

The Study on Teaching Listening for Speaking at Advanced Level Students through World Events at an English Language Course Pare Kediri.

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Abstract

This research concerns with the study on teaching listening for speaking at advanced level students through world events at Kampung Inggris Language Center Pare Kediri. In addition, the purposes of this research are to describe the teacher's preparation of teaching listening for speaking that supports teaching learning process; to explore the implementation of teaching listening for speaking that supports teaching learning process; to investigate how to assess teaching listening for speaking that supports teaching learning process; and to investigate the result of teaching listening for that supports teaching learning process. This research used descriptive qualitative design. This research aimed to obtain information relating to the current status of phenomenon and presented toward determining the nature of situation that happen at a time of the research activities, not giving any treatment then describing the teaching listening for speaking at Kampung Inggris Language Center. The teacher gave the syllabus and lesson plan to the researcher, then the researcher observed the process of teaching listening for speaking that happened there. In qualitative research, the researcher was the key instrument so the researcher must be in the research. Meanwhile the methods used to collect the data were interview, observation, and documentation. Based on the result of data analysis, the researcher can conclude that the results are the researcher applied syllabus and lesson in teaching listening for speaking; the implementation was already prepared as well; the assessment was listening and speaking IELTS' assessment which is a professional standards on regular basis; and the result was good. It means that there is an improvement score after the students was taught by listening for speaking through world events.

Keywords: Teaching Listening, Teaching Speaking, Integrated Skills

INTRODUCTION

Teaching learners to master another language means helping them create and develop all four communication skills. To do this, we need to use an integrated-skills

approach to language learning. The integrated-skills approach are believed an effective approach to develop students' communicative competence and ability because the students can combine these skills (despite the two skills) within a single activity. Indonesia, as a developing country, also contributes to find the best way to learn English. It can be seen in the presence of government or private policies to require many education researches of English encouraging Indonesians seriously learn English.

Kampung Inggris is the name of a village in the Pare, Kediri, East Java. Kampung Inggris was established by Muhammad Kalend Osen which was well known as Mr. Kalend in 1977. Now, Kampung Inggris becomes a center of learning English for thousands of people who come not only from this country but also from many countries. Here, there are about 200 English courses spreading to people's homes and almost all of their interactions use English and most of the teachings are in isolation such as teaching vocabulary, teaching grammar, teaching speaking or many others.

On the other hands, there is a course where teaching uses integrated-skills approach namely Kampung Inggris Language Center. Kampung Inggris Language Center (LC) is one of 200 courses at Kampung Inggris which was founded by Arif Kuswanto on August 8, 2015. Kampung Inggris LC is located on Jl. Langkat No. 88-93, Dsn Singgahan, Ds. Pelem, Pare Subdistrict, Kediri Regency, East Java. Kampung Inggris LC has 160 teachers who have graduated from English education or English literature. The vision of Kampung Inggris LC is to be the largest and the best language education center. Whereas the missions of Kampung Inggris LC are building the best, complete and effective learning system; improving the quality of the teachers on an ongoing basis; providing the best and professional services to students; providing the best facilities and infrastructure to support the learning process.

Kampung Inggris LC also has 5 program packages namely intensive package Kampung Inggris LC, english master package Kampung Inggris LC, full service package Kampung Inggris LC, holiday desember ceria package Kampung Inggris LC, and TOEFL package Kampung Inggris LC. And the main lessons learned are elementary vocabulary and expression; basic speaking; basic grammar; fundamental american accent; intermediate vocabulary and expression; public speaking; intermediate grammar; pronunciation of american accent; grammar for speaking; grammar in use; grammar for proficiency; upper intermediate speaking; listening for speaking through world events; structure and written expression for TOEFL; listening comprehension for TOEFL; reading comprehension for TOEFL; pre-academic vocabulary; pre-academic speaking; pre-academic grammar; pre-academic reading; academic reading; academic writing; academic speaking; academic listening. All information about Kampung Inggris LC is on the LC web namely kampuninggris.id.

The previous research findings that were founded by Hinkel (2018) who studied about Teaching Speaking in Integrated-Skills Classes. He proved that teaching speaking integrated with other skills can enhance in learning.

Based on the previous research, it showed that teaching in integrated-skills can improve the students' skill. So, the researcher is interested in doing research entitled "the Study on Teaching Listening for Speaking at Advanced Level Students through World Events at *Kampung Inggris* Language Center Pare Kediri".

METHOD

This research used descriptive qualitative design because it was intended to know a study on teaching listening for speaking through world events in advance level at Kampung Inggris Language Center Pare Kediri. This research aimed to obtain information relating to the current status of phenomenon and presented toward determining the nature of situation that happen at a time of the research activities, not giving any treatment then describing the teaching listening for speaking at Kampung Inggris Language Center. In collecting the data, the researcher used three instruments, i.e. observation, interview and documentation. The researcher used observation and interview as a primary data collection, and documents as supporting data collection.

After getting syllabus, lesson plan and permission to conduct the research, the researcher started to observe listening for speaking class. The researcher interviewed a teacher of listening for speaking with 6 questions and a chairman of research and development with 3 questions in the interview guide. Then the researcher took a note from the results of the interview during the interview. Further, the researcher did not use a recording device in the interview. At the end of interview, the researcher read the note to confirm the result of interview.

After the researcher collected data from the questionnaire and interview, the researcher analyzed the data through three stages.

- a. Data Condensation

In this step, after obtaining the results of observation, the researcher made the questions which included the information from the observation to an English teacher who taught listening for speaking and a chairman of research and development during the interview process. While pre-test and post-test done only to see students before and after they were taught listening for speaking.

- b. Data Display

In this step, the data constructed in detail and completely answering the research problem in this research and then formulated to draw conclusion.

- c. The third stream of analysis activity is conclusion drawing and verification. It started from the data collection, then the researcher began the interview.

Finally, conclusion was drawn according to the data based on the research problem in this research. In the last step, the researcher drew conclusion from the results of observation, interview and document. Furthermore, the researcher formulated the findings, discussions and conclusions qualitatively.

RESULTS

The first question in interview was about applying syllabus and lesson in teaching listening for speaking. Then the interview was about materials, they were making assumption and family; recognizing paraphrase and music; describing place, direction and sport; describing an action, process and art; identifying attitudes, opinion and lifestyle; predicting in table and job; and understanding map and travel.

The observation in observation guide was the teaching process starting the first meeting to the last meeting. The 1st meeting was pre-test where the students have to do the listening about 40 numbers in a half hour, followed by writing down the answers on answer sheet in last 10 minutes. Then the students do the speaking about 11-14 minutes. Recorded is used to collect data from personal interview. Then the 2nd, 3rd, 4th, 6th, 7th, 8th and 9th meeting was the start of teaching listening for speaking which included opening, main activity and closing in every meeting. For the 4th meeting was weekly exam. Its implementation was the same as pre-test where the students have to do the listening about 40 numbers in a half hour, followed by writing down the answers on answer sheet in last 10 minutes. Then the students do the speaking about 11-14 minutes. Recorded is used to collect data from personal interview. It aimed to know the students' improvement in listening and speaking in 3 days studying, and the 10th meeting was post-test. Its implementation was the same as pre-test and weekly exam where the students have to do the listening about 40 numbers in a half hour, followed by writing down the answers on answer sheet in last 10 minutes. Then the students do the speaking about 11-14 minutes. Recorded is used to collect data from personal interview. It aimed to know the students' improvement in listening and speaking in 4 days studying and to know how success of teaching listening for speaking by comparing the students' band between pre-test and weekly exam.

The question of the interview was the assessment. The assessment used was listening and speaking IELTS' assessment was the suitable assessment used to assess students' competence in listening for speaking class by looking at the IELTS listening and speaking band descriptors.

The next question of the interview was about the result. After some learnings and a weekly exam, most the students get an improvement in listening and speaking. We are also able to see that there is an improvement for the students' listening and speaking from the data score. Moreover, there are 3 students who got band 7. It

means there was an improvement of students' listening and speaking in listening for speaking class.

DISCUSSION

Based on the observation and interview, the teacher applied syllabus and lesson plan, and the teacher taught all of the materials in that certain preparations.

The teaching was well prepared according to the certain data collection method. The 1st meeting was pre test, then the 2nd, 3rd, 4th, 6th, 7th, 8th and 9th meeting was the start of teaching listening for speaking which included opening, main activity and closing in every meeting, then the 4th meeting was weekly exam. And the 10th meeting was post test. Then the interview was about the important to assess students' competence in teaching. It is in line with Uyhal (2010) it is necessary to address the assessment procedures of such large-scale tests on a regular basis to make sure that they meet professional standards. And the last was about the result that was taken by observation, interview and document. The result of teaching listening for speaking was good. It means there is an improvement of students' listening and speaking in listening for speaking class. It is line with Ur (1991 : 120) theory he organized some characteristic of successful speaking activity which one of them is getting an improvement for students' speaking.

CONCLUSION

The research on the study on teaching listening for speaking at advanced level students through world events at Kampung Inggris Language Center Pare Kediri produced four findings. First, the results are the researcher applied syllabus and lesson in teaching listening for speaking; the implementation was already prepared as well; and the last was the assessment of listening and speaking IELTS' assessment which is a professional standard on regular basis; and the result was good. It means that there is an improvement score after the students was taught by listening for speaking through world events.

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