost less money. Schools no need to spend much money to provide a language laboratory, but only have to serve laptop and speaker. Nowadays, most of teachers have their own laptop, so laptop is not matter at all. The last advantage is 'Listening Media' can be used in any grade and any kind of text types; monologue, transactional even interpersonal.

As mentioned before, the use of 'listening media' in teaching listening offers some advantages; however, its use also requires some conditions. In order to create good listening material teachers should use the full version one because the free one has limitation in using, for example the length of audio produced is short. Then, teachers' creativity is needed to create the material. Teachers need to be creative in creating and designing the material because if the teachers make the exercises in monotonous one, the students will not attracted and challenged to listen. In short, in using this application is still needed teacher's creativity and effort to make a good listening material. In addition, the teacher who is going to use 'listening media' must have a good capability in operating computer.

G. Conclusion

Based on the previous discussion, it can be concluded that listening media is one of the alternative media that can be used to prepare listening material for Senior High School because by using this application, it makes the students focus on learning process. Listening media is application software to create material which can attract students' motivation and challenging in listening class.

By using listening media in preparing material, it can help students to be familiar with English sound and English

pronunciation pronounced by English native speaker. This application provides the chance to achieve the purpose of the study to be able communicates using English with native speaker. In order to be able to communicate with native speaker, students have to understand what the speaker says. Listening media software is the best way to train students to be familiar with English sounds, so that students can understand what the native speaker says and the communication run well without miss understanding and miss communication.

In preparing listening materials by using listening media, teachers need to know first what the features of the 'Listening Media' are so that the processes of creating the materials run well. To create the listening materials, teachers need to concern about the purpose of the study that wants to be achieved. Therefore, the materials can fill the students' need to be able to respond the meaning in the interpersonal conversation spoken in English.

In writing this paper writer hopes that the teachers have to be careful and understand the "Listening Media" application well first in order to avoid the human error in preparing the material. Teachers also should be able to operate a computer well because listening media can only be used by involving a computer. Moreover, nowadays, teaching is lead to the involvement of advanced technology. Then, for further research, it is better to conduct research about the used of material prepared by this software.

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Appendix Listening Media

Model of Listening Material and Classroom Application

In preparing the listening material there are two aspects that must be concerned by the teachers, they are “Standar Kompetensi and Kompetensi Dasar”. Here, the writer chooses one point from “Standar Kompetensi” and one from “Kompetensi Dasar” as a sample. To help teachers to create the listening material, teachers can use listening text script in the BSE (Buku Sekolah Elektronik) created by government as the listening material. However, writer create own material as model.

- Standar kompetensi
 - ➔ Understanding the meaning in the transactional and interpersonal conversation in the daily life context.
- Kompetensi dasar
 - ➔ Responding the meaning in the transactional conversation (to get things done) and interpersonal conversation (social) formal and informal accurately and fluently by using simple verbal language in the daily life context by using expression of inviting someone.

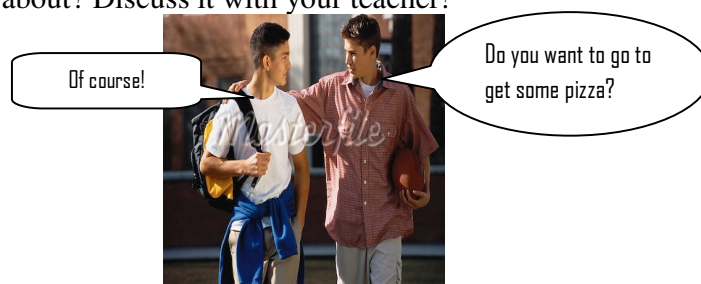
The material for the listening activity might be as follows:

1. *Pre-listening activity*

Pre-listening activity is used to build students’ background knowledge about the topic (see chapter 2). To build the students’ knowledge can be done by showing the students a picture related to the topic, and then ask them some questions about the picture related to the topic. After discussing for awhile, students are expected can predict what the topic that they are going to study is. Model of material for pre-listening activity can be as follow:

Warming up

Look at the picture of two friends below! What they might be talking about? Discuss it with your teacher!



Instruction for the teacher:

Teacher can start discussing by reading the instruction to the class. After that teacher asks some questions related to the picture, for example: what is the relationship between the two people? What are they doing? What they might be talking about? And some other questions until teacher and students can derive what topic they are going to learn today is. This activity can be done for about 10 minute.

2. Whilst-listening activity

Whilst-listening activity is the time for students to practice their skill in listening, so that the purpose of the activity can be achieved. In order to make students are able to respond the meaning in the interpersonal conversation by using expression of inviting someone, teachers need to give students some tasks that contain dialogue using expression of inviting someone. The tasks must be varied in types so that students get trained in listening. Sample of materials for whilst-listening activity might be as follows:

Activity 1 listen to the recording carefully! Choose one the best respond for each number! And mark your answer on answer sheet.

1. a. All right
b. Is that apple juice?
c. Apple juice is expensive
2. a. Yes you shall
b. That would be great
c. Sally don't have a lunch
3. a. I will
b. Are you sure?
c. No, my birthday party is tomorrow
4. a. You wouldn't
b. Dinner is good
c. Sorry, that wouldn't be possible
5. a. Yes I'd love to
b. Because the water is sold out
c. I don't have something to drink

Activity 2. Listen to the dialogue carefully. Then, answer the

question below based on the dialogue you have heard.

1. Who made an invitation at first?
2. What did the person say to invite his/her friend?
3. Did his/her friend accept the invitation?
4. Did the man feel enthusiastic about the dinner?
5. Did the man and woman have dinner?

Activity 3. Listen to three people inviting friends to events and activities. Complete the chart. Do the friends accept the invitations?

Name	Event/activity	day	time	Accept/decline
Jake and Paula				
Lucy and Christ				
Rich and Ed				

Activity 4. Listen to the dialogue carefully. Then, answer the question below based on the dialogue you have heard. Mark “T” for true and “F” for false.

1. (___) Ana invites Susan to go out this night.
2. (___) Susan has to finish her report.
3. (___) Ana have nothing special to do on tomorrow night.
4. (___) Ana and Susan are talking about going to see rock concert.
5. (___) Ana promise to pay the ticket this turn.

Instruction for teacher:

After doing the discussion teacher come to the main activity, whilst-listening activity. In this model there are four kinds of exercises provided, they are multiple choice, answering questions, completing the chart and true-false. The multiple choices is the easiest part in this activity so that teacher makes it as the first exercise. Teacher plays the recording and students choose the correct response to the statement they hear while listening to the recording. The recording is about statement or expression in making an invitation, and students can find the answer printed on the answer sheet. Teacher may play the recording twice, then after students finish doing the exercise they can discuss it together with the whole class members. This exercise consists of five questions and it can be done in 10 minute.

After discussing exercise 1, teacher continues the activity by playing the second activity. This activity is more difficult than the first activity. In this activity students are required to find the answers of the questions given based on the dialogue they heard. Teacher asks the students to listen to the recording material. Teacher may play the recording twice. After playing the recording twice teacher asks the students to answer the question provided. Teacher can ask the students to write the answer on paper given. After students finish answering all the five questions, teacher begins the discussion by asking the students to write the answer on the white board. After that teacher and all students discuss it together. It is about 15 minutes.

In the third exercise, the activity is done by completing the chart. Teacher plays the recording to the students twice, after that asks the students to complete the chart based on the recording. After students finish completes the chart, teacher asks the volunteer to write the answer on the white board to be discussed together. This activity can be done for about 15 minutes. Next is time for the teacher to give the last exercise. The last exercise is kind of true-false statement. Like the previous exercises, teacher plays the recording twice first. Then, teacher asks students to answers the five questions. In this exercise students decide whether the statements given true or false are based on the dialogue they have heard. After all the students finish answers the questions, teacher begins discussing the answer with all students. It is about 15 minutes.

3. Post-listening activity

Post listening activity is used to check students understanding about the material and ask difficulties they faced. Here, teacher and the students conclude the lesson that they have learnt together and ask whether they find difficulties about the lesson. Another activity that can be done by the teacher is to ask students to retell the dialogue they have heard by using the questions as a clue. Post-listening activity is kind of discussion about the students comprehension. Model for post listening activity can be as follow:

Choose one dialogue from the previous activities that you interested in, and then answer the following questions to check your understanding. After that elaborate it become a story and tell it in front of the class by using your own words. You may use these questions as your guide.

- How many people are in the dialogue?
- Who are they?
- What is the relationship among the person?
- What are they talking about?
- Who make the invitation?
- Does the partner accept the invitation?
- What does he/she say?

Create your story here

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Instruction for teacher:

After discussing all the activities in the whilst-teaching activity, teacher may come to the next activity, post-activity stage. First, teacher reads and explains the instruction to the students. Teacher asks the students to choose one dialogue freely and answer the questions as a guide to elaborate their story. After students finish answers the questions, teacher asks the students to elaborate their own story about the dialogue they have chosen by using the questions as guidance. After students finish creating their own story, teacher invites some volunteers to tell their story in front of the class and asks the others to listen to their friends. This activity can be done until the time is up.