

TEACHING STRATEGIES FOR DEVELOPING THE STUDENTS' LISTENING COMPREHENSION SKILLS

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Abstract

This article is talking about teaching listening, which always said as the boring class and quite. Here the students always feel difficult before they try. Listening class always identical with listen and mention or fill the blanks or answer the question so must keep silent. The same strategies always be done and finally students spend their time with sleeping in the class. Actually, there are some strategies for teaching listening comprehension to develop students' skills; they are Cognitive and Meta cognitive strategies. How we combine it both and use it well so students can develop their listening skills. Here we can make the class more interactive. In listening subject, there are two processes they are bottom up process and top down process. It is needed to get the information from the audio or video that they hear. The students not only hear, fill the blanks and answer the questions, but they also discuss or debate it in conversation each other or in the group, and teacher also can make the role-play here so make the class more fun and interactive. Everyone will participate in listening class so it is mean develop their skills in hearing, grammar, pronunciation, vocabulary, and speaking. Teacher assess the listening with their application, how good they get the information from the audio or video and can discuss (playing games, debates or discussion) it with the other students in class.

Key words: Teaching Strategies, Students' Listening Comprehension Skills.

A. Introduction

In education, especially in English subject, listening is taught by teachers to make students able in understanding utterances by a speaker. Some strategies has been created in order to make students more active in listening such as whispering games, listening and retelling stories, listening to songs, doing tasks, etc. Those have one aim that is making students become familiar with listening English utterances, so they can continue their skills into speaking, reading, and writing.

In teaching listening, teachers should not only teach but also can stimulate their students to be active and get participation in learning and teaching activity, especially in listening subject. The success of teacher in teaching listening is shown by students' good response.

Students usually listen selectively that is according to the purpose of the task. Not all the materials that given by the teachers will be accepted by students. Sometimes, students feel the material is too difficult so they do not understand. According to Siahaan (2007:93) the success of foreign language teaching needs a consideration. It is not only the hierarchical formal linguistics, but also the contextual aspects of the situation of a communicative interaction. Therefore, teachers' internal factors also influence the success of learning and teaching activity.

Some of the teachers had problems in teaching listening, such as the students could not understand what the teacher said, students could not answer the question based on audio media, or students often made wrong perceptions after listening what the teacher said. They often did not success in teaching this skill in the class, and it made students could not accept the message. So which strategies able for developing the students' listening comprehension skills?

With literally, hundreds of possible strategies available for teaching listening comprehension skills, it will be helpful for you to think in terms of several kinds of listening performance that is, what your students do in a listening strategies. Sometimes these types of performance are embedded in a broader techniques or task and sometimes they are themselves the sum total of the activity of a strategy. Here we will discuss about the strategies for developing the students' listening comprehension skills.

B. Brief Review of Related Theories

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the

speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know (Larry Vandergrift-<http://www.llas.ac.uk/resources/gpg/67>).

Definition Of Teaching

- Teach
- The act or business of instructing; also, that which is taught; instruction.
- the activities of educating or instructing or teaching; activities that impart knowledge or skill
- the profession of a teacher; "he prepared for teaching while still in college"; "pedagogy is recognized as an important profession"
- "teaching is the process of carrying out those activities that experience has shown to be effective in getting students to learn"

(<http://ardictionary.com/Teaching/1174>)

Listening

There are some definitions of listening. Tarigan (2008:30) states that listening is not the same as hearing. Listening is hearing uses an understanding. Russell and Anderson in Tarigan (2008: 30). People hear because people cannot turn their ears off, but people do not always listen. The hearing and listening are different but interrelated. The first step in listening process is hearing. Howatt and Dakin in Yagang (2008: online) says that listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

According to Rost (2002: 7), listening is a process involving a continuum of active processes, which are under the control of the listener, and passive processes, which are not. While, Gebhard (2009:1470) states that listening is not a passive activity. Rather, he adds that listening places many demands on us. For example when people participate in face-to-face or telephone exchanges, they need to be receptive to others, which include paying attention to explanations, questions, and opinions.

It concluded that listening is an active activity as a process of hearing the signs verbally with attention, understanding and appreciation also interpretation to get information and component of communication that is not delivered by speakers through utterances or verbal language.

Types of Listening

According to Harmer (2007:303) There are two types of listening they are: extensive and intensive listening. Extensive listening will usually take place outside the classroom: in the student's home, car or on personal MP3 players as they travel from one place to another.

Extensive listening is listening activities to general thing without teachers' guidance, Tarigan(2008: 39). A good source for extensive listening is using both of book form and on an audio track. Harmer (2007:303) states that many students enjoy reading and listening at the same time.

Whereas intensive listening is listening to natural language in generally and does not use a rule (Tarigan, 2008 : 43). The role of teachers in intensive listening is as a supervisor. Intensive listening is directed to language teaching and understanding. Intensive listening is appropriate for literature appreciation. It means intensive listening contains more concrete information and often it is easy for the students to understand on first hearing.

Factors that Influence Listening

Tarigan (2008: 104) said, that there are three main factors that influence listening. They are physic, psychology and experience factors. Physical situation or students' health will influence listening. If the students are ill, students will not focus on listening. Besides that, classroom situation also st be considered by the teachers. In psychological factors, the students are not sympathy to the teachers or listening materials, having privacy problems, less insight about the material and feeling bored in studying. The last factor is experience. The lack of willingness in listening is because of the lack of experience in it. In other hand, if the students never study listening before, they will get trouble in understanding each utterance. But, if the students have studied listening before, it can make them learn from their mistakes in their past experience.

Listening Process:

There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners use content words and contextual clues to form hypotheses in an exploratory fashion. (Larry Vandergrift-<http://www.llas.ac.uk/resources/gpg/67>)

Gebhard (2009 : 148-149) who states there are two distinct processes that is involved in comprehending spoken English; bottom-up processing and top-down processing. Bottom-up processing in

listening refers to a process of decoding a message that the listener hears through the analysis of sounds, words and grammar. Top-down process in listening refers to the process of using background knowledge to comprehend a message. The background knowledge can be in the form of previous knowledge about the topic, in the form of situational knowledge, and in the form of 'schemata' or plans about the overall structure of events and the relationship between them.

On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. They build meaning from lower level sounds to words to grammatical relationships to lexical meanings in order to arrive at the final message. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening.

Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include: (1) listening for the main idea; (2) predicting; (3) drawing inferences; (4) summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Successful listening can also be seen at in terms of the strategies the listener uses when listening. Does the learner focus mainly on the content of a text, or does he or she also consider how to listen? A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task. These activities seek to involve listeners actively in the process of listening. Buck in Richards (2008: 10-15) identifies two kinds of strategies in listening, they are:

Cognitive strategies

Mental activities related to comprehending and storing input in working memory or long-term memory for later retrieval.

- *Comprehension processes:* Associated with the processing of linguistic and nonlinguistic input
- *Storing and memory processes:* Associated with the storing of linguistic and nonlinguistic inputs in working memory or long-term memory.
- *Using and retrieval processes:* Associated with accessing memory in order to be ready for outputs.

Meta cognitive strategies

They are conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies.

- *Assessing the situation:* Taking stock of conditions surrounding a language task by assessing one's own knowledge, one's available internal and external resources, and the constraints of the situation before engaging in a task.
- *Monitoring:* Determining the effectiveness of one's own or another's performance while engaging in a task
- *Self-evaluating:* Determining the effectiveness of one's own or another's performance after engaging in the activity.
- *Self-testing:* Testing one to determine the effectiveness of one's own language use or the lack of the language accepting.

Otherwise, Listening also use socio-affective strategies. Vandegrift (online: <http://www.llas.ac.uk/resources/gpg/67>) said that, Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Metacognitive strategies are important because they oversee, regulate or direct the language learning process. Cognitive strategies manipulate the material to

be learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety.

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Teaching Listening

In teaching listening teachers need to let students hear different varieties and accents in order to expose students not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch, and stress. Listeners may begin with pre-recorded announcements, telephone messages, telephone exchanges, short daily dialogues, etc. to materials which questions do not demand detailed understanding to more difficult scripted materials. Listening is special because listeners cannot flick back to previous paragraph and spoken language (monologue or dialogue) itself has unique features (including incomplete utterances, repetitions, hesitations) and other spoken factors (like tone, intonation, rhythm, and background noise). Micro skills of listening comprehension includes retaining language chunks of different lengths in short-term memory. Discriminating distinctive sounds of language; recognizing stress patterns, rhythmic structure, and intonational contours for signalling information; distinguishing word boundaries, a core of words, and patterns and significance of word order; recognizing grammatical word classes, systems, patterns, rules, and elliptical forms; processing speech containing pauses, errors, corrections, and other performance variables; recognizing particular meaning expressed in different grammatical forms; etc. Some listening techniques for interactive listening are building semantic network of word associations; recognizing familiar word and relating it to a category; following direction; discriminating between registers and tones; recognizing missing words or grammar markers; clarifying utterance or text meaning using specific language knowledge; incomplete input, and cultural background; using context to build and confirm expectations; determining the accuracy of prediction about content; analyzing in detail a section of text, making inferences to evaluate statement, filling in missing information in a text, and discovering speaker's misstatement or ideas.

Gebhard (2009: 34) states that listening is not a passive skill but an active one because we need to be receptive to others, which include paying attention to explanations, questions, and opinions. Similarly, Brown in Syaifulah (2009: online) also defines that listening is an interactive process involving a number of different cognitive, psychomotor, and affective mechanisms.

Otherwise, it is very important to keep attention with pedagogical sequence, it will guide the teachers to teach listening well. Good sequence will make the students be easy to understanding the learning step by step and help the students become self-regulated learners.

Vandegrift (online: <http://www.llas.ac.uk/resources/gpg/67>) states that The following pedagogical sequence can develop an awareness of the process of (one-way) listening and help students acquire the metacognitive knowledge critical to success in listening comprehension. A pedagogical sequence for development of two-way listening skills used largely in interaction with another speaker can be found in. Here the pedagogical sequence base on Vandegrift:

Planning for the successful completion of a listening task

Pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

Monitoring comprehension during a listening task

During the listening activity itself, students monitor their comprehension and make decisions about strategy use. Students need to evaluate continually what they are comprehending and check:

- consistency with their predictions, and
- internal consistency; i.e., the ongoing interpretation of the oral text or interaction.

Teacher intervention during this phase is virtually impossible because of the ephemeral nature of listening. Periodic practice in decision-making skills and strategy use can sharpen inferencing skills and help students to monitor more effectively.

Evaluating the approach and outcomes of a listening task

Students need to evaluate the results of decisions made during a listening task. The teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed (inference) the meaning of a certain word or how someone modified a particular strategy.

C. Discussion

Strategies for Developing Listening Comprehension Skills

Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation.

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Harmer (2007:309) said that listening routines, based on the same principles as those for viewing, are similarly designed to provoke engagement and expectations.

- **Pictureless listening (language):** the teacher covers the screen, turns the monitor away from the students or turns the brightness control right down. The students then listen to a dialogue and have to guess such things as where it is taking place and who the speakers are.
- **Pictureless listening (music):** where an excerpt has a prominent music track, students can listen to it and then say based on the mood it appears to convey, what kind of scene they think it accompanies and where it is taking place.
- **Pictureless listening (sound effects):** in a scene without dialogue students can listen to the sound effect to guess what is happening.
- **Picture or speech:** we can divide the class in two so that half of the class faces the screen and half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them into immediate fluency while the non-watching students struggle to understand what is going on, and is an effective way of mixing reception and production in spoken English.
- **Subtitles:** there are many ways we can use subtitled films. John Field in Harmer (2007:310) suggests that one way to enable students to listen to authentic material is to allow them to have subtitles to help them.

Integrating Listening Strategies With Textbook Audio And Video

Base on Harmer, Jeremy-fourth edition in Kurniati (2012), said that the idea that students can use this outline for both in-class and out-of-class listening/viewing activities. Model and practice the use of the outline at least once in class before you ask students to use it independently.

1. Plan for listening/viewing

- Review the vocabulary list, if you have one
- Review the worksheet, if you have one
- Review any information you have about the content of the tape/video

2. Preview the tape/video

- (tape) Use fast forward to play segments of the tape; (video) view the video without sound
- Identify the kind of program (news, documentary, interview, drama)
- Make a list of predictions about the content
- Decide how to divide the tape/video into sections for intensive listening/viewing

3. Listen/view intensively section by section. For each section:

- Jot down key words you understand
- Answer the worksheet questions pertaining to the section

- If you don't have a worksheet, write a short summary of the section
 - Ask the students to discuss their answer together or in a group (they will have conversation, debates, discussion, or teacher can make the rules as the role play)
4. Monitor your comprehension
- Does it fit with the predictions you made?
 - Does your summary for each section make sense in relation to the other sections?
5. Evaluate your listening comprehension progress

Assessing Listening Proficiency

Listening has often played second fiddle to its counterpart, speaking.

We there for need to pay close attention to listening as a mode of performance for assessment in the classroom. For full comprehension, test takers may at the extensive level need to involve interactive skills (perhaps note-taking, questioning, discussion) listening as test-takers actively participate in discussions, debates, conversations, role plays, and pair and group work. Their listening performance must be intricately integrated with speaking in the authentic give and take of communication interchange, Brown, Douglas, H. (2004:120).

For example, for listening practice you have students listen to a weather report. Their purpose for listening is to be able to advise a friend what to wear the next day. As a post-listening activity, you ask students to select appropriate items of clothing from a collection you have assembled, or write a note telling the friend what to wear, or provide oral advice to another student (who has not heard the weather report). To evaluate listening comprehension, you use a checklist containing specific features of the forecast, marking those that are reflected in the student's clothing recommendations.

D. Conclusion and Suggestion

Based on the explanation above so can be conclude that listening is the complicated process and it is very difficult. So many of the students said that listening is very difficult, bore and quite class, so the teacher must be can make the listening to be fun and students can enjoy it.

It is not easy but also not difficult, it is depend on the teachers do in the class, which strategies will able for the students, that is why before teach, teachers need to know the students' ability and other factors that influence their listening ability, otherwise the situation and condition of class will make the changes of listening activities. The teachers must creative to use the media and combine it with a good strategies, so students can develop their listening comprehension skills.

For the assessing, the teacher can combine the assess, which one in here the students must be mastery English language well. How good the students can get the information that has been listened from the audio or video and discuss it or debates the answer if they have fill the questions sheets in conversation (can be in group).

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