IMPROVING LISTENING CONCEPTION OF EFL (ENGLISH AS FOREIGN LANGUAGE) STUDENTS WITH PRE-TEACHING VOCABULARY
(Case Study: Computer Engineering Students of Sekolah Tinggi Manajemen Informatika Komputer Budidarma Medan 2017)

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ABSTRAKT
This research concern with the discussion of how to improve the conception of the EFL (English as foreign Language) students on listening practice held in the class. The students who face some difficulties to gain the listening practice held in the class because English is not their mother tongue or first language. This research shown that the students who are treated with pre-teaching vocabulary gain the conception better than the ones without treated by this technique. The data is taken in a class of 15 computer engineering students of the second semester in STMIK Budidarma Medan in 2017. The data shown proves that the techniques of pre teaching vocabulary are so helpful to improve the ESL student’s conception on listening test held in the class.

Keywords: pre-teaching vocabulary, improving listening conception, EFL Students

I. PENDAHULUAN

I. Introduction

English is the most important skill needed in university including in Indonesia. The highlight situation is considered as critical when English is not first language used in Indonesia. This situation forced the English lecturers to stimulate and motivate the students or commonly called as EFL (English as Foreign Language) students to master four skills in English; Listening, Speaking, Reading and Writing. Listening and reading are known as “receptive skills” while speaking and reading are known as ”productive skills” and to master those four skills, EFL student must be able to train the skill of listening as the priority.

Listening comprehension for EFL students is one of four English language skills which demanding both the ability of linguistic knowledge and the comprehension of the listening material itself or according to Vandergriff (1997) Listening comprehension is a skill which acquire both bottom-up processors in which listening focus on the teaching of grammar and vocabulary in order to know the track on the tape while top down processors focus on how to use background knowledge or text structure or stimulate the students to recall what they know or hear from the listening material after the tape played. The research will discuss which one is more effective (bottom-up processors or top-down processors) to gain students conception on listening practice.

II. REVIEW OF LITERATURE

A. Listening and Reading as Receptive Skills

Listening is one of four English language skills which well known as “receptive skills”. Listening and reading are activities of learning language which do not need to produce language but only need comprehension to receive the language or generally called as passive skills. In the contrary, active skills are the skills which need the ability to produce language by speaking and writing (Gillet and Temple: 1986).

Listening consider as the main process to get the aim of the four skills. For the EFL students, especially the second semester computer engineering students in STMIK Budidarma, the capability of English especially ESP (English for Specific Purpose) is still very low. Listening is a starter way in which the EFL (English as Foreign Language) students do not need to produce language.

B. Listening for Foreign language Acquisition

Formerly, listening is only a practice to train and gain the ability of speaking by “repetition” method, the students listen then repeat and the role of listening is aimed to make better pronunciation for the better of speaking ability, then the role of listening develop into a great change as the medium for comprehending, and a key factor in facilitating language learning. As Feyten (1991) concludes that listening now is a medium to learn and develop language acquisition process.

As a starter process to learn another skills, ESL students will perceive listening as a skill which give them both comprehension and way to develop new terms especially in ESP (English for Specific Purpose) handbooks they use in the class.
C. The Value of Pre-Teaching Vocabulary for Listening Activity

Pre-teaching Vocabulary for listening activity is a great value before the EFL (English as foreign Language) students participate in listening activity in the class. Lecturer must prepare and sort some words or terms related to the listening topics taught in the class before playing the tape.

Pre-Teaching vocabulary steps are:
1. Selecting thematic words, terms or phrase related to the listening material and practice given, it will be better completed with visual equipment like pictures.
2. Explain the meaning to the students
3. Ask the students to repeat minimally three times in order the students be able to memorize the thematic words, terms or phrase, it will be better if the students can write the word, terms or phrase.
4. Test the students’ memory to say the words without looking at the book.
5. Give time to the students to read the questions, it will help them a lot to be ready for answering the question and it is the most suitable to be applied for multiple choice form questions.

Those pre-listening activities will help the student to get the clues for doing the listening practice, help the students to answer the question given. Pre-listening activities help students to decide what they listen, they will be aware to focus on the point what they will listen from the tape (Vandergrift:1997).

III. ANALYSIS AND FINDINGS

A. The EFL (English as Foreign Language) Students’ Conception on Listening Without Pre-listening Activities.

The data below shows the results of the EFL (English as Foreign Language) students’ conception on the questions given in listening practice on ESP handbook in the class. The topic is “Malware” adapted from BBC Learning English and the format of the practice is missing the gap. The numbers of the questions are ten. The gaining vocabulary is additional information of new terms or vocabulary they can say orally after listening the tape. The tape is played for three times. The results are shown in the score and number of gaining vocabulary or terms they can say orally. The scores of the fifteen respondents are very low, from fifteen respondents the scores are under fifty percent with very limited ability to gain new vocabulary or terms related to the listening material. All of fifteen participants who are ETL (English as Foreign Language) students in fact do not understand what is the point of the listening played in the tape about, they have no idea what to fill in ten missing gap because they have never listened the ESP (English for Specific Purpose) terms related to the technology before, and the only words or terms they can say orally after listening the tape are very limited and very common word they often hear daily, they are: computer, Microsoft, company, manager, message, October, million, global, network, windows, internet, USB, username and password.

B. The EFL (English as Foreign Language) Students’ Conception on Listening With Pre-listening Activities.

The data below shows the results of the EFL (English as Foreign Language) students’ conception on the questions given in listening practice on ESP handbook in the class.

Previously, the students taught with pre-listening activities with these steps:
1. Showing Selecting thematic words, terms or phrase related to the listening material and practice given written in the book and whiteboard.
2. Explain the meaning to the students
3. Ask the students to repeat minimally three times in order the students be able to memorize the thematic words, terms or phrase, ask the students to write those words on their notebook while testing the students’ memory to say and write the words without looking at the book.
4. Give time to the students to read the questions, it will help them to be aware to fill the missing gap.

The topic is “Malware” adapted from BBC Learning English and the format of the practice is missing the gap. The numbers of the questions are ten. The gaining vocabulary is additional information of new terms or vocabulary they can say orally after listening the tape. The tape is played for three times. The results are shown in the score and number of gaining vocabulary or terms they can say orally. The scores of the fifteen respondents are significantly lifted up, from fifteen respondents the scores improve up to fifty percent with better ability to gain new vocabulary or terms related to the listening.

<table>
<thead>
<tr>
<th>Respondents’ Number</th>
<th>Score (1-10)</th>
<th>Gaining Vocabulary after the Practise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>7</td>
<td>&lt; 10 words/terms/phrase</td>
</tr>
<tr>
<td>Student 2</td>
<td>10</td>
<td>&lt; 15 words/terms/phrase</td>
</tr>
<tr>
<td>Student 3</td>
<td>8</td>
<td>&lt; 10 words/terms/phrase</td>
</tr>
<tr>
<td>Student 4</td>
<td>6</td>
<td>&lt; 10 words/terms/phrase</td>
</tr>
<tr>
<td>Student 5</td>
<td>7</td>
<td>&lt; 10 words/terms/phrase</td>
</tr>
<tr>
<td>Student 6</td>
<td>9</td>
<td>&lt; 15 words/terms/phrase</td>
</tr>
</tbody>
</table>
Respondents’ Number | Score (1-10) | Gaining Vocabulary after the Practise
---|---|---
Student 7 | 9 | < 15 words/terms/phrase
Student 8 | 8 | < 15 words/terms/phrase
Student 9 | 7 | < 10 words/terms/phrase
Student 10 | 8 | < 15 words/terms/phrase
Student 11 | 8 | < 15 words/terms/phrase
Student 12 | 10 | < 15 words/terms/phrase
Student 13 | 9 | < 15 words/terms/phrase
Student 14 | 7 | < 10 words/terms/phrase
Student 15 | 8 | < 15 words/terms/phrase

IV. DISCUSSION

A. Conclusion

The research shows that the pre-teaching vocabularies and pre-listening activities which are prepared by the lecturers before doing listening practice in the class improve EFL (English as Foreign Language) students’ conception on listening material, the ability of the students to answer the question or listening task, and also gain the conception of EFL students to some new vocabulary, words and phrase in ESP (English for Specific Purpose) handbook. Students’ score improve significantly up to fifty percent compared to the student’s score which do not treated with pre-listening vocabulary and pre-listening activities before the listening practice held. The most important of all is, the EFL students’ conception on new vocabulary, words, and phrase improve significantly after the practice held. They gain new vocabulary and able to say the vocabulary orally and even be able to write the vocabulary.

B. Suggestions

In order to improve the better improvement of teaching and learning listening skill for EFL (English as Foreign Language) students, the suggestions would be advisable to be applied:

1. English trainers should prepare best pre-teaching vocabulary for the students before giving listening practice by sorting thematic vocabulary, words or phrase related to the material and question given.

2. Pre-listening activities should be given orderly and properly based on the steps and the goals of listening teaching and learning; sorting vocabulary, explaining the meaning, asking to repeat orally, memorizing, writing, reading the questions before the tape played.

3. Start with the easiest practice first, for example filling the missing gap before stepping to the complex questions like multiple choice format.

4. English trainers must allocate time and make time split for pre-listing activities so the topic of the listening lesson can be taught properly and completely from the beginning to the last.

5. After getting the new vocabulary from the listening, English trainers should create public speaking task using the vocabulary which is got from the listening, so the learning will be sustainable from passive and active skills.

REFERENCES


